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Co- engage

Citizens as Co-Designer

Practices on how to engage citizens in community building

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Introduction



Intro

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Introduction and project summary

Martin Barthel

Citizens as Co-Designers of their space

The question of how to involve citizens not just as subjects, but as equal co-designers of ideas, plans and even more, and how to empower citizens to initiate such processes in order to express their needs and visions to public administrations is becoming an increasingly important topic in Europe. Participative and deliberative policy making ensure the acceptance as well as the transparency of decision making.

In terms of social innovation, the European Commission brings the concept of co-creation to the agenda: "The empowerment of actors is, according to research as well as practitioners <... > (Vale, A. 2009), what qualifies the innovation - 'engaging citizens as co-creators'." As also expressed by President Barroso: 'A successful innovation policy is one that involves all actors in society, innovation is something you do with people, not to them' (13 October 2010). If the ultimate objective is to introduce sustainable change, then the main variable is people's empowerment. "Co-creation and co-innovation by universities and public research organisations with businesses, social institutions, government, and citizens need a specific set of skills" (EC, 2014).

Co-Engage was a cross sectoral project addressing the intersection of the key competences of Lifelong Learning through its methodology and partnership. By exploring the diversity of approaches of co-creation such as entrepreneurship-building, active citizenship, environmental quality, social inclusion, digital literacy, local policies, formal and non-formal education, etc., Co-Engage contributed to the development of educational methods, teaching new skills which lead to social innovation.

We are willing to exploit co-creation processes for turning citizens into innovators. By supporting citizens to discover and develop their capacities for critical thinking and constructive participation in any issue related to their personal and professional lives, the Co-Engage partner **want to** contribute to the mobilization of citizens and to the co-creation of skills and methods, leading to a more active European citizenship.

Co-Engage has enabled innovative synergies and approaches and built bridges between profit and non-profit sectors, public and private actions, formal and non-formal education, research and practice. An intensive exchange of experiences and good practices and the co-creation of a state-of-the-art smart curricula helped adult educators to improve their competences and skills by learning from others. Further, adopting and using co-creation will provide educators with a new approach for assessing learning needs and outcomes and monitoring teaching processes in civic education.

The innovative aspect of Co-Engage is not only raising the concept of citizens as innovators, active agents in society, but by mobilizing the already existing co-creation initiatives, documenting and communicating them through an interactive map.

The 2018 European Commission's Recommendation on "Key Competences for Lifelong Learning", underline the ideas of our project. Co-Engage has **helped to** improve competences such as STEM - emphasising critical questioning and problem solving, which are prerequisite for civic education; SOCIAL AND LEARNING COMPETENCES, with a focus on lifelong learning and transversal skills like creativity, critical thinking, co-creation and problem solving; CIVIC COMPETENCES including methods to support sustainable societies, empowerment and participation; and ENTREPRENEURSHIP

COMPETENCES involving creativity and the ability to plan and manage. Co-Engage seeks pathways to incorporate all of these methods in formal and, especially, non-formal adult education, as we believe co-creation and critical design thinking are key approaches to teach the so-called 21st Century basic skills.

In this way Co-Engage has helped to create a more equal access to knowledge by providing new approaches of participative learning, by integrating cross-cutting skills and competences coming from different sectors by offering new learning opportunities for groups in need of the new skills necessary in the digital era. Co-Engage regards teaching and learning as a continuous process, having potential impact on all citizens, regardless of their age, gender, or ethnicity. Our partnership thus contributed to the creation of a more inclusive education environment in Europe, embedded in lifelong learning processes.

Social innovation can be considered as a process of co-creation, since it seeks the collaboration of multiple stakeholders (Voorberg, Bekkers, & Tummers, 2014). In the digital era, these processes are enabled by the wide use of web 2.0 technologies, providing tools for cross-sectoral collaboration and co-creation. Co-Engage addresses the growing demand of citizens to be actors in their own lives and to be enabled to find collective solutions to some of the social issues they encounter. We will contribute to an inclusive education, embedded in lifelong learning processes, enabling all learners to be involved. The isolation experienced during the COVID-19 pandemic has to be followed by an “unboxing” of participation – using new digital tools and skills gained by citizens, but combining them with concrete methods in the streets and neighborhoods. Co-Engage thus additionally collected projects, practices and tools which will help educators teach those concepts to citizens.

Investigating the potential interplay between co-creation processes, circular economy ideas and civic participation, Co-Engage responds to the societal challenges addressed by the EU within the Europe 2020

framework, such as the INNOVATION UNION, by recognizing Europe's strengths in design, creativity and the importance of social innovation; the YOUTH ON THE MOVE, by knowing that learning isn't limited to schools and plenty of learning happens outside the classroom; the INDUSTRIAL POLICY FOR THE GLOBALISATION ERA, by supporting the shift towards a sustainable growth based on efficiency and involving governments, stakeholders and the European public; and the AGENDA FOR NEW SKILLS AND JOBS by supporting learners from all sectors and genders to develop new skills, scientific knowledge by combining learning paths.

The overall aim of Co-Engage is to identify the main areas where co-creation can contribute to transforming citizens into active innovators of the society, and to gather and discuss good practices representing each of these areas. In order to achieve this main goal, the implementation phase of the project led to four main results:

Result 1: Elaboration of more than 80 smart practice evaluations on co-creation methods in the different sectors (private, public and NGO) based on a commonly approved evaluation grid.

Result 2: Organisation of three Co-Engage Labs, in which the techniques and methods of co-creation were discussed (Lab 1 - Co-discovery : Citizens as co-implementers based on action plans for sustainable fashion), their transferability was tested (Lab 2 - co-speculation: Citizens as co-designers, creation of crowdfunding campaigns), and finally the methods were implemented outside the project (Lab 3 - Co-Creation: Citizens as initiators, working with housing residents). The Labs allowed us to obtain a more complex vision of co-creation in general

Result 3: The smart practices evaluation and the three Co-Engage Labs led to the identification of a large number of co-creation practices, which are presented visually on an interactive map, offering basic information on the practices, with the possibility of a permanent extension in the future.

Result 4: The project eBook which summarize the most relevant smart methods, recommendations and inputs.

Co-discovery is an important aspect of co-creation. It invites participants to explore a topic, problem or theme in a collaborative setting. The learners (trainer, educators) will trigger each other for further learning. One of the most appealing aspects of co-creation embedded in Design Thinking is exploring unknown possibilities and uncovering

unknown insights. This is the reason why emphasis is put on learning and on activities increasing the learning potential of the learner as a community. Action-oriented learning may be boosted by experimenting and exploring proposed solutions in order to understand the problems revealed by the assumptions leading to those solutions. As such, your community can iterate rapidly, modifying your methods and moving you closer and closer to the goal: positive social change.

How did we work?

Federico Fumagalli

Co-Engage project is seeking to identify Smart Practices of co-creation. A concert of 8 partners worked together for more than 3 years, through a global social-economical crisis caused by the pandemic, not only on our formal goals but also investigating side-goals like to create a european network which could strengthened up collaboration between different countries and organizations who have common values and visions. On a political point of view, the collective process we took part in is the most important output we generated.

What are Smart Practices?

Smart Practices are adaptable and applicable practices, suited to various needs, target groups and circumstances (they are transferable). Smart Practices engage and are accessible for groups with different backgrounds and skills and raise from the needs and the capacity of the learners. Smart Practices improve the current status of communities in a smart way and empower learners to take a more active role in society. Smart Practices include the learners in the construction of the assessment.

What is the context of co-creation?

The Co-Engage project is facilitating co-creation processes in order to turn citizens to be innovators and advocates of positive change in their community. By supporting people to discover and develop their capacities of critical thinking and constructive participation in any issue related to their personal and professional lives, citizens will gain the tools to be empowered and to be equipped for active participation.

We distinguish three types of co-creation/co-production where citizens might be involved:

1.Citizens as co-implementers;

2.Citizens as co-designers;

3.Citizens as initiators.

In this context the smart practices will explore the following effect of co-creation on society:

A. The value of co-creation in general, as citizens are involved in helping the community.

B. Finding measures which groups of citizens' directly benefit, paying particular attention to those who have lower education, wealth and/or come from ethnic minorities.

C. Exploring the potential of co-creation in community building, where social capital can be a driver for co-creation, but also an effect. Co-Engage aims to investigate the relevance of co-creation for citizenship building and connect it to concepts and approaches of civic education, which have rarely been performed.

At least, we developed an Evaluation Grid where you can find out if you have a Smart Practice in co-creation.

We sorted the Smart Practices we collected by Practices (or Tools), Projects and Case Studies.

Using the term *Practices (or Tools)* we mean an example of Smart Practices with a methodology behind it, allowing you to reproduce it as wished. *Projects* are activities you can do everywhere and basically everyone can do it without a specific methodology. Further, *Case Studies* are smart practices applied on a specific site and conditions.

Based on the Evaluation Grid, we modified and redefined other variables in order to keep this book inclusive and accessible, according to our possibilities, like:

> Goals (#community building, #raising awareness, #teaching tools, #sharing practices or experiences #empowerment #inspiring action #dialogue between groups



#analysing needs #individual expression
#testing solutions #engagement). We named
them after understanding the range of goals
we gathered.

> Target: age (Under 21 years old / 21 – 60 /
61 – 67 / Over 67);

> Language based or not (accessible for
people who don't speak the language);

> Duration;

> Date (we preferred newest to oldest ones);

> Number of people involved;

> Pre-conditions (economic resources,
materials, spaces, tools, etc.) you need to
realize it - divided in three levels: easy,
medium, hard.

Assessment Grid



engage

The Assessment Criteria

What are smart practices?

Smart Practices are adaptable and applicable practices, suited to various needs, target groups and circumstances (they are transferable).

Smart Practices engage and are accessible for groups with different backgrounds and skills and raise from the needs and the capacity of the learners.

Smart Practices improve the current status of communities in a smart way and empower learners to take a more active role in society.

Smart Practices include the learners in the construction of the assessment.

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3. Citizens as initiators

In this context the smart practices will explore the following effect of co-creation on society:

1. the value of co-creation in general, as citizens are involved in helping the community.
2. finding measures which groups of citizens' directly benefit, paying particular attention to those who have lower education, wealth and/or come from ethnic minorities.
3. exploring the potential of co-creation in community building, where social capital can be a driver for co-creation, but also an effect.

Co-Engage aims to investigate the relevance of co-creation for citizenship building and connect it to concepts and approaches of civic education, which have rarely been performed.

Checklist for Smart Practices of Co-creation in the context of civil society

Would you like to see if you have a smart practice in co-creation? The table below can help you to find out! Choose a practice, and tick YES or NO for each statement in the checklist. If you have indicated "YES" at least 13 times, there is a chance your practice is a smart practice of co-creation! If you have reached 13 x YES, please fill out Part B as well to reflect on your practice and share more details with us – we are curious about your experience and accomplishments!

| ESSENTIAL FORMAL REQUIREMENTS | YES | NO |
|---|-----|----|
| Participants and organization are indicated | | |
| Target audience is indicated | | |
| Actors and participants are identified consistently and the roles they performed are named | | |
| All sources are cited; copyrighted material, if used, is identified and used with clear permission | | |
| PURPOSE OF USING THE PRACTICE | | |
| Is the practice aimed at finding solutions to a problem? | | |
| Is the practice aimed at increasing people's participation/engagement? | | |
| Is the practice aimed at learning (raising awareness, increasing knowledge and understanding, gaining new skills)? | | |
| Is the practice aimed at increasing people's activity? | | |
| PARTICIPATION AND ENGAGEMENT | | |
| Does the practice gather input (knowledge, opinions, experience, ideas) from participants? | | |
| Does the practice seek to engage and bring together groups of different background (age, financial status etc.) that do not usually talk to each other? | | |
| Does the practice allow people to interact, share and exchange ideas, problems or needs? | | |
| Does the practice engage groups that are usually marginalized? | | |
| Does the practice allow the participants to be active? | | |
| Is the approach suitable for the participants (age groups, social background, cultural background etc.)? | | |

| | | |
|--|--|--|
| OUTCOMES AND IMPACT | | |
| Does the practice raise the understanding of an issue/a problem among the participants or other actors (public or private institutions, NGOs, etc.)? | | |
| Does the practice allow the participants to test different ideas or solutions? | | |
| Can the practice be easily replicated in other contexts/for other topics? | | |
| The practice leads to reflection | | |
| The results of using the practice can be documented and measured | | |
| ENGAGEMENT AND ACTION | | |
| The results of using the practice are shared with wider public | | |
| The practice motivates/inspires participants to take action/change something | | |
| The practice fosters cooperation/collaboration. | | |
| The practice makes participants feel more responsible. | | |
| The practice makes people believe more that they can change something. | | |
| TOTAL SCORE: /24 | | |

Descriptive questionnaire – Reflection on Key Features of the Practice and Its Use

Please fill out this part only if you have reached at least 13 x YES in Part A Checklist.

| Part I. General information | |
|---|--|
| Name of the organization institution | |
| 1. Name of the practice | |

| | | | |
|---|---|----|--|
| 2. Short, summary description of the practice | | | |
| 3. When was the practice first used by your organization? | | | |
| 4. In which field/topic (eg. urban planning, fashion, housing, education) did your organisation use the practice? | | | |
| 5. How often was the practice applied by your organisation? | <ul style="list-style-type: none"> • More than 10 times • From 5 to 10 times • From 2 to 4 times • Only once | | Points* |
| 6. Geographical coverage of the practice – for which audiences can you use it? | | | <input type="radio"/> Local <input type="radio"/> Regional <input type="radio"/> National <input type="radio"/> International |
| 7. How many organisations or practitioners you know are using the practice? | | | |
| 8. Which kind of institutions can perform the practice? | <input type="radio"/> From the governmental sector <input type="radio"/> From the private sector <input type="radio"/> From the non-governmental sector | | |
| 9. Goals of the practice | | | |
| 10. Target groups (you can name more than one if the practice brings together different groups) | 1) | 2) | 3) |
| 11. Size of the group (number of people) you can work with using this method | | | |
| 12. Which aspects of the practice have been used before/can be used after in other contexts? | 1) Context: Aspect used: 2) Context: Aspect used: | | |

| | |
|---|--|
| 13. How is/was the creation of the practice financed? | |
|---|--|

| Part II. Core information | | Points |
|--|---|--------|
| 1. How participatory/ engaging is the practice? | 4) Very 3) Quite 2) Just so 1) Not really 0) Not at all | *** |
| 2. Which aspects make your practice participatory/ engaging ? | | ** |
| 3. How can the participants further use the practice? | | ** |
| 4. How strong does the practice motivate the participants for further action/participation? | 4) Very 3) Quite 2) Just so 1) Not really 0) Not at all | *** |
| 5. How would you describe the attitude of participants? | | ** |
| 6. To which age range do the participants belong? Please write the number of each group if possible. You can indicate several different age groups | Under 21 years old 21 – 60 61 – 67 Over 67 | **** |
| 7. What is the impact of the practice regarding the following aspects: | Participation in society Awareness as citizen Being involved in creating the method? Being involved in adapting the method? Being involved in improving the method? | ***** |

| | | |
|---|--|-------|
| 8. What does the preparation for using the practice look like? | | ** |
| 9. What are the results/ impact of using the practice? | | ** |
| 10. When are the first results/ impact noticeable? | | ***** |
| 11. How do you document the results /impact? | | ** |
| 12. In your opinion, can the practice be transferred and adapted to other sectors/contexts? How can this be done? | | ** |
| 13. How do you promote the practice? | | ** |
| 14. What kind of assessment methods do/ did you use in order to follow the impact of the practice? | | |
| 15. What are in your opinion the biggest benefits and strengths of using the practice? | | |
| 16. What are its weaknesses? What could be improved? | | |
| 17. What are the risks, challenges or difficulties related to using this practice? | | |

| | |
|------------------------------|--|
| 18. Describe a success story | |
| | <p>**</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

Citizens as Co-Designers



Engage

Urban Innovation Foundation

Stefania Paolazzi, Federico Fumagalli



Organization and country: Municipality and University of Bologna, Italy

Target group: Inhabitants

Age group: all ages

References,:

<http://www.fondazioneinnovazioneurbana.it/>

Short description of method

Since 2005 Urban Center Bologna is the place where you can learn about the main policies and projects that have changed Bologna and

its metropolitan area and where citizens, public institutions, associations and representatives of the economic and social world can meet and discuss the urban and territorial transformations.

In 2017 the Office for Civic Imagination was created. It is a permanent laboratory where different forms of collaboration between the actors of the city are launched: the objective is to experiment and support participatory practices in close relationship with the neighborhoods of the city (with particular attention to those who are usually excluded from participatory processes). It is a research and development lab to support the Bologna Municipality decision and to link resources and people needs and capacities.

In 2018, it will become the Urban Innovation Foundation established by the Municipality and the University of Bologna.

How does the foundation engage citizens?

The Urban Innovation Foundation is an analysis, communication, elaboration and co-production Lab, focused on urban transformations to address social, environmental and technological challenges. The Foundation aims to affirm and consolidate its role as a "collective brain" and a hub of urban transformations, a catalyst for ideas and activities, as well as a place for meeting and discussing among citizens, public institutions, associations and movements and all representatives of the economic, social and cultural world. To achieve this wide range of goals, three main areas have been identified within which the multiple activities of the Foundation can be articulated:

- **URBAN CENTER** Activities for information and promotion of the territory and urban culture;
- **CIVIC IMAGINATION** Activation of participatory and co-production paths;
- **MAPPING THE PRESENT** Analysis and documentation of urban transformations, with a focus on open data.



Which co-creation moments are included

During the first years of the economic crisis, there has been a shift in the approach to citizens' participation in urban development due to economic uncertainties and lack of resources, changes in citizens' priorities, needs and claims.

In the 2000s, the local administration recognized citizens participation as a tool to improve the implementation of structural plans and city planning: the city has developed a long series of initiatives, shared actions and policies to co-design urban development together with its citizens.

From 2014, Municipality experimented and acquired new tools to include different urban actors and inhabitants in the co-design of the city, as:

- *INCREDIBOL!* To reuse public buildings;
- Iperbole (the renewed) Civic Network;
- Regulation for the care and regeneration of urban commons.

In particular, the Regulation allows territorial stakeholders and citizens to sign "cooperation pacts" with the administration, taking on responsibility for solving problems and taking care of a particular area of the town.



Pedagogic/methodological aspects

Education is the focus point for the citizens who took part in the participatory labs promoted between 2017 and 2018. Several places are referred to as a training gym where you can catch a glimpse of Bologna as a city that learns and makes you learn through actions oriented to socialization and recreation and moreover through artistic courses and labs that can be related to art, sport, culture, creativity, music.

Education is conveyed through schools and public libraries, social centers for the elderly and all those collaborative spaces with civic purposes because Education is not only a need but a potential resource. The spread of these meeting points outside of schools needs both a new kind of governance from a citizen/district perspective and a close relationship to policies in a public space, place and means for more inclusive activities such as those actions of "street education" through sport equipment.

Another obvious link is a cultural approach where culture is the source of knowledge and education, especially when the younger are involved in codesigning specific activities because it is crucial for them to make space for new languages and expressions.

SWOT of smart practice

Strength

Stronger connection between urban center's policy makers and inhabitants.

Weakness

Open minded municipality is needed.

Opportunities

Co-design a city which is more linked with needs and desires of its own community.

Threats

If citizens are not well trained to this new way of co-managing the community they live in, politicians could take advantage of that and lead the proposals through their interests.



Which aspects are transferable?

Concept and methods.

What kind of change is created?

With several designing tools and financial programmes, the Urban innovation plan is the strategy for gathering opportunities, tools, resources, spaces and skills, 2021 being its reference point.

Areas of interest:

- Civic imagination: collaboration as a method;
- Convenient places spread around the districts;
- Social inclusion, education, rights and equal opportunities;
- Environmental sustainability;
- Country attractiveness and Economy of proximity;
- Digital space and technology serving communities.



A story of how the lab works:

The district labs started in May 2017 aiming at creating a steady involvement both from the citizens and the communities in the Urban Innovation Plan. This goal should be achieved by activating and managing participatory processes developed in specific areas, public spaces and buildings around the city.

Year after and district after district, District Labs' aim is to connect different financial resources, policies and networks which are born thanks to the citizen's commitment, making people's involvement consistent and across-the-board.



Each Lab acts in the framework of the community's care policy-area and works on different levels (district-area-neighborhood related) activating specific projects and integrating the municipal sector-based policies.

Conclusion

Reducing the gap between citizens with local administrators by designing a place where, in a more easily and accessible way, you as a citizen could bring your ideas and – auspiciously – find a solution or and help to make it real. It is something each municipality needs to implement as soon as possible.

Notes

> pics' credits: Fondazione Innovazione Urbana

Community Mapping - a tool for participatory placemaking

Martin Barthel



Organization and country: CRN,
Germany
Target group: All citizens Age group:
12+
Context / Learning environment:
non-formal education
References, Link to the practices:
www.mapmehappy.com/de



Short description

The aim of community mapping is to create a feeling of positive ownership of a space to citizens. The community mapping is often a starting point to discuss what is worth preserving, what might be changed and what is missing in a neighbourhood and leads to an engaging discussion on change (might be by architecture, social, legal etc.).

The community mapping we did in Berlin-Wedding is part of a bigger programme to help the local citizens to strengthen ownership, create action plans to identify better and overall to make the area safer, cleaner and more attractive.

Our organisation is working on this in the frame of our participatory programs. The project is for an experiment in modern participatory approaches but as some of our staff is living in the area it is an attempt to help to develop our community.

The first step of the map me happy approach is to make public events in the community with a real map of the area and collect places connected to positive emotion in the

community. As public even the target group are literally all citizens, never mind age, gender or nationality.

The participants learn about other perspectives on the public space they inhabitate, they learn about ownership of public spaces and how to prevail or increase the wellbeing in their surroundings. The practice ultimately increases the capabilities to create action plans, articulate thoughts and contributing to decisions making. The narrative developed is highlighting, especially in deprived areas, the positive perspectives of what is around people. They will map places which smell, listen, or feel good, places where they get inspiration and positive thoughts.

The people will create counter narratives, to the mainstream ones, often describe those areas a dirty, unsafe, and unliveable, which are often transported thought media. Beside providing outsiders with new perspectives, the narratives is also aimed on building a community, when people realise, they are not the only ones liking the area (or at least some parts).



In this way the narratives should develop a sense of communal ownership, resulting in a common responsibility to either preserve or change the area, based on the community needs.

SWOT

Strengths

Community co-creation process, playful but serious approach, reaching wide impact and outreach, highly visible and accessible for all

Weaknesses

you need to work in public space, usage of a set of materials, to make it fully effective several animators are needed.

Opportunities

Helps to co-create policy recommendations, citizens led planning and future scenarios, helps to increase community building and cohesion

Threats

Public event, might be exposed to political intervention, people might rather map negative emotions

Which aspects are transferable?

Using mapping as a co-creation and co-exploration tool of a community is strong. This aspect can be used in many settings and as well in other contexts. Working with positive emotions, launching positive conversations, which brings the community together, but as well asking critical questions later, is a tool which can be used in many learning/teaching and activism contexts.

The project led to the creation of local action plans, which are implemented by the neighbourhood. Additionally, we launched a discussion on the value of the public space and on media discourses in general. The experiences in a co-creation project, enabled empowerment, strengthen participation and increased activism.



What kind of change is created ?

The first concrete impact has been the involvement of a large number of people through Facebook, and offline campaigns. The Facebook campaign reached 12000 inhabitants. 350 Points were collected and digitalized on the map and 6 most liked places have been selected. 50 stories have been collected. The two online Eurbanities 1.0. gaming workshops were held with 12 participants each, where six action plans had been developed which finally had been presented to the Quartiersmanagement and supported to be realized. The Community Mapping was the the starting point, which led to a co-creation process, helping a community to articulate their needs, identify their priorities and activate the people to create actions.

Becoming a Neighborhood Divan

The first community mapping took place during a rainy day on a public square, the Leopoldplatz in Berlin-Wedding. The area is known for diversity, social problems but as well gentrification. The Quartiersmanagement called it an increased competition for the social space in the neighborhood. Thus, in the rain it took a bit of time, until the people felt to mark points – they where ready to show places they wanted to complain about, or said they do not have an opinion. However, when we asked them where do you like it, suddenly everyone opened up – started to reflect and found sports. Many stayed for more than 20 minutes on the aerial picture

map, walking around on their neighborhood and exploring places.

As the neighborhood is diverse, as well the passers by where diverse. Still, at a certain moment an senior man, a Turkish youth group and a homeless person started to talk to each other how much they like a rose garden in the Humboldthain park. This conversation was led by appreciation of a space and a positive exchange on what is there to keep and develop in the neighborhood. In conclusion this anecdote is representing the full potential of the practice and how it can help to bring

citizens

together.

Conclusion

Community mapping can be a challenging tool, as it requires personal and specific materials, however it is a quick and intuitive tool which can be used to bring a community together, start discussions on the potential of a group and can lead to concrete social actions, producing social impact and change.



Boxes for NGOs

Jeanne Stephan



Short description

Following the experimentation of the ITEP, Therapeutic Educational and Pedagogical Institute, integrated system, the regulatory framework for implementation of their mission has evolved.

Practical information

What materials are needed:
recyclable materials (boxes threads,
post-it, stickers, markers, scissors,
glue...,

Duration: 1h30 minimum

Group Size: 5 to 6 people per group

Level of difficulty for learners: easy

Within the framework of our missions, we support the ITEP teams in integrating the challenges of this evolution.

The idea was to use a playful method that allowed medical and social workers to think how the regulatory changes would affect their organization.

"Boxes for NGOs" is a prototyping method based on the expression of staff members' representations of what their organization's missions are and the building of a common representations of future.

We also use this method with other NGOs to reflect on their strategy, their activities or with consortia to reflect on solutions to community needs.

How are citizens/learner engaged?

The method is based on the active participation of all participants. Divided into groups of a size that favours exchanges (5 to 6 people), different stages are proposed to support the collective construction: listening to the different points of view, exchanges, construction of the prototype by relying on the creativity and skills of the different members of the group.

Pedagogic /methodological aspects

The practice work in 3 steps.

1/ The group exchanges base on questions grid: *1 time of individual and collective reflection*

2/ The group builds a physical representation with different materials (boxes, threads, post-it, stickers...): *1 time to produce a prototype*

3/ The group presents their collective physical representation: *1 time to present their prototype and 1 critical return time from other participants*

SWOT

Strength

- Collective reflection,
- Low-cost approach,
- Each one brings something to the approach,

Organization and country: IpsoFacto, France

Target group: social workers

Age group: Every Age

Context / Learning environment: Training and organization accompaniment

Formal or non-formal education

References, Link to the practices:

www.ipsofacto-co.fr

- This allows each person to express his or her point of view and obliges others to hear it as follows,
- Everyone expresses their creativity and their manual and design skills.

Weakness

Participants may lack confidence in their creativity and skills.

Opportunities

- *Hear the representations of everyone, whatever their function*
- Getting to know each person's skills.
- *Makes the representation of the organization concrete and visual*

Threats

- Commitment deficit
- People's behavior: managing conflicts, controversies (not taking them into account), ...

Which aspects are transferable?

The whole practice is transferable.

The element to be adapted is the questions grid to support the individual and collective exchanges before the prototyping.

What kind of change is created?

This approach motivates participation of medical and social workers in the modification and improvement of their organization: the conditions of support for children and young people are more adapted to their needs.

They are engaged and involved in the changes to implement.

Making it mobile

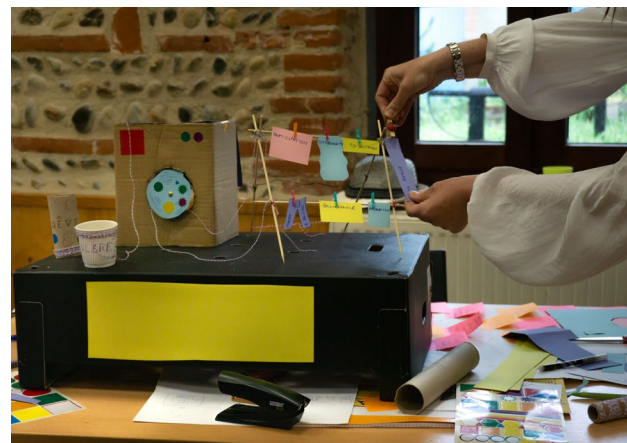
We regularly use this method and find it particularly effective in identifying changes in organizations or services.

I remember a particularly successful experience. An NGO was operating in an old building. At the seminar, the 4 teams represented small units spread around the city and even a mobile unit in the form of a camper van. The evolution of the organization was established. In addition to management and

operation, it was the architectural project that would have to be rethought.

Conclusion:

Boxes for NGO sis a smart practice easy to implement. Participants are generally happy of the results they have in a short time. It is transferable, suited to many target groups, needs and circumstances.



Actionbound for remote participative walks

Martin Barthel



Short description

What was the motivation to establish it? Target groups, transferable to national, international or local focus?

In 2020 CRN collected in the project Kiezraum perspectives and ideas of the citizens of the Pankstraße area in Berlin-Wedding. The process included the collection of places with positive emotions, but as well a collection of stories and insights of local citizens on what makes them happy and sad in their neighbourhood.

Due to the pandemic lockdowns, those stories however, could not be anymore collected face-to-face and additionally guided walks to

Organization and country: CRN,
Germany
Target group: All citizens
Age group: 12+
Context / Learning environment:
non-formal education
References, Link to the practices:
www.kiezraum.de

the favorite spots in the neighborhood had been impossible.

The urge to move adult civic education digital presented the opportunity to use a free web service called Actionbound. Actionbound is an app for playing digitally interactive scavenger hunts which help to lead learners on a path of discovery. These multimedia based hunts are called 'Bounds'.

The program quite literally augments our reality by enhancing peoples' real-life interaction whilst using their smartphones and tablets, with the use of GPS coordinates. The bound led the participants to the top 5 favorite places in the neighborhood. At each of these stops, the users have to fulfill a task, like commenting, what could be changed on Leopoldplatz, post a video of a thing on the spot they don't like, and tell a story with audio why they moved in the neighborhood. The data is collected and uploaded to a database, which can be used for further input for the project.

The bound can be played anytime by individuals or groups, the data is uploaded in real time. In this way it was possible to keep the dialogue with the citizens alive, even during the lockdown, providing citizens with an interactive, fun walk, while no other activities were allowed and unintentionally helped to increase the sustainability and visibility of the project, as the actionbund is staying online without much maintenance.

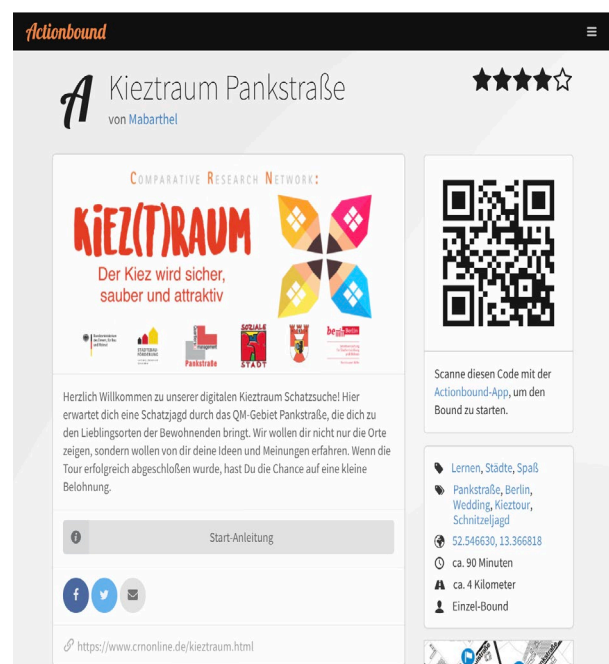
S.W.O.T.

Strength

The tool is combining offline and online experiences in a creative, easy accessible way through mobile phones, but still providing real time feedback. The tool itself needs no programming skills and can be easily created, adapted and monitored through the website.

Weakness

There are some limitations on the possibilities, what can be done. As well the service depends in an external provider. The level of digital literacy to use the tools is not high, but



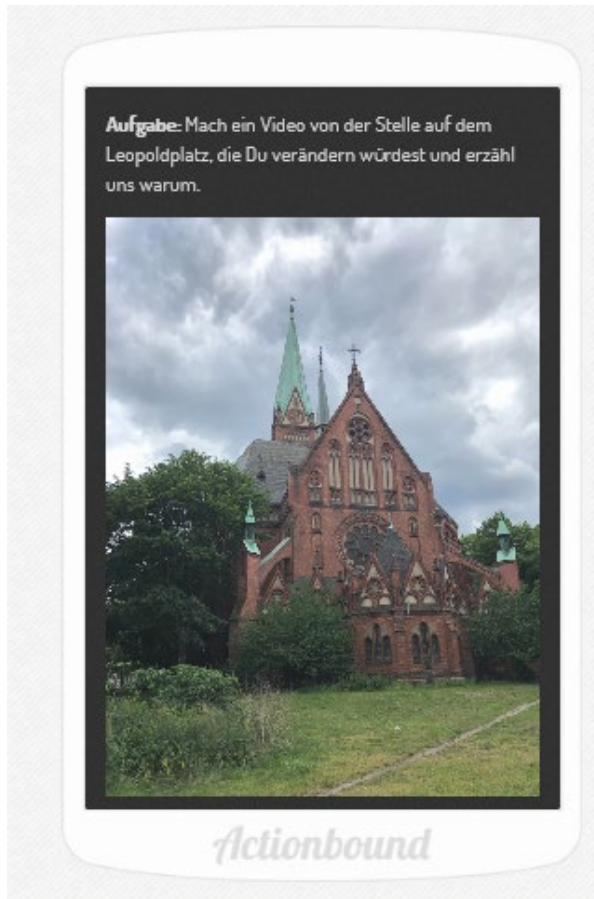
still explanations and QR-codes are needed. The bound is requiring as well a permanent internet connection in the public space.

Opportunities

Due to the easy creation and adaptability of the actionbounds, the fields where the tool could be used are wide. During the Co-Engage Lab for example a prototype of a circular economy bound had been created.

Threats

The biggest threats are on the one hand the dependency on external devices which could raise concern on digital skills needed by learners, language used and administrative issues, such as data and intellectual property protection.



Which aspects are transferable?

All the components of this practice are transferable. The walks with the gamification elements can be adapted to any relevant social topic in any public area. Collecting insights and audiovisual, discussing change and creating a debate can be transferred to many areas, countries, target groups or topics. *The Actionbound tool itself is highly adaptable too. Besides walks, it is possible to create quizzes, scavenger hunts in real time, and finally mini lessons with instant feedback from the learners. Still, while the actionbound can be adapted easily free of charge on the website, complete ownership of a bound requires a license.*

What kind of change is created?

The people who went on the tour learned about places the neighbors like and think are worth protecting. This increased the identification in a social-economic backward district in the city of Berlin. At the same time the walks helped to start conversations on how life in the neighborhood can be improved. Live footage of places with trash, wild parked cars or places where people would love to put flower beds, made this conversation more concrete and gave the local authority through the Quartiersmanagement Pankstraße a better understanding of what and where things should be changed.

Due to the lockdown the people felt isolated and disconnected from even thinking about any change they could do. The bound helped to be involved and to become part of a wider discussion.

COVID walks and neighborhood engagement

Short, personal story connected to teaching/learning/implementing the practice. At the beginning it was difficult to motivate people to take the walk. Many citizens felt skeptical regarding another digital tool. So, our team was happy to see the first person talking the tour. We waited for 45 minutes until the tour was completed and for the feedback. The man was really touched, as he was living in the neighborhood for many years but had not even been aware of many of the places. In the discussion and his contribution, it became clear, that the walk stimulated many thoughts and reflections, on gentrification, traffic, integration, urban design and environmental protection. The reflection had been personal by this man, as he did the tour alone, however all of his reflections had been made visible to the project team through the actionbound. It helped to start many other conversations with the citizens and finally had been included in

the action plans, which had been designed in the Kiezraum project at the end.

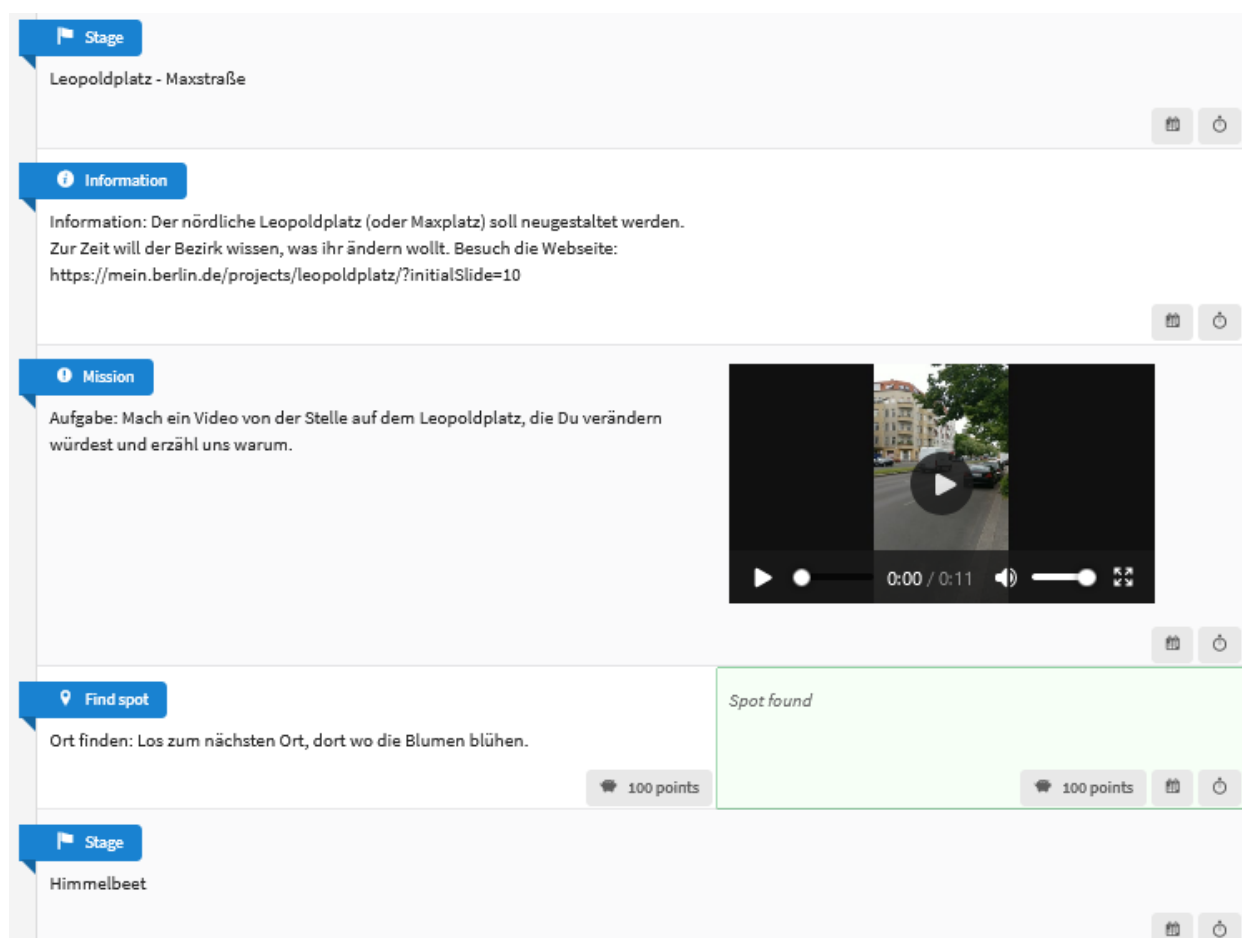
Conclusion

The bound is combining collecting insights with educative moments in a playful way and thus, is innovative - making insights visible both online and offline in a new way. Without the pandemic the tool would not have been used, but already now in 2021 we can say that actionbounds will become a regular option for our work.

The visibility of internal individual reflections of the learner/citizens, help to co-design and co-create public services and space, close to the needs of the concerned.

Having it online makes it flexible to use, either individual on walks or for groups, with a stronger gamification element or even for learning in- and outside the training room.

With proposer planning the actionbound can be adapted to any location or topic, providing a great tool for blended education and in the case of further lockdowns, as well a tool to reach out to the community.



Designing projects for local change

Tadeusz Rudzki



Short description

Ever since participatory budgeting was introduced to Warsaw, the quality of projects designed by the city's residents has remained poor. This led us to organise local training sessions for anyone who has an idea for a change that they would like to introduce to their neighbourhood. In our Warsaw district of Praga-Południe, we cooperate with trainers who have experience in designing Participatory Budget projects. We welcome anyone who is willing to initiate a local project and is ready to improve their skills and cooperate with others.

Organization and country:

Target group: Adult residents of Praga-Południe district, people willing to take the first step towards introducing change by engaging in local activity, anyone who wants to improve their skills of designing Participatory Budget projects

Age group: 12+

Context / Learning environment:
non-formal education

References, Link to the practices:

<https://www.facebook.com/StowarzyszenieWiatrak/posts/3575547105818971>

SWOT

Strength

More people ready to engage in acting for the local community, once they see how easy it is to take up active citizenship.

Weakness

Insufficient promotion of our training. More people could join us, but they probably don't know about this opportunity.

Opportunities

Establishing cooperation with other groups and institutions interested in quality projects being submitted for Participatory Budget voting.

Threats

No long-term plan and relying on the work of volunteers.

Which aspects are transferable?

It is definitely possible to promote and adapt this action model to other areas. The key elements of this practice are: leveraging the experience of authors who have already submitted Participatory Budget projects, focusing on local conditions, flexibility, demonstrating a friendly and understanding approach towards the people who come to us

with their ideas for changing their local surroundings. *What we discuss with them is how to design a project that responds to residents' needs, not "how to complete an application form."* First, we reflect on local needs, next we search for solutions, and only then do we put that idea on paper.

What kind of change is created?

It's easy to observe the change of attitude in participants. Undoubtedly, most people who join the training want to do something positive for their local neighbourhood. Still, many of them come to us with "the very best idea for our district". The training encourages them to reflect on the problem they want to solve and think about how they can find other people with whom they can cooperate. Another change we observe are improvements in the quality of projects prepared by workshop participants.



Participatory Budget for Light

To give one example, we had a young woman at our workshop who complained that it was dark in the inner courtyard of her tenement house. With our help, she prepared a Participatory Budget project for setting up streetlamps. At the meeting she learned how to calculate project costs and how to make the project description convince people to vote for it. The project won, and the training organizers occasionally come across photos of the newly illuminated courtyard on Facebook, where they can read a lot of positive comments from other residents. The project author is thinking about developing other ideas in the future.

Conclusion:

The key to making this practice successful is keeping it local. People design Participatory Budget projects in their scarce spare time, which is too precious for travelling to meetings in other districts. The practice must therefore be provided in close proximity to the target group. Many people find their neighbours more convincing than public officials. That is why we invite experienced neighbours who submitted PB projects to share their knowledge and give prospective project authors some hints. Organising such events at local level also gives local residents an opportunity for establishing cooperation with their neighbours on initiatives other than those related to the Participatory Budget. Thus, we build social ties across our participants' immediate neighbourhood.



Network Nest Meeting

FAJDP collectively



Practical information: all opinions are welcome
What materials are needed: according to the session
Duration: 4 hours
Group Size: 10-30
Level of difficulty for learners: non

Short description

Since 2016, FAJDP organize House of Associations Open Day event.

This activity allows FAJDP to promote Youth Associations work as well as promote FAJDP through the space of its headquarters building – House of Associations.

It is also an opportunity to public in general contact with this reality and visit the building.

During this day, where Youth Associations participate in active way, we take the opportunity to think strategically with them through the Network Nest Meeting.

How are citizens/learner engaged?

By making a global evaluation about Associations activities and how the House can help them to do more and better projects we can engage their participation e getting them more involved in the practice.

By creating special and unique moment for all together think about what we want with this project in the years to come.

By we encouraging everyone involved to assume a compromise between their Youth Association goals, FAJDP and House of Associations

Also, because it privileges non-formal education methodology with practical exercises, peer-to-peer activities, reflection and evaluation moments and or of the projects and initiatives related to their civic participation.



Which co-creation moments are included in the practice?

Since the beginning of the method, FAJDP involves Youth Associations affiliated in the process. By understanding their needs, expectations, creating moments to share opinions and to evaluate needs. Making them feel that the project is for and with them and designing the working plan with them. By making the adjustments needed according to the evaluations made during the project.

Pedagogic/methodological aspects

To facilitate the Youth Associations participation, we use the House of Associations Open House Day to do the Network Nest Meeting. So, in a bigger event we can easier assure Youth Associations participation.

To engage people on thinking the project together, we use Non-Formal Education Tools through the Meeting.

In the end, we encourage everyone involved to assume a compromise between them Youth Association goals, FAJDP and House of Associations.

We use this day to welcome new projects in the Nest. So, we make a formal moment where FAJDP and the new project sign the Nest partnership and highlight the Youth Association mission.

Then, all the Youth Associations involved in the Nest, participate in some Non Formal Education Activities: Round Tables (Café World), Brainstorms, etc..

After some activities, there is a Debriefing moment. This is the opportunity to share and reflect about all the contributions. This moment should lead to some compromises between everyone involved.

Network Nest Meeting run once a year and normally works for 2 or 3 hours. It is an outsider facilitator who runs the meeting. FAJDP Board Direction is always present so they can listen and share immediately with the present Youth Associations some thoughts and/or ideas.

In the end, all set some goals for the future of the project. And all participate in the activities of FAJDP Open House Day.



Our goal is to have a participatory House of Associations, so it's important to listen the involved ones – the Youth Associations. Network Nest Meeting is the annual moment to do it and also to be engaged in a party day!

Organization and country: FAJDP, Portugal
Target group: Youth Organizations, Youth Leaders
Age group: 16-99
Context / Learning environment: Non-Formal Education

SWOT

Strength

The way we promote this kind of meeting – inside a bigger event for House of Associations promotion. In this way we believe we are creating ideal environment for Youth Associations to participate, instead of just appear for a formal type of meeting.

Weakness

This specific meeting only runs once a year.

Opportunities

To listen, in a proper environment, what Youth Associations have to say about House of Associations project it's a very important opportunity to FAJDP to grown as an institution. It is also an opportunity for Youth Associations get to know each other projects better.

Threats

Not listen to ALL Youth Associations. Sometimes, it's not possible for them to participate for different reasons and this could be a thread for the future.

Which aspects are transferable?

The idea of a proper environment for “things to happen” is maybe the most transferable aspect of this practice.

To give Youth Associations all the stage – so they can show, discuss and share their concerns, problems, victories and winnings.

What kind of change is created?

- To create and facilitate a true interchange and networking between organization who use the House of Associations;
- To make a global evaluation about Associations activities and how the House can help them to do more and better projects;
- To create a participation methodology about project managing;
- To do a global evaluation about FAJDP House of Associations facilities;
- To be use as a sharing moment about winnings and difficulties to all organizations involved in House of Associations project;
- To be a special and unique moment for all together think about what we want with this project in the years to come
- To facilitate the Youth Associations participation, we use the House of Associations Open House Day to do the Network Nest Meeting;
- To engage people on thinking the project together, we use Non Formal Education Tools through the Meeting;

In the end, we encourage everyone involved to assume the compromise between them

Youth Association goals, FAJDP and House of Associations..



In other hand, It is also smart to involved them to take action about House of Associations future.

Conclusion

Making Youth Organizations being part and being responsible for a project - House of Associations – made for and with them. Putting all organizations affiliated thinking about the next steps and the future of the project, the needs, the weaknesses, the strengths, what needs to be done, what needs to be changed and making them to put in practice the outcomes of this meetings

How can we help?

During this Meetings, and specific in the last one, Youth Associations realize how they can (and should) contribute for the maintenance of House of Associations project.

In 2016, FAJDP House of Associations directly supports 15 projects; in 2017 were 18, and the tendency is to grow. This increase requests and solicitations from Associations and other partners and more and more city artists are looking for our space.

So, a constitution of a House Fund was settled, where all Associations who made 2 or more activities (free of charge) in the House, should We think that promote this Meeting in this way described is a smart method because it allows Youth Association to participate in a promotional event of their activities.



Making It Real

People's Voice Media Collectively



Organization and country: TLAP & NCAG, UK.

Target group: Public sector, community organisations, and people who access services.

Age group: All ages.

Context / Learning environment: Non-formal education, community-based
<https://www.thinklocalactpersonal.org.uk/makingitreal/>

Short description

The Making it Real work has been developing over the last few years – it is an ongoing conversation about how we ‘rehumanise’ our health and care systems, working with a wide range of national, regional and local organisations to help them understand what Making it Real and coproduction really mean for them. The practice has been carried out locally and nationally in the UK, but also internationally in Europe and the USA, with public and private sector bodies, as well as community organisations.

How do we engage citizens/learner?

The practice is very engaging, using visual, interactive, flexible, and adaptable ways of creating space for creative conversations, as well as self- and organizational reflection. Participants are encouraged to further use the Making It Real practice in their own organisations, team meetings, reviews, and co-design events. Sometimes participants are negative at the start, but have a significant change of attitude during the session.

Which co-creation moments are included?

Participation in society, awareness as a citizen, being involved in the creative method, as well as adapting and improving it.

Pedagogic/methodological aspects

The practice can be entirely delivered by the organisations who sign up to it by living out the framework in their organisations. They are also welcome to access support in delivering it.

To prepare, we ensure we understand the environment we are going into and work with people to ensure that we are facilitating in a way that makes sense to them.

We support organisations to have conversations about applying the Making It Real framework, setting up goals and evaluating progress. We also support organisations to capture stories locally to evidence the impact of Making It Real.

Impact is documented through stories, blogs, vlogs and Community Reporting and these are used for evaluation and assessment purposes too.

SWOT

Strength

Its relational approach - it is about co-creating the right conditions, relationships, values, culture, language etc.

Weakness

The practice is sometimes misinterpreted as being 'fluffy'.



Opportunities

It gives people permission to approach change from a human centred perspective, rather than a system centred perspective.

Threats

Alienating organisations – that said they are probably not the right organisations to be working with if they are alienated by the practice

The biggest risk is not being able to meet demand.

Which aspects are transferable?

The whole practice is transferable because the focus is on co-creating the right conditions for co-production (or doing things differently) . The Making it Real framework is about people, and what they want to experience, people who access support and people who work in services. The statements are universal in their application and could be used in any 'person-centred' environment.



What kind of change is created?

Changed thinking, perception. Improved relationships. People being able to live ordinary lives with the support they need. Organisational development.

There is usually an immediately noticeable attitude shift. More tangible changes anything from days to years.

Making it real for municipalities

One example of success is working in a local authority in England to help them understand what Making It Real is. They have made a *huge* shift in thinking through facilitating conversations about what this means for them and then stepping back and allowing the group to develop the learning and conversations themselves; hosting events, and determining actions moving forward.

Conclusion

Making It Real is a strong example of a Smart Practice because it is transferable, suited to many target groups, needs and circumstances. It's also accessible and is fully adaptable to the requirements of each group. It improves communities and services, including people who access services in the process of shaping the services they use.

XYZ Lab

La Scuola Open Source, Federico Fumagalli



Organization and country: La Scuola Open Source, Italy

Target group: all targets

Age group: 18+

Context / Learning environment: non-formal education;

Education sectors: communication, engineering, social innovation;

Practical information:

What materials are needed: a case study to work on

Duration: 7 to 10 days

Group Size: 40 to 60 people

Level of difficulty for learners: basic

References, Link to the practice: <https://lascuolaopensource.xyz/>



Short description of the Lab

The Open Source School (SOS) was born as an experimental workshop in 2016 to co-design a new way of schooling with an unstructured and undefined process in which everyone is both teacher and learner.

During that first workshop, the original project idea was transformed into an explosive cauldron where ideas, resources, different paths, emotions and tools become entangled in an indefinite object. Day after day, the colored tangle was worked, smoothed and smoothed on several fronts until you reach those well-defined results, which can be consulted online. In essence, XYZ is an open creative process of co-designing services or practices usually into / for new cultural centers. It therefore responds to two purposes: to develop the school in a participatory manner and to propose a methodology, which we can define OPEN, which is extraneous to traditional teaching dynamics. How does the lab engage citizens/learners? The distinctive character of the methodology proposed by the SOS is collaboration. This is expressed through two dominant elements: openness and the horizontality of the didactic and creative processes (design thinking). The open source culture and the paradigm of the creative commons are therefore translated into an informal learning environment, where teaching, technology and art intersect, causing changing results because "There is no final result, only a continuous succession of phases." (K. Lynch). Basically, the XYZ laboratory was conceived around a simple idea: to collect different experiences, skills

and knowledge in the same space and give them the opportunity to meet around predefined goals. No hierarchy, no barriers to the creation process. The table is unique, the chairs are the same. Everyone brings their contribution and collaborates in the evolution of the project. Everyone learns, generates value and fortifies new skills, through a process of creation rather than passive reception of content.

Which co-creation moments are included in the lab?

Literally the entire methodology of these kinds of labs is based on co-creation and co-design. Usually at the beginning and at the end of every single working day there is a plenaria assembly during which each team can explain their level of advancement into the process and give / take tips by / from other participants.

Pedagogic/methodological aspects

SOS is an "academy of the network": it is not, therefore, a hierarchical institution - like a monastery - but rather a community in the making, open and interconnected - like a bazaar - a real "living texture", within which information and knowledge circulate, are spoken and discussed, in a similar way as in the Academy of the Hellenic world, where "a free individual must not be forced, like a slave, to learn any discipline".

Another important reference that has its roots in the past is the "paideia": a holistic approach to citizen education that favors the idea that cultural production becomes at the service of the community.

All the knowledge developed by each individual on the network is shared in the same network, for the benefit of all. When you study a source code of a program, you often develop it further together, so that other people can, in turn, get to improve what they started from.

A continuous and open conversation to several voices is thus produced around the problems to be solved.

The teaching of the Open Source School is an education in methods and skills, rather than disciplines, it is in fact based on the concepts of iteration, open work, interdisciplinarity, non-linearity, cooperation, informality and learning in situations.

Participants will cooperate by working in different groups - but always in relation to each other - to co-design, they will develop new skills (both hard and soft) and new friendships, thanks to the mutual support they will seek "connective solutions" to "common problems", each the own contribution to the realization of a complex and articulated project far beyond the possibilities of a single individual.



SWOT

Strength

Method and accessibility (most labs are low budget required). Enforcing a national network of professionals with similar political values and vision.

Weakness

In such an horizontal and unpredictable way of teaching, problems are just around the corner. You need to be very flexible and lucid on finding quick solutions to tricky situations you could have to face.

Opportunities

Working on a real case study to put a strong base for the development of a place which in

future could be an important actor on the local and national social and cultural scenes.

Threats

The entire process could be invalidated if you work with an organization which is not so transparent in giving you all the information you need to do a proper job.

Which aspects are transferable?

You have to live these labs to understand they are unique in its genre.

What kind of change is created in the lab? You have the opportunity to give a concrete hand to develop the communication, infra-structures and the governance of a real place / project.

Making Impact on small communities

One of the last labs I took part in as a teacher was in 2019, in Cerreto Sannita. Cerreto is a small town close to Naples, in the South of Italy. There we were asked to work on an old monastery, granted under management by some professionals, who wanted to convert it into a social and cultural hub named Convento Meridiano.

I was teaching in the processes lab (Z) and, while me and the participants were experiencing them, we understood we had such a great impact on that small town during our days there we began one of the most influential vectors of attraction and business for Cerreto.

Imagine 60+ almost all young people doing sometimes brand new - sometimes crazy stuff - into an old monastery in a small village (1000 citizens) composed of almost all old inhabitants. Our impact was so deep that we defined ourselves, at the end of that lab, as one of the most successful outputs of the lab itself.

Conclusion

It's hard to explain why so many participants of all ages every year join these labs. Is it for the air of freedom you breathe? Is it for the



interesting case studies you are going to work on? Is it for the always incredible teachers' team you could meet and from whom you could learn?

Maybe it's just because the Open Source School is a collective dream, a new kind of

social and creative center in which you can, for real, build together you and our own future.

Notes

pics' credits: La Scuola Open Source;
text source: <https://www.labsus.org/2017/08/xyz-le-coordinate-per-ripensare-la-didattica-nella-seconda-scuola-open-source-a-bari/> by Carlo Ferretti

Citizens as Co-Implementers



Engage

Co-creating public service pilots

Stockport Council, People's Voice Media & Institute of Community Reporters



Organization and country: Stockport Council, People's Voice Media, Institute of Community Reporters in the UK

Target group: Residents, public services, NGO support services

Age group: All ages

Context / Learning environment:

Local Authority

References, Link to the practices: Case study on project's first stages:

<https://communityreporter.net/story/exploring-poverty-community-reporting>

Practical information:

What materials are needed: People, facilitator, space, recording devices

Duration: initially a few weeks, but as long as needed

Group Size: 8-50

Level of difficulty for learners: Accessible for all

Short description

The project uses Community Reporting and co-creation practices to initiate, design and implement pilot services that address issues around poverty in Stockport in the North West of England.

The aim of the practice was to involve citizens in the initiating, design and implementation of public services to address poverty.

How does the method engage citizens/learner?

The practice uses a 'bottom-up' approach to engage participants, asking them to co-create the services they use so that they accurately reflect their needs. The needs were initially uncovered through Community Reporter training to enable participants to gather the stories of their peers so that their lived experiences could be heard.

The openness of the process and the willingness of the Council to listen and open up decision-making processes was also a factor.

Which co-creation moments are included?

Participation in society
Awareness as a citizen

Pedagogic/methodological aspects

This smart practices utilises the Community Reporter methodology to underpin co-creation. People are trained as Community Reporters in order to gather stories from their peers within their local communities.

Community Reporting for Co-Production uses different forms of digital media to present a range of perspectives on a subject matter, creating a dialogue between various points of view on a topic. Stories are curated in sense-making sessions for Community Reporters to find what's important to people in order to start the co-creation process and begin designing services.

Feedback from participants is gained through stories and reflective interviews.

SWOT

Strength

The practice promotes more collaboration between citizens and local authority and redistributes power.

Weakness

It can be time consuming and what you 'plan' may not end up being what you deliver – things can change, and this adaptability should be allowed but it can take more resourcing that you think at the beginning of the process

Opportunities

Storytelling is a good route into better understanding communities.

Threats

Putting too much pressure on citizens to co-implement services when that is mainly the job of the local authority.

Actions based on the stories not being seen by participants quickly enough and people drifting away from the project

Which aspects are transferable?

The entire practice is transferable and is already being transferred. Other departments of the Council are utilizing Community Reporting to support residents to be involved in service and strategy co-design.

This has already happened with the writing of a new children's service strategy.

What kind of change is created?

The practice's results included: people's money was maximised, and greater access to "joyful" activities.

The Council has committed to using co-creation in the design of their services and silos between departments are beginning to be eroded.

In addition to this, both council workers council workers were trained as Community

Reporter trainers, and residents developed Community Reporter Skills.

These changes first became tangible in a noticeable attitude shift in favour of co-creation, and more materially in the money being saved for residents as part of a co-created pop-up event.

Turning citizens insights into municipal services

When reviewing the project, Stockport Council looked at what had worked and shared the following positives: “We gave Stockport residents a voice. We gained

valuable insight. We were able to include residents in the process. We were able to make positive changes. We learned to stay true to the interviews, be prepared to be flexible, be realistic, and to feedback to all parties.”

Conclusion

The Stockport Council project is a smart practice because it’s adaptability and accessibility, as well as the fact that it has visibly helped to shape the local community for the better, including council workers and residents at every step of the way.

Crafts Map of Warsaw

Anna Fiszer



Short description

The motivation behind the initiative was to enable people to easily find local craftspeople in their neighborhoods by using an online map and a series of printed leaflets.

Craft workshops are part of the city's traditional landscape, yet the shift towards online and large retail shopping is pushing craftspeople out of the market. They often have no online presence and are thus difficult to find, especially by younger generations.

How does the map engage citizens?

Participants (users of our maps and website) learn about their neighbourhood, its tradition, and local craftsmanship.

Organization and country: Miasto Jest Nasze, Poland

Target group: Warsaw citizens

Age group: All

Context / Learning environment:
formal or non-formal education?;
Education sector?

References, Link to the practices:
<http://www.rzemieslnicy.waw.pl/>

Since many craftspeople offer repair services, our project also encourages a zero-waste approach.



Which co-creation moments are included in the practice?

We encourage people to let us know about the craft workshops that we haven't put on our map yet.

Besides, we participate in a craft festival ("Noc Rzemiosła") and are currently developing our own smartphone game that we will introduce to participants.

Pedagogic/methodological aspects

Our volunteers contact local craftspeople and schedule appointments. We gather their contact information, interview them on their specialization, and take photos of their workshops.

We add the workshop to our online map and post the interview to our website. New points on the map are usually announced with a post on our Facebook fanpage. To create a full profile of the workshop, we need the owner to sign a GDPR consent statement and a contact sheet.

SWOT

Strength

The biggest initiative of its kind in Poland – we have gathered information about more than 500 craftspeople.

Weakness

Time-consuming and in person process of data collection. Needs a lot of volunteers to collect data and keep it updated.

Opportunities

Publishing more photos and videos on our website. Promoting the website more, with SEO and other means.

Threats

Workshops going out of business. List of workshops becoming outdated. Running out of volunteers.

What kind of change is created?

Craft workshops become more popular and attract more clients, while citizens learn about nearby possibilities of buying local handmade goods and repairing existing ones instead of throwing them away.

Which aspects are transferable?

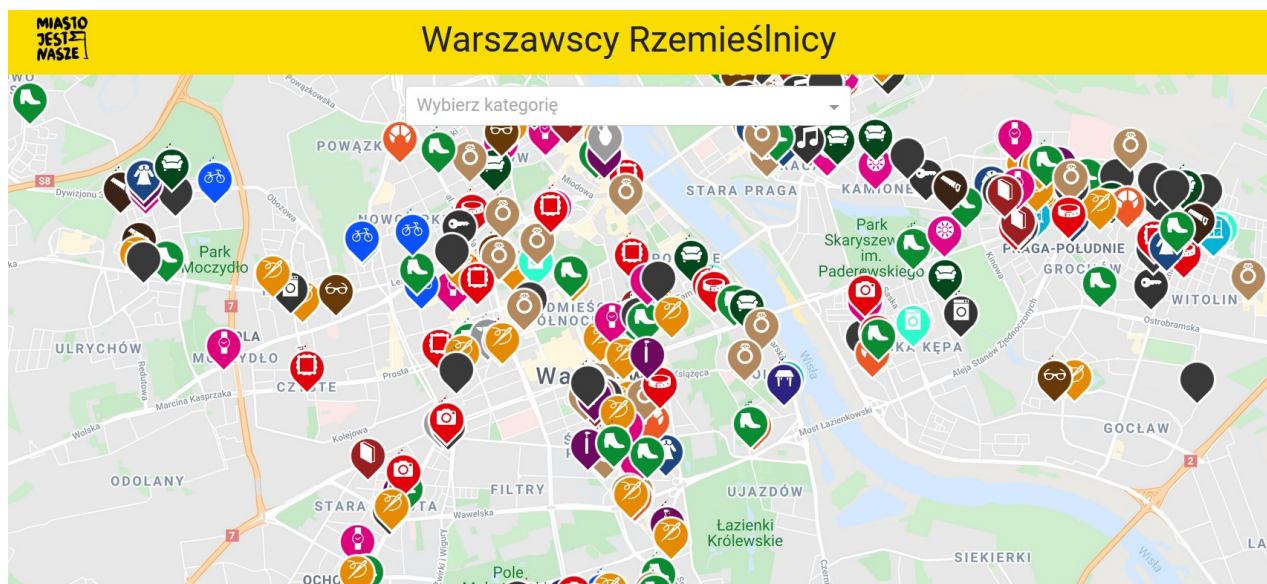
Both the methodology and our online map are transferable. We have already helped create a similar initiative in another Polish city, Wrocław.

Helping small businesses to overcome COVID

In 2020, amid the pandemic, we used the workshop database to launch cooperation with an online vintage store, and so we made it possible for craftspeople to sell their products online.

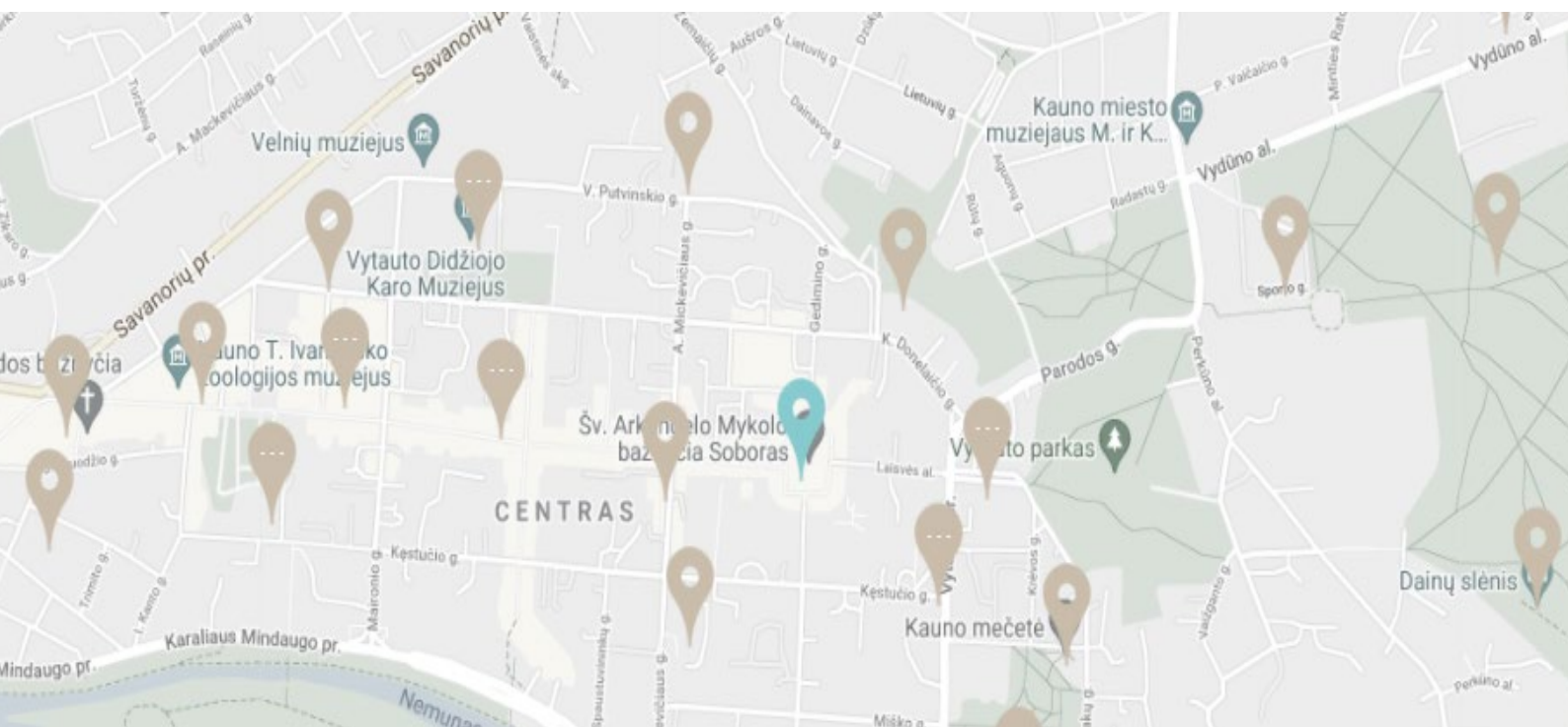
Conclusion

Our initiative combines a traditional aspect of the city, craftsmen workshops, and modern means of online communication.



Memory Office

VDU AJMD “Modusas”



Short description

“The aim of the Memory Office programme is to awaken the multicultural memory of Kaunas city and town in its district and remind of its rich history, encourage pride in oneself and the place in which we live.”

POST YOUR MEMORY HERE

This programme is designed to collect stories and memories of people living or visiting Kaunas of various backgrounds. Those stories are posted in their specific website for others to check out in hopes to help know ourselves better and inspire other people and various projects.

How does the office engage citizens/learner?

Anyone visiting the website can post their memory. It can include a story of theirs or the place's with pictures.

A memory cannot be posted without its approximate location. Once the post is done, a mark appears on the interactive map of Kaunas. This allows people to not only check out other hidden gems in Kaunas but also to get to know the history behind it.

This way not only individuals are able to find out more about some places but project managers or organizers can also locate the space needed for some art installations, performances, exhibitions and other works to increase the respects for those places.



Which co-creation moments are included?

People who want to be involved in this project can visit the website at any time day or night and post their memories, stories and thoughts about any historical, artsy or perhaps special place of their own choosing.

This leads the communication between people from different backgrounds, ethnicities, ages regarding one of the things they have in common.



1933 / 1937

ICE-RINKS OF THE TEMPORARY CAPITAL

1991

POSTERS IN STUDENT SQUARE

Gintaras: Posters started to appear in Kaunas, just like in Vilnius, after the bloody events of January 13. They condemned the unjustifiable behaviour of the occupant army towards the residents of Lithuania. Since during these events I was in Vilnius, I could only capture these posters in Kaunas a week later, after I came back home from Vilnius. (2014)

Pedagogic/methodological aspects of smart practice

It is easy to be involved in the practice. Anyone can visit the website and check out the already posted memories.

However, in order to participate further one needs to post their story on the website themselves. If they choose to do so, they will need to write about it – their story, the place's history, something they remember or caught. It could be anything, just a thing that caught their eye. If they wish, they can post some photos as well.

Once that is done, the place and time of the memory is needed as well – just so others could check it out.

The time of the post depends on the participant, however, it does not take more than 15 minutes, unless one wishes to write an essay regarding their memory.

Practical information: learn from history
What materials are needed: internet connection

Duration: undefined

Group Size: any

Level of difficulty for learners: none

SWOT

Strength

The strength of this programme is to involve different people to find something they share.

Weakness

The project suggests a place to visit but does not provide the actual result or a way to achieve it.

Opportunities

Anyone can participate in the makings of a virtual memory archive of Kaunas.

Threats

Memories and any digital information can be hard to control.

Which aspects are transferable?

The part that this project is completely digital can be transferred to any other project. As community brought digital memories can be stored in one place, so can all of the other communication be like comments, suggestions, proposals or opinions of the participants.

This way the project owners, organizers could be able to check out all of them which would be hard or nearly impossible to do when speaking face to face with thousands of people.

What kind of change is created?

This project provides a virtual platform for community members to be involved in. Once they post their memory, they can say that they have left a mark on the digital map of Kaunas as it will stand as a checkpoint that can be clicked on to check the place and the post about it out.

This brings a sense of community as everyone can contribute and create something special. This not only lets people to be proud of their city, but to learn more about it, about the history behind it.

This lets a connection to be born between the cultural, historical place and personal experiences.

Saving children from war

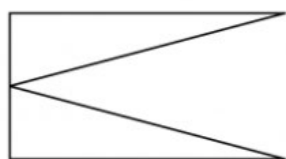
One participant of the Memory Office was a bit more special. Once in 11th April, 2018 the team of Memory Office has arrived to one lady's home for an interview about Kulautuva – a region of Kaunas and her house. This region is not a touristy location, nor something a resident of Kaunas would go to when they have some free time. However, this lady's story was bound to be heard as she talked about her memories regarding the war time in Lithuania.

She was a member of a community back in the old days and with her sisters they have managed to save almost 30 children from the cold hands of war. She shared about being scared, her memories when they were walking in the woods at night where darkness took over and only a cold breeze could be felt. Some other memories regarding the soldiers coming into their home in the middle of the night searching for the kids they were hiding, how she saw the big round projectiles shooting in the sky trembling with deafening sounds

There was a lot more to the story, however, the main part is that she was able to share it with others. She shared her history that otherwise would not have been heard by the public.

Conclusion

This project was chosen as it connects expert opinions with the simple people who live in the city. It creates a different view to the city itself and shares stories of a simple person whatever their age, ethnicity, education or background is.



Kaunas 2022
Atminties
biuras

Workshop with simulation game: “Ene mene muh - und raus bist DU!”

Friedenskreis Halle e.V.



Short description

Practical information: 2 trained Teachers
What materials are needed: Material for the simulation game and workshop
Duration: 3 hours / 1 Projectday
Group Size: 30 People, 2 Trainers
Level of difficulty for learners: easy

The workshop provides information on migration, flight, asylum system and discrimination. By using interactive methods, participants learn and reflect on the European and German asylum system. The main part of the workshop is a simulation game. The participants take over roles of different asylum seekers coming from different countries like Syria, Mali, Iraq or Kosovo. Then they get to know different parts of the asylum procedure and have to deal with certain realities asylum seekers are facing, like learning German, finding a job or a flat, going to the doctor. By

finding their way through participants get an impression how the asylum system works and how arbitrary and non-transparent it is. After finishing the simulation, it is evaluated on an emotional level. After that a discussion on procedures and legal facts take place. Depending on the time given there is the possibility to work on a deeper level on discrimination and racism. Most workshops take place on a local and regional level. From time to time on a national level as well. We are planning to translate it to English in order to offer an international level too.

How does the practice engage citizens/learner?

The participants engage with their knowledge and experience the whole time of the workshop. Some of them decided afterwards to become activists themselves or became trainers for the workshop.

Which co-creation moments are included?

The participants deal with the topic of flight and get an insight into the German asylum system and its effects on the lives of asylum seekers. The role reversal helps them to put themselves in the position of asylum seekers. A better understanding and the knowledge that is conveyed in the game will hopefully help them to recognize racist and discriminatory practices in society more easily and to actively stand up against them, in everyday life or/and as an activist.

Pedagogic/methodological aspects

After being trained each workshop is held by two trainers, who attended a train-the-trainers-seminar before. They meet in advance for about 2 hours to prepare themselves and the methods. On the day of the workshop around one hour is needed to prepare the location and to clean up afterwards.



SWOT

Strength

People get to know the asylum system and legal practices which are often not known. They get to better understand the living conditions of refugees and asylum seekers and also rethink their own privileges, attitudes and prejudices.

Weakness

It would be good to have more time per group in order to get into deeper discussions or even better, to see the same group more than once.

Opportunities

Observing the participants and if possible, talking to them again after a while.

Threats

Sometimes, if not well-prepared, people can cling to discriminating ideas and prejudices, not wanting to reflect at all.

It depends on the trainers to deal with such difficult situations and if needed stop the workshop. Therefore, it is very important that trained trainers carry out the workshop.

Organization and country: Friedenskreis Halle e.V., Germany

Target group: Young people, volunteers working with migrants, pupils, adults like teachers or government officials

Age group: from approx. 13 years

Context / Learning environment: Schools, volunteers, ministries

Formal or non-formal Education: Both, Education sector, Political Education

References, Link to the practices:

<https://www.friedenskreis-halle.de/projekt/weltentausch.html>

understanding of the living conditions of asylum seekers and migrants in Germany.

Making change in schools

There have been workshops in schools where teachers informed the team in advance that there are pupils which share fascist and racist thinking. Having antipathy in the beginning, at least they participated and did not block the workshop. Some of them even told the team afterwards that they were able to understand the living conditions and difficulties of asylum seekers better. Another success story is that refugees are trained as trainers in political education in order to conduct workshops themselves, thus having the chance to earn money.



Which aspects are transferable?

The game itself is transferable to other organizations, which can buy the simulation game and/or cooperate with Friedenskreis Halle e.V.. They have to train their trainers and can use it then. The workshop can be adapted to certain topics, for example discrimination, prejudices or the asylum system itself.

What kind of change is created?

A transformation of the mindset of participants in order to become aware of discriminating structures in society and behaviour. Being also empowered to stand up against and react to discrimination. In addition, a greater

Conclusion

Racism and discrimination are a structural problem in Germany that receives little attention. The game is a smart practice because it focuses on these issues and allows participants from different backgrounds to learn more about the asylum system in Germany and to understand how policies determine the everyday life of asylum seekers. Through discussions, the participants have the opportunity to question, reflect and change their own positions. They can use this knowledge as co-creators in their everyday lives to recognize and combat racist and discriminatory structures. The possibility of becoming trainers themselves enables them to pass on their knowledge.

Lockdown documentary

Ipsos-Facto Collectively

Organisation and country :
L'Echappée des copropriétés, France
Target group : condominium inhabitants
Age group : all
Context : Documenting citizens story

Lockdown documentary

When the world was shaken by the Covid pandemic in early 2020, many countries decided to impose a home lockdown to their population. France was one of those countries, and suddenly the condominium inhabitants (1/3 of the whole French population) were tight to their buildings. Condominiums became the daily scenery!

Our team, and especially Ludivine Bras and Manon Leroy, was inspired by this out-of-the-ordinary experience. If our job is to document and accompany group dynamics in condominiums, how to waste the opportunity to track the effects of Covid lockdown in condominium inhabitants?

That's how "Un pied dans la porte" (« A foot in the door ») was born. A short documentary that follows the experience and reflections of a young tenant, a volunteer of our association, that tries to implement solidarity and community building initiatives in her building. The film will be a valuable resource to stimulate exchange and reflection during our workshops, where we open discussions about living conditions, community within condominiums and mutual aid.

The documentary will be available online and in open source, so it will be possible to subtitle

it and use it as much as wanted by other organisations around the globe wishing to reflect on those subjects.

How were citizens engaged?

For her documentary, Ludivine Bras interviewed more than ten people from different cities and condominiums, collecting their stories and their reflection about community living in these strange times. This practice only, of listening and capturing people's voice, is an engaged practice to us, because it gives value to "ordinary citizens" and portrays their story intact.

Furthermore, the result is a film that shows this reflection of the documentarist and the interviewees about community, solidarity, conflict resolution... So it contributes to a new narrative about condominiums and a new vision of society.

Pedagogic/methodological aspects

The documentary was recorded during the lockdown, which meant that most of the takes were done through online tools or by the interviewees themselves. A work was done then by the documentarist to put together the final piece, the interviews, the takes that follow her experience, her reflections, and the story. The materials used were:

- A video camera
- A computer
- A microphone
- A "montage" software

The film can be used during workshops. In this case, you will need a computer and a projector. Some questions can be prepared to stimulate discussion about the documentary.

SWOT

Strength

It captures the reality of a contemporary moment, and it puts the focus on a very particular (yet very shared) experience that illustrates community building. It makes some positive experiences of the lockdown visible. The form of the documentary was adapted to the situation, and the filmmaker was able to seize the opportunities and to take advantage of her difficulties. It considers itself as a starting point for further reflection.

Weakness

It shows a narrow range of experiences, as the means of the documentarist were reduced. The documentary is not an in-depth testimony, it is focused on a specific moment.

Opportunities

It shows all the initiatives that took place between neighbours during the lockdown. The people that were interviewed were welcoming and receptive to the project.

Threats

At Ludivine's condominium, the inhabitants were not open to most of her attempts to get in touch. Instead, she reused this reluctance into her thinking.

The pandemic was also a threat, as the lockdown narrowed the possibilities of the filmmaker (freedom of movement, etc.).

Which aspects are transferable?

This documentary was made during the lockdown and it was a first experience for Ludivine, its maker. This proves that you can get a good short documentary, using few resources (few places, few materials... but nevertheless many possibilities).

The film will also be available online and in open source, which means that it will be easily reusable, in brainstorming workshops or for other occasions.

Furthermore, the goal of this documentary is precisely to inspire initiatives between neighbours of condominiums, by showing some ideas of practises and sharing some pieces of reflection about this topic. These ideas can be re-appropriated by anyone.

What kind of change is created?

Our documentary aims to show that it is possible to set up little things in a shared place of living, in order to get to know their neighbours. Therefore, it highlights the importance of social connections and it promotes local solidarity between inhabitants of a same building or of a same neighbourhood.

Besides, the approach shows that in order to get in touch and to bond with your neighbours, you need to be patient and you might have to test several ideas at several moments. As one of the interviewed person said : you need to "tame" your neighbours.

Making collective dynamics visible

For Ludivine, who made the whole film, this experience mattered a lot: indeed, it was her first documentary, and an opportunity for her to test this practise. It fuelled a lot of questions and analysis that she already had. Moreover, this type of project made sense for our organization, that works on collective dynamics in condominiums. The shape and goals of this lockdown documentary changed throughout time, in order to adapt to the situation. There was also a kind of urgency, linked to the lockdown period, which helped Ludivine to complete this project.

Conclusion

First, we can tell that the documentary-making itself is a good practise. Its form and its content can be adapted even to complicated situations, such as a lockdown time.

At the same time, the film documents smart practices, that aims to make connections between citizens.

"Un pied dans la porte" ("A foot in the door") is a short and accessible documentary. It is a bundle of initiatives, and intends to be an invitation to discover them but also to carry them out and (why not?) to find some more.

Voicitys – Voices of Diversity

Krisztina Keresztély



Organization and country: Comparative research Network, Germany
Target group: local inhabitants belonging to diverse social groups, local stakeholders, policy makers
Age group: All age groups, mainly adult
Context / Learning environment: formal or non-formal education?; Education sector? Policy making sector, Non-formal education
References, Link to the practices: www.voicitys.eu

Voicitys – Voices of Diversity

The Voicitys method was created in the frame of a pilot project supported by the Rights, Equality and Citizenship Programme of the European Union. VOICITYS' aims were to improve social integration through the strengthening of social dialogue in European neighbourhoods characterized by ethnic and cultural diversity, through improving sustainable communication and integration between different social groups, and through deepening dialogue between policy-makers, stakeholders and citizens as a means of promoting more efficient diversity management. Our pilot activities focused on four diverse neighbourhoods in four European countries with different histories, political cultures, traditions and experiences with diversity and migration: Wedding area in Berlin, Germany, Józsefváros-8th district in Budapest, Hungary, the Historical Centre of Sassari in Sardinia, Italy, and the Charlestown and Lower Kersal (CHALK) neighbourhood of Salford, UK.

The Voicitys method is divided into three main parts, as follows:

1-Research and storytelling – information gathering

In the frame of research and storytelling, local inhabitants, stakeholders and policy makers obtain a possibility to express their opinions, and/or their personal stories and experiences lived in their neighbourhood. In the pilot project, the main approach of these interviews was around the question of diversity. Two main approaches were combined in this research part:

- a) Semi-structured interviews following the more classical social research method were conducted with stakeholders and policy makers. The interviews were based on a preliminary agreed list of 10-12 questions, but the interviewees were free to develop their thoughts and opinions. The interviewers were

selected among the researchers who conducted the interviews, or their assistants.

- b) Storytelling video or audio narratives based on the Community Reporting method introduced by People's Voice Media were created with local inhabitants contacted in a random way on the streets, the markets, or other community spaces of the neighbourhoods. In the CR practice the narratives were not based on any previously set list of questions, only one initial launching question (*"How is it like, living in your neighbourhood"*) and the people had the freedom to choose their topics, and to speak about their experiences and express their thoughts just in the same way as in a "normal" everyday conversation. The "interviewer", or in other words, the person who initiated and registered the conversation only asked questions that were in line with the story presented by the narrative of the interviewee.

In accordance to the CR method, the "reporters" were themselves people belonging to the local communities. They had been trained before the interviews, and during the process, they met several times in order to discuss about their experiences, their problems, or their questions.

- c) The results of both approaches were summarized in different ways:

The semi structured interviews were summarized by the research group supervising the process, providing the opinion of the "neutral" outsider researcher.

The CR narratives/stories were summarized by the reporters themselves in the frame of a co-curation event. During this event, the reporters discussed the main elements of the stories, and identified, together the common elements as well as the 'anomalies': i.e. the elements that somehow were different,

contradictory with the general picture obtained. The results of this event were summarized in the form of a video and a written report by the leaders of the entire activity.

- d) The two summaries, prepared for each of the four neighbourhoods were compared and summarized between the partners leading the pilot projects.

As the main methodological result of this comparative exercise it became clear that the semi structured interviews, based on a common list of questions and summarized by the neutral researchers, and the CR stories, analysed by the reporters themselves, reflecting, among others, their personal feelings and opinion, led to similar constates and conclusions concerning, in our case, the difficulties, challenges and positive experiences linked to the living conditions in the piloting diverse neighbourhoods.

2- Co-creation of Policy recommendations on diversity management

In the second part of the pilot project, the research and storytelling activities were followed by a series of co-creation events. The aim of these events were to bring together the representatives of all social and interest groups living or being active in the neighbourhoods and to offer them the occasion for discussing their thoughts about the neighbourhoods and co-creating policy recommendations destined for the local and national or even European policy makers. In this part of the project, the emphasis was thus put on “co-creation” and “participation”.

Three types of events were organised:

First, Conversation of Change events were held in the framework of the Community Reporting method, as “story mobilisation”. CoC events bring together different groups of people – residents, Community Reporters, professionals, community leaders, policy makers, decision-makers, etc. – and focus on

creating a dialogue through which processes of change can be initiated and people can become catalysts of change at a local level.

In the VOICITYS project, these events started



with the presentation, as a stimuli, of some details from the Community Reporter stories and stakeholder interviews in order to launch a dialogue between different people who live or work in the neighbourhoods. CoC discussions are not intended to give any summary or feedback on the results of the reports, but rather to represent a step forward and provide a space in which the insights from the Community Reporting activities and stakeholder interviews are used to initiate a discussion through which people can better understand other people’s perspectives and perceptions and relate them to their own lived experiences. The stimuli used in these events included extracts from the Community Reporter stories, short quotes from the stakeholder interviews and elements of the background studies. The main principle is that the stimuli help the participants to set the agenda of the conversation by providing them with a focus for discussion. This technique is used to create an environment in which people listen to others rather than seek to merely have their own voice heard and push forward their own agenda. The organisers of the CoC event have the task to ensure an environment that enables a dialogue conducive to catalysing change, and that people feel secure enough to enter into it.

In the VOICITYS project, the Conversation of Change events aimed at generating dialogue between a wide range of residents, local

organisations, decision makers and other stakeholders who had been the subjects of the two different research methods. The main objective of the events was the co-creation of some first common statements and recommendations on how to respond to the needs of people living in diversity and how to maintain, support and improve diversity in local neighbourhoods. The four local CoC events represented the common rules and structures described above. The result of these events was a list of ideas and recommendations outlined by each community, indicating also the policy fields where corresponding to them.

The results and thoughts of collected during the four local CoC events were summarized in comprehensive tables. These tables represented the results of four very different local realities, linked to the different geopolitical and urban situations. In order to understand common points, and also differences and anomalies, and, based on that to identify some European policy recommendations, a Pan European CoC event was also organised with participants delegated from each city, representing each local social and interest group.

On the local levels, the results of the CoC events were crossed with those of the interviews and Community reporting stories. Based on these results, a first draft list of policy recommendations were outlined in each neighbourhood.

As a third step of the co-creation process local consensus events were held in each neighbourhood in order to ask the participants to comment on and confirm the statements and recommendations, and to add some complementary remarks or ideas for policy implementation. These short events resulted in the finalization of a list of local recommendations as the main result of the VOICITYS project.

The final results of the entire process including the main methodological considerations were summarized in the Voicitys handbook that can be downloaded, with the other relevant

documents from the [Comparative Research Network website](#) or from the [project website](#).



How does the project engage citizens/learner?

The ways of engaging participants into the project depended strongly on the specific social and interest groups, the method used for their involvement and the country the process was going on.

The local stakeholders and policy makers interviewed in the frame of the semi structured interviews had been selected by the researchers and contacted via telephone and email. Following the interview, they were continuously kept updated about the project results, and they were invited personally to take part at the CoC and Consensus events. They were also informed by the results of the overall process and received the final report. Local inhabitants were involved in two levels.

First, some of them were trained and engaged as Community Reporters: they received the

rights to create Community Reporting interviews and to upload their videos on the Institute of Community Reporters website. Thus, through the training they could become members of the large international community of Community Reporters.

The people providing their stories in the interviews were contacted in different ways. A part of them was engaged randomly, on the street, or any public spaces in the neighbourhoods by the Community Reporters. However, this spontaneous way of engagement met some difficulties in some countries. In the countries/cities with relatively open societies, people remained relatively easy to be connected in the streets; in the same time, in other areas where local communities are less open to dialogue and exchange, it seemed better to set up the interviews and to previously prepare the people on the forms and aims of the discussions.

Which co-creation moments are included?

The main objective of the Voicitys method is to support co-creation, participation and dialogue between the different social and interest groups of urban neighbourhoods. As such, co-creation is in the centre of the entire method.

During the research and storytelling part, the questions and the approaches are co-created. In Community Reporting, the main conclusions of the reports are identified at the co-curation events, with the involvement of the community reporters. In the second phase, the formulation of policy recommendations is based on a series of co-creation events (Conversation of Change and Consensus events) as described above.

Pedagogic/methodological aspects

The Voicitys method is first of all not a pedagogical method, but a participatory method that can be used on the level of any local community, settlement, neighbourhood

or city. The aim is to bring a new method for reinforcing the active and real participation of citizens into local policy making processes. However, the entire processes contains several pedagogic aspects as follows:

1-Community reporters are trained in the form of a 2 days long Community reporting insight storytelling training. The training can be provided by a trainer who had obtained previously the title from the owner of the method: People's Voice Media. Trained trainers will then be able to recruit their own local Community Reporters and to provide them a training on their side as well.

Community reporters will also pass a Co-curation storytelling training and a Conversation of Change training.

These trainings can be organised offline and online as well. The materials needed are:

- In the case of an offline training: a suited and well illuminated room, flip chart, a smart phone or camera for each participant, at least one computer for uploading videos, and good internet connection.
- In the case of an online training, all participants need to have good internet connection, zoom or other applications, and preferably a smart phone for learning how to make short videos.

The co-creation events have also a strong pedagogical aspect. Participants of these events learn in practice the use of different tools and methods facilitating dialogue, communication and co-creation. They also learn about their own environment, about the main aspects, challenges and difficulties of policy making and last but not least, about the needs and aims of all the other social and interest groups.

These events can also be held offline and online. In both cases the traditional set up of a meeting is needed: good spaces, the possibility to create sub group discussions (in

the case of online events, break out rooms); in the case of offline events some refreshments and a small reception at the end of the events permitting non formal networking. In the case of online events, the use of an online platform such as Miro or Padlet is recommended. In both cases, offline and online events need to be introduced by a small icebreaker and/or introduction activity in order to bring the participants closer to each other and to the topic.

SWOT

Strength

Voicitiys method is rich in empirical aspects, it provides a large set of knowledge on local development, policy making, local societies; it also provides an occasion for dialoguing and mutual learning between stakeholders and social groups.

Weakness

So far, the real impact of the method on the local policies could not be assessed. In order to put the policy recommendations into the policy making practice a really engaged local policy making body would be needed. This aspect still needs to be reinforced in the future.

Opportunities

This method provides a great opportunity for policy makers to create real participatory processes: the semi structured interviews, the Community Reporting and Conversation of Change events do not only permit to bring up and cross the voices of inhabitants and stakeholders but also to let these groups to get into contact and dialogue with each other, express their ideas and suggest possible solutions.

Threats

Similarly to other participatory processes the main threat is that not all social groups are involved, and those who have less visibility or capacities remain excluded from the process. Another threat is that people don't dare to tell their stories, or that local decision makers are not open to participate in this method that might bring them into new situations and might provide them with unexpected information.

Which aspects are transferable?

The entire method has been set up in a way to be transferable to any local areas, any local communities.

What kind of change is created?

The project created change at several levels. On the level of the partners, researchers and trainers, the method brought a kind of revelation about the strength of the knowledge to be found within local communities. As a matter of fact, the results of the traditional research method (semi constructed interviews) brought similar information about the main social and spatial issues in the neighbourhoods than the Community Reporting stories. The conceptors of the method understood that local inhabitants in general have a large and stable knowledge about the problems and assets of their environment and that asking their opinion should not only be a formal gesture but can bring real and important information to policy makers.

On the level of the participants of the co-creation events (Community Reporters, community members, inhabitants, stakeholders, policy makers) the method brought a good opportunity for maintaining their dialogue and learning from each other. Community reporters learned a totally new method, and became members of an international storytelling community: a membership that they can use in the future for many other purposes.

Implementing Citizen Dialogue in Budapest

In Budapest Józsefváros, the Voicitiys project was implemented in a rather hostile political context, as the by then ruling conservative local government was a clear enemy of any participatory methods, open and diverse society and dialogue between inhabitants representing a large diversity of social groups, and local stakeholders. Local Community Reporters were afraid of contacting people on the street; some of them were convinced that people in Budapest will not be open to tell their

stories as in this hostile political context expressing a negative opinion vis-à-vis the political power might be considered as dangerous. Finally, and happily enough, the contrary has happened: people turned out to be relatively open to discussions, and many of them were open to express themselves. Further to this: some of the local residents provided a very clear picture on the social problems and challenges of the neighbourhood. This was the first positive outcome of the project in Budapest.

The second positive result overcame during the second part of the project. The co-creation events of the Voicitys piloting fell exactly at the moment when the political campaign of the local elections started in Hungary. The selected candidate of the liberal democratic opposition of the 8th district was member of the main politically active and socially engaged local NGO in the area. This group of local activists was interested to map all local forces and activities that might bring some elements into the campaign. This is how they joined the co-creation events, and they could use some elements of the policy considerations (results of the local events), in their own political program created some months later.

Globally at the start of the project Budapest had been considered as a fragile place, where, according to the conviction of many local participants, the Voicitys method was by definition condemned to failure. At the end, this was the neighbourhood where the method contributed in the most visible and evident way, to some local change.

Conclusion

The Voicitys method has been designed for bringing more co-creation and participation into the local policy making processes. It is a challenging objective, and so far, due to the financial and political difficulties, only the pilot projects could have been implemented.

Although the local impact of the projects was not clear in each city, the strength of this method became already clear on 3 different levels:

- On the level of local community building, due to the Community Reporting and the local co-creation events;
- on the pedagogical level due to the Community Reporting trainings, and the various learning outcomes of the process;
- and finally, on the policy level, due to the creation a new method strengthening participatory policy making.

Crisis Fashion

Arianna Nicoletti

CRISIS FASHION

THE NEW NORMAL



Crisis Deals! New in Women Men Accessories Brand New Brands 24/7 Sale

100% OFF ORDER NOW WITH CODE #BLACKFRIDAYDEAL



CRISIS FASHION Unisex T-shirt

The 50 Cent D-Shirt

0,50 €

| | | |
|-------|-------------------|---|
| Style | Exclusive For All | ⌵ |
| Color | Choose | ⌵ |
| Print | Choose | ⌵ |
| Size | Choose | ⌵ |

ADD TO CART

You always need one more shirt? Then this is the one you are still missing. The 50%Cent D-Shirt is the ideal exclusive luxury shirt for everyone. A must-have-piece that drives celebrities and unionists around the world crazy. **Good life was never this cheap!**

Organization and country:
Future Fashion Forward e.V. / since 2021
Fashion Revolution Germany e.V.
Target group: Young consumers
Age group: ages 14 to 35
Context / Learning environment:
Online, non-formal education
References:

<https://www.crisis-fashion-fashion/>

Short description

In the wake of the Corona Pandemic in Europe in April 2020, while in Germany there are discussions about relaxing lockdown measures, many fashion brands have shirked any responsibility and cancelled orders worth several billions of dollars. As a direct result, countless factory workers are now confronted with unemployment and loss of livelihoods. And those countries without the security of social welfare or stable health systems remain the weakest links in the value chain and are deprived of their needs and rights. The resulting poverty could be more deadly than Covid-19 disease itself. No money and no health system mean corona may result in an even greater disaster than Rana Plaza. Fashion Revolution Germany presents CRISIS FASHION: a webshop using the methods of fast fashion brands. Contemporary marketing and satire are used to draw attention to the

situation of the seamstresses in the hard hit production countries - including three voices from Bangladesh on the current situation.

The target group is that of young consumers aged between 15 and 35 years, who are attracted by cheap fashion.

As online practice and using English as language, this method has an international focus.

How does the Crisis Fashion engage citizens?

In the fictive webshop crisis.future.fashion one can supposedly buy a white T-shirt for only 50 cents. As soon as you interact with it, however, the shop disintegrates and reveals the actual message of the campaign - information about the current situation of factory workers, for example in Bangladesh, and points out options for sustainable action. Instead of buying a T-shirt, we share the opportunity to support an emergency relief fund and other charitable organizations with a donation, thus contributing to the fight against inhumane conditions.

Which co-creation moments are included?

CRISIS FASHION is a very dynamic website, where the individual consumers decide which ways to follow, which information they want to know deeper, and eventually also if they would like to be co-creators of a better future for the garment industry workers.

Pedagogic/methodological aspects

The practice works by itself. There is no need of trained staff or materials. As this method is website, it is essential that the site is online at all times. A web domain, a hosting platform and other technical equipment was needed to set CRISIS FASHION up and the Future Fashion Forward organisation pay for the maintenance costs of the website.

SWOT

Strength

The website has an appealing design, is catchy and uses the language of the fast fashion consumers. It is online and in english, so it is accessible to an international audience. Its way of educating works through disruption and a surprise element.

Weakness

It is difficult to follow up on the results of the method, since we don't have a direct feedback by the users and can't track if the consumers are taking action after visiting the website.

Opportunities

CRISIS FASHION offers a unique way to reach young consumers, who usually the hardest target group to reach, when talking about conscious consumerism. It also enables the individual to take direct action. Therefore the opportunity to collaborate and connect with more organisations working in the field of sustainable fashion and give them direct support by the website visitor is great.

Threats

As online project, CRISIS FASHION would need continuous online marketing to be ranked high on research pages.

Which aspects are transferable?

The method is completely transferable to both online and offline projects. It is based on a surprise effect and this is totally replicable in any context.

What kind of change is created?

The practice creates first of all a change of setting, where the participant is brought from the action of buying online to the action of donating. Everything happens through the same medium and inside the participant/visitor the change is emotional. CRISIS FASHION empowers the users to reflect about their own consumer behaviours and to understand that there are many possibilities to change the status quo of the fashion industry. The practice aims basically to a behavioural transformation .

Making Impact

During the CRISIS FASHION launch so many people have been attracted to the website through the smart use of social media. We got extremely good feedback not only from the website visitors, but also from the organisations, which actually collected donations. The website has been internally praised by the international Fashion Revolution community and by the German press.

Conclusion

CRISIS FASHION is simply unique in its genre. It is an interactive practice that address people, who would never have visited the website because of its ultimate aim. CRISIS FASHION is one of the smartest examples of how talking the language of the target group can result in reaching and involving the right audience. Just using the usual communication channels, visuals and language of young consumers, CRISIS FASHION is able to bring these to a journey of self-exploring and change towards becoming better consumers and citizens.

Capacita-te(Empower Yourself)

FAJDP Collectively

e

**CAPA
CITA
—TE** PLANO LOCAL DE
CAPACITAÇÃO DE
JOVENS E DIRIGENTES
ASSOCIATIVOS JUVENIS

Organization and country: FAJDP, Portugal
Target group: Youth organizations, youth leaders, youngsters
Age group: 16 - 99
Context / Learning environment: Non-Formal Education
Practical information: be open minded
What materials are needed: according to sessions
Duration: 1 year
Group Size: 15-30
Level of difficulty for learners: non

Short description

The Capacita.te Program began to be developed in 2015 by realizing a need for training for youth associations and young people in general interested in having greater and better civic participation.

Since 2015, Capacita.te project has been developed by FAJDP in partnership with the **Youth Department** from Porto City Hall.

Capacita.te means something like “EMPOWER Yourself”, giving the idea of “To Train” and is the answer for the **Local Training Plan** developed by Porto City Hall Youth Department and executed by FAJDP.

Portuguese Young people feel - too often - that political decision-making structures are working away from them. This feeling includes local power structures as City Halls as well. Through training sessions, and with close involvement of local power, FAJDP promotes

a set of actions in different fields, giving to participants important tools for the future and the opportunity to contact with Porto City Hall politicians and Youth Workers in an informal environment.

This plan is developed for the whole year and a set of session and training are scheduled.

All actions are based in non-formal education and put together people with different backgrounds – graduates or not, employed or not, students or not, Association leaders or not.



How does the approach engage citizens/learner?

The trainings are select taking in account the needs of the target groups. Also, because it privileges non-formal education methodology with practical exercises, peer-to-peer activities, reflection and evaluation moments and because it is flexible and can be adjusted in the moment.

Which co-creation moments are included?

Since the beginning of the method, FAJDP involves target groups in the process. By understanding their needs, expectations, creating moments to share opinions and to evaluate needs. Making them feel that the project is for and with them and designing the working plan with them. By making the adjustments needed according to the evaluations made during the project.

Pedagogic/methodological aspects

All Sessions were based on non-formal education – practical games and role-playing, group dynamics and participatory exercises.

All Sessions brought together people with different characteristics and backgrounds (with and without associative membership, with and without higher education, with and without knowledge about Youth Policies, Youth Workers or not, etc.).

SWOT

Strength

This Training Plan is open to everyone who wants to participate, without need of specific background.

Weakness

Only 7 or 8 hours of training per theme is not enough time to explore and experience everything.

Opportunities

Promote the exchange of knowledge between different groups of people – specially during the Bootcamp – is an opportunity to share different points of view.

Threats

To promote this kind of Training is expensive – we need to pay to trainers, provide coffee breaks and work material. We can only continue to do this as long as Youth Department from Porto City Hall pay for it.



What kind of change is created?

- youth associations, youth workers and youngster with more skills and knowledge about the subjects of their interest;
- youth associations, youth workers and youngster with more competences to use non-formal education;
- more involvement and engagement of the target group in the youth field and in youth associativism
- We believe that the associative training program – Capacita-te, allowed enrichment in the development of new activities by young people, using new dynamics associated with management practices, socio-cultural sharing, communication, non-formal education and group dynamics;
- The interest and participation of young people in this training program has been increasing, highlighting its importance and the need to expand and develop new actions;
- The moments of training and sharing among the participants themselves, represent an important contribution to the establishment of networks of experience and information, tools and resources capable of positively altering the work developed in each association and / or of the projects and initiatives related to their civic participation.

Which aspects are transferable?

As long as a durable and sustainable partnership exists, with a City Hall or other

type of organization who has the capacity to finance this activity, all aspects are possible to be transferable.

Bootcamps for opportunities

Since 2015, when Capacita.te started, more and more people are interested on participate. Last Bootcamp count with people with less opportunities who had the opportunity to spend a weekend in a different context.

After Bootcamp, one of these young participants was invited by a Youth Association – who had meet him in these activity – to become a Community Facilitator in a specific project for youth, promoting peer education.

Conclusion

To have a Training Plan for youth is not new. But have it with a partnership with a City Hall and build it with the youth policy perspective and needs is something different in Porto.



#COVIDConversations

Institute of Community Reporters



streetreporter

POSTED IN

Tags:

CoProduction

COVID

disability

Category:

Coproduction

Disability

Location:

United Kingdom

North Yorksh

ICR Network:

Short description

During 2020, members of the Community Reporting movement gathered stories from across Europe of people's experiences of the COVID-19 crisis. With a focus on supporting people who are often the least resourced and less likely to be in positions of power, the stories that are a part of the #COVIDConversations project represent everyday experiences of communities across Europe. It is important that these voices - those that are often unheard - are part of this on-going narrative and involved as active actors in rebuilding our future.

To provide an equitable platform in which often unheard voices can be not only part of the conversation around COVID-19, but also key actors in how we rebuild our communities post-pandemic.

Organization and country: Institute of Community Reporters

Target group: People with disabilities, those experiencing economic hardship, people with mental ill health

Age group: 21-67

Context / Learning environment: Online

References, Link to the practices:

<https://communityreporter.net/covid-conversations>

How did the conversations engage citizens/learner?

It provides a space for people to share their experiences and set the agenda of the conversation. It provides space for Community Reporters to engage with their peer groups.

Which co-creation moments are included?

Participation in society:

- Encourages participants to share experiences of life during the pandemic
- Asks others to listen and understand these experiences and work with the knowledge

Awareness as a citizen:

- Promotes listening to other people's experiences and cross-community learning

Being involved in creating the method:

- Members of the CR movement are co-creating how the project moves forward and is implemented

Being involved in adapting and improving the method:

- CR members have inputted into creating a guide for remote story gathering and are sharing learning on implementation with each other

Pedagogic/methodological aspects

The project uses Community Reporting as its underpinning methodology. However, what is unique about this project is that it has moved this practice online due to COVID-19 restrictions. This way of applying Community Reporting however could easily be used in a non-COVID-19 restricted environment as a way of engaging more voices in Community Reporting activities.

The Institute Of Community Reporters used blogs, emails and online meetings to invite Community Reporters to take part. Training workshops were offered in how to gather stories online and then the project followed the usual Community Reporter practice of story

Practical information:

What materials are needed: people, facilitator, ability to capture story within COVID restrictions

Duration: As long as needed

Group Size: Unlimited

Level of difficulty for learners: Accessible to all

gathering and sense-making, followed by public dissemination events – albeit all carried out remotely.

The resulting stories are live on the Community Reporter website and impact is measured through feedback and People's Voice Media's own social impact report.

SWOT

Strength

- Involves different people in a collective conversation
- Promotes understanding through empathy
- Provides different perspectives on the same issue

Weakness

- Only reaches people who our network currently is in contact with
- Can only be done as much as people can give
- One of many storytelling initiatives around COVID-19 and it is hard to show why what we do is different – we don't have the presence and the marketing capacity

Opportunities

One of the principal opportunities of the practice.

Threats

- Online safeguarding
- Digital exclusion

What kind of change is created?

There is no demonstrable change brought about by the practice yet as it's too soon but some impacts that we have seen include:

- People being able to share their experiences and set the agenda
- Public and Third sector workers having the opportunity to hear how COVID is impacting on communities

Which aspects are transferable?

The entire practice can be transferred across any and all sectors.

Stories of lockdowns

So far the Community Reporters have gathered 132 stories and the Institute Of

Community Reporters has upskilled 15 members of the Community Reporter network. The Institute Of Community Reporters has also run an event for the public that engaged with 24 individuals who listened to people's stories and discussed their own, while the stories and their insights have been used to inform workshops and knowledge exchanges, online chat shows, insight briefings and much more.

Conclusion

#COVID Conversations is an innovative smart practice because it provided a way to give marginalised people a voice at a time when they couldn't so much as leave their houses and, in doing so, recorded a living history of an unprecedented time.

Citizens as Initiators



Engage

Brigate Volontarie per l'Emergenza

Federico Fumagalli



Short description

Brigate Volontarie per l'Emergenza (Volunteer Emergency Brigades) is a spontaneous mutual aid project born in Milan during the first phase of the COVID-19 pandemic, March 2020, to help the most vulnerable inhabitants to deal with emergencies due to the social, psychophysical and economical consequences of the virus.

In Milano, Italy, during March and April 2020 (and still counting) lockdown policies didn't allow people, especially those who were most affected by indirect consequences of the pandemic, to access basic needs like goods, food and medical items.

Organization: Brigate Volontarie per l'Emergenza (Volunteer Emergency Brigades) – Italy
<https://www.facebook.com/brigatavolontarie>
Target group: inhabitants
Age group: all ages

Volunteers of any age started to collaborate with activists in many neighborhoods of the city asking people (not only inhabitants) about their difficulties through a proper call center; they gathered and divided them into three main categories: food needs, healthcare needs, mental care needs.

After that, they self-managed whip-round outside of supermarkets to collect foods; bought a phone and opened a call center; created a safe space where they could host people who had psychological burnout due to their conditions facing the pandemic.

It turns out to become one of the most appreciated self-organized practices observed in the last 18 months in one of the most hit areas of Europe.

How does the initiative engage citizens/learners?

Thanks to an internal organization we used to give us before the pandemic, a pre-existent communication network and a common space where to stock materials - Macao (a cultural workers and activists collective I'm part of) -, the collaboration with the municipality of Milan and Emergency, a famous NGO active worldwide, Brigade began to help people who found difficulties and no-help by authorities.

The general condition of that period and a common sense of human solidarity let volunteers activate themselves. They found a great ally in social and cultural centers which already had skills and resources to positively impact on the ongoing situation. The municipality and Emergency added, after two months, new competencies and a more structured way of doing it.

Which co-creation moments are included?

Every service was created following the evolution of the pandemic and new rules the government spread almost weekly. Step by step you had to face the situation in an artisanal way, listening to people about



their problems and acting on them in the best way you can do it.

Pedagogic/methodological aspects

The three main frames of help Brigade gave to people were designed on people's needs, physical and mental energies of volunteers (who, in contemporary times, were hit by the indirect consequences of COVID-19 too) and material resources available. Foods whip-rounds: self-managed whip-rounds out of supermarkets with volunteers divided on turns on different days of the week. Foods were stocked in the warehouse of Macao; boxes with goods were prepared based on needs people communicated to our call center; other volunteers brought them to people using their vehicles.

Call center :Everyday, from 10 to 16, a phone number answers your needs and problems. It was communicated to volunteers managing the warehouse or to the different help desks depending on what people were asking for.

> Psychological fragilities care desk: for sure one of the most diffused and underestimate consequences of COVID-19 was the mental care. No institutional help was given neither supporting measures was taken to help people who played with mental burnout or psychological fragilities lockdowns restrictions. We opened a care desk, a safe space where to talk and listen to each other trying to give comprehension and human solidarity. A special mention has to be given to women self-managed listening groups because violence against women increased a lot during the pandemic.

Each of them was managed by a horizontal decisional process through an weekly assembly of volunteers who were following that particular frame. This assembly was used also to debug eventual inside problems.

SWOT

Strength

Everyone can do it according to their energies and resources. You see immediately the result of your action: making the World a better place will sound as real as you could imagine.

Weakness

Usually, mutual aids have a hierarchical structure to better optimize all the efforts. Keeping it horizontal could decrease final results but, instead of volunteering, in a long term period it's the best way in my personal opinion.

Opportunities

To enforce the solidarity network; to strengthen human relationships, specially in the same local area (like a neighborhood).

Threats

Don't let volunteers be exploited.

Which aspects are transferable?

Basically, this practice could be replaced everywhere you need a basic-level self-organized group of people helping other people in need.

What kind of change is created?

The social system is, year by year, more and more flaky. We need as many of these kind practices to find out again our trust in our closer relationships.

Bringing food or helping people with some mental or health vulnerabilities make a positive change by itself: you will immediately see the results of your action and that's something which lets you go on despite your lack of energy and time.

Navigating the challenges

At the beginning we were a bunch of people, less than the number of our fingers, trying to understand how to help people in need, most of whom lacked food and individual protective equipment like masks or disinfectant gel.



Day by day, restriction after restriction, we had to adapt ourselves to the ongoing crisis: a lot of people lost their jobs, and a lot of kids couldn't go to school or to follow lessons via pc for different reasons. We decided to start a help desk, collaboration with job's lawyers or law students, to give unemployed people some tips about which rights they could

exercise or how to be refunded, where possible and according to our knowledge.

We also began to help kids in many popular houses with their homeworks and we host the older ones in our space, Macao. We asked our network to bring us old PCs or devices to repair them and give them to kids in need.

Conclusion

I just heard from my grandparents or read history books about popular solidarity during crisis periods. Of course, I already saw it and joined it during some natural disaster, but the huge dimension of this pandemic needs a better organization and what happened in Milan was such a great social experiment, testing our human side by helping each other. That's why it is important to me to remember this experience and to tell it to the next generations.

Notes

> pic's credits: Brigata Ho Chi Minh

Forumtheater Leipzig - Making Encounter happen

Mirjam Born



Organization and country:
Forumtheater Leipzig, Germany
Target group: Everybody
Age group: ages 14 to 99
Context / Learning environment:
Any given context where people use to
congregate
Both formal or non-formal education
References, Link to the practices:
forumtheater-leipzig.de

Short description of method

Our work is based on the "Theater of the Oppressed", a body of theater methods developed in the mid-twentieth-century by Brazilian theater practitioner and drama theorist Augusto Boal. These methods serve as tools to show, explore and transform the social reality of participants.

Following the influx of refugees into Europe and Germany in 2015 unexpected conflicts became visible in German society, which seemed (and often still seem) difficult to bridge.

This sparked our desire for dialogue and democratic process. Theatre of the oppressed and more precisely forum theater has given us the means to achieve this conversation.

Forum theater can be practised with any given set of people, preferably in places where people gather on a regular basis, e. g. schools, congregations, youth and community centers etc. It uses any given reality of its participants, thereby being mostly focussed on the reality(ies) at hand locally, but could be adapted for more national and international settings as well.

How does the theatre engage citizens?

Forumtheater Leipzig mostly visits audiences with our play “Voigtweine - Tradition mit Zukunft”, that focuses on problems such as the growing divide of society, the rise of right wing ideology, inter-generational conflict and economic stress. The play ends in open conflict and audience members are encouraged to step into the roles on stage and explore their own ways to deal with the issues at hand. In doing so, not only do they experience and explore new tactics of problem solving, they also spark a conversation with other members of the audience not based on fundamental ideological divides but a tangible present situation instead.

By such means citizens are presented with a familiar reality in society, which they then can explore and analyze communally in order to find ways to change it.

Which co-creation moments are included?

Firstly the audience gets together to find solutions to a given problem by means of a collaborative process. New solutions are being tried and then given back to the audience to be discussed and refined together. In a more extensive workshop-format it's also possible for learners/citizens to develop short forum theater scenes based on their own experiences and present them to an audience.



Pedagogic/methodological aspects

There are really no needed materials other than a space and a group of five to fifty people. Forum theater plays can be very short, ours lasts approximately 40 minutes. If you want to develop your own scene, please read up in Augusto Boals 1979 book “Theater of the Oppressed” or any other guide to forum theater.

After the scene is being shown, a so-called joker interrogates the audience and encourages them to present their own solutions to the problems seen on stage. It is important to note that participants should come on stage to show their idea rather than just verbally express it. The joker then would let each change play out for a while, before stopping the scene and interviewing both the audience, the participant and the actors on their impressions. Ideas then can be adjusted accordingly or the stage may be opened to another participant. This can be repeated for up to two hours, depending on the audience's engagement.

Further workshops to ensure sustainability of the experience are desirable, but not necessary. They could focus both on topics of the scene given or new scenes developed by participants themselves.

SWOT

Strength

Working on an external issue together instead of opposite one another proves far more successful and sustainable. Solutions can be shown and felt rather than just thought and spoken.

Weakness

Forum theater requires at least basic knowledge of the method and a minimum amount of time for preparation of a play/workshop, as well as a certain sensitivity towards perspectives and experiences of members of the audience.

Opportunities

Forum theater is universally applicable and offers a unique way to bring people together regardless of their backgrounds. It enables a change in perspectives, values the individual's experience and starts a process of democratic exchange, necessary in and demanded by our contemporary society(ies).

Threats

Very homogenous audiences can pose the "threat" of sabotage, in that they might find no need to act in a given situation. It is therefore advisable to try and mix audiences.

Which aspects are transferable?

The method of forum theater certainly can (and has been) adapted for all types of settings. The issues at hand will very much vary depending of the individual and overall situation of learners.

What kind of change is created?

The practice both empowers participants by valuing their perspective and encourages and trains them to approach conflict differently in the future, both on a personal and political level.

Moving Generation

Many small stories come to mind and illustrate the effect of the method: the old lady who is moved to tears by the inter-generational conflict in our story and starts to share in a



long after-talk. The teenage boy, who rather than trying to "solve" the presented crisis acts out even more aggressively, thus adding the surprising question of the balance necessary within a structure of power. And finally the diverse voices of visitors to a homeless people's café spanning every political affiliations engaging in passionate yet peaceful discussion of the story told on stage.

Conclusion

To me personally forum theater has opened an extraordinary possibility to use and transform diversity and conflict in a society rather than to fight and cease encounter of political adversaries altogether. I know of no other method that can bring people together in any way comparable. The current economy is largely linear: raw materials such as oil, minerals and metals are extracted and used to make products that are thrown away after use. This approach - which has a high cost from an economic, social and environmental point of view - can be replaced by the circular economy, in which products, components and materials are designed for reuse and reuse

Laisvės piknikas/ Freedom picnic

VDU AJMD "Modusas"



Practical information: all opinions are important
What materials are needed: depending to the place and sessions
Duration: One day
Group Size: undefined
Level of difficulty for learners: none

Short description

In 2015 the idea came spontaneously after a reporter Andrius Tapinas was refused permission to meet with the Kaunas district community. In rebellion, the reporter said he would organize a picnic where everyone would be welcome. This became a social phenomenon - 10,000 people from all over Lithuania participated in the "Freedom Picnic".

After the first event in Kaunas, this festival has been spreading all around Lithuania in towns like Tauragė, Marijampolė, Alytus, Utena.

The festival is dedicated to people with different professions, ages, social statuses. The main goal, which have not changed throughout the years, is to encourage people to think freely, express their opinions about current issues. It is created to help unite and help public organizations, communities and citizens discover each other thereby creating a better life.

How does the picnic engage citizens/learner?

The main event of this practice is the discussion space, where learners, citizens, organizers are sharing their thoughts on the most relevant political, educational, social and environmental issues.

Learners/participants are involved in the discussion space creation by choosing the themes for relevant issues. All participants are involved with the choosing of politicians, government officials and other personas that needs to be discussed.

A lot of attention is brought to the non-governmental organizations. During the practices the participated organizations are representing their work, educating society about their field (natural sciences organizations – educating in the biology, ecology fields) and encourages people to join their team.

Learners are able to participate in an entertainment place: variety of sports, quizzes and games. They can join the activities with the health, science and youth communities. In the picnic of freedom learners, organizers, citizens – all the participants are having a picnic together where they can freely share their thoughts, discuss on various political/non-political topics and have a great time with live music, games and food.

Which co-creation moments are included?

Participants gets together to the picnic to find solutions to various problems. People are encouraged to engage and talk about the political organizations and parties. The most important point of this practice – to express and discuss political views. In the discussion space participants are welcome to share their ideas and solutions to the topic for the audience.

During this event, participants can raise any important questions/topics. They can find like-minded people to work with on the topic until next year event. At the next event they can make a discussion, showing what they have done after last event.

Participants get enrolled in organization activities. All the activities encourage people to collaborate to all problems.

The practice helps to the society to talk about important problems in creative and non-formal way.



Pedagogic/methodological aspects

For the event there is a need to find a place for the picnic, where all the participants could feel cozy. Also, it needs to prepare places for different space events – discussions, music, entertainment and social spaces.

For the discussion space seats are needed for speakers and listeners. For the music space – a stage for the musicians and a place for

participants. Inventory for the co-creational games should be prepared in the entertainment space. All the organizations are preparing the social space – they need presentations of their work and games to engage the public.

Organizers should take care of participating organizations, political representatives, musicians, and general entertainment for the participants.

The spaces for the picnic can be chosen according to the themes that needs to be discussed and the number of participants.

Organization and country: “Laisvės piknikas” Lithuania, Kaunas
Target group: speakers, citizens and organizations
Age group: 12 – 60
Context / Learning environment: non-formal education
References, Link to the practices: <https://laisvespiknikas.lt/>

SWOT

Strength

Engaging citizens to participate in the political life of the country. Easily share their opinion, ideas, get new contacts and cooperate with others.

Weakness

The organizers are afraid, that people will be more interested in the entertainment field of the practice than the discussions.

Opportunities

This practice can help to reach a big number of participants that is useful for the discussion of the important topics.

Threats

It is difficult to control and work with a lot of participants. The challenge of this practice is

to make every person engaged to participate in the discussions.

Which aspects are transferable?

The idea to have a picnic with different participant groups can be transferred to any context. The discussion space can be held for various important topics.

What kind of change is created?

The practice empowers participants to get some new points of view about the political situation and other topics. Also, it allows participant to get to know more about the social organizations and their work. It encourages people to join them.

No power beyond hope

A student, that participated in this event in the 2018, shared his memories of the practice. He said that that year, as many as five different discussion spaces were singled out at the festival - electoral Lithuania, reforms, Greater Lithuania, the future generation and resonances. The most interesting discussion was called ‘No power beyond hope’. During the discussion organizers attract a lot of politicians and involved them in the discussion with the participants. People shared their ideas, concerns and were looking for the best solution to solve the issues. During the festival participants could meet like-minded people and so the new contacts begin.

Also, it was interesting to get to know more about the participating organizations. They had prepared some co-creation games where everyone was engaged to participate and express their own opinion about important topics by playing games and working in the teams.

Conclusion

This practice shows how to work with big number of people by organizing an event where each person’s opinion is important. It shows how to create an informal space where participants can feel free and cozy. Here, a big number of people can do some important



Co-funded by the
Erasmus+ Programme
of the European Union

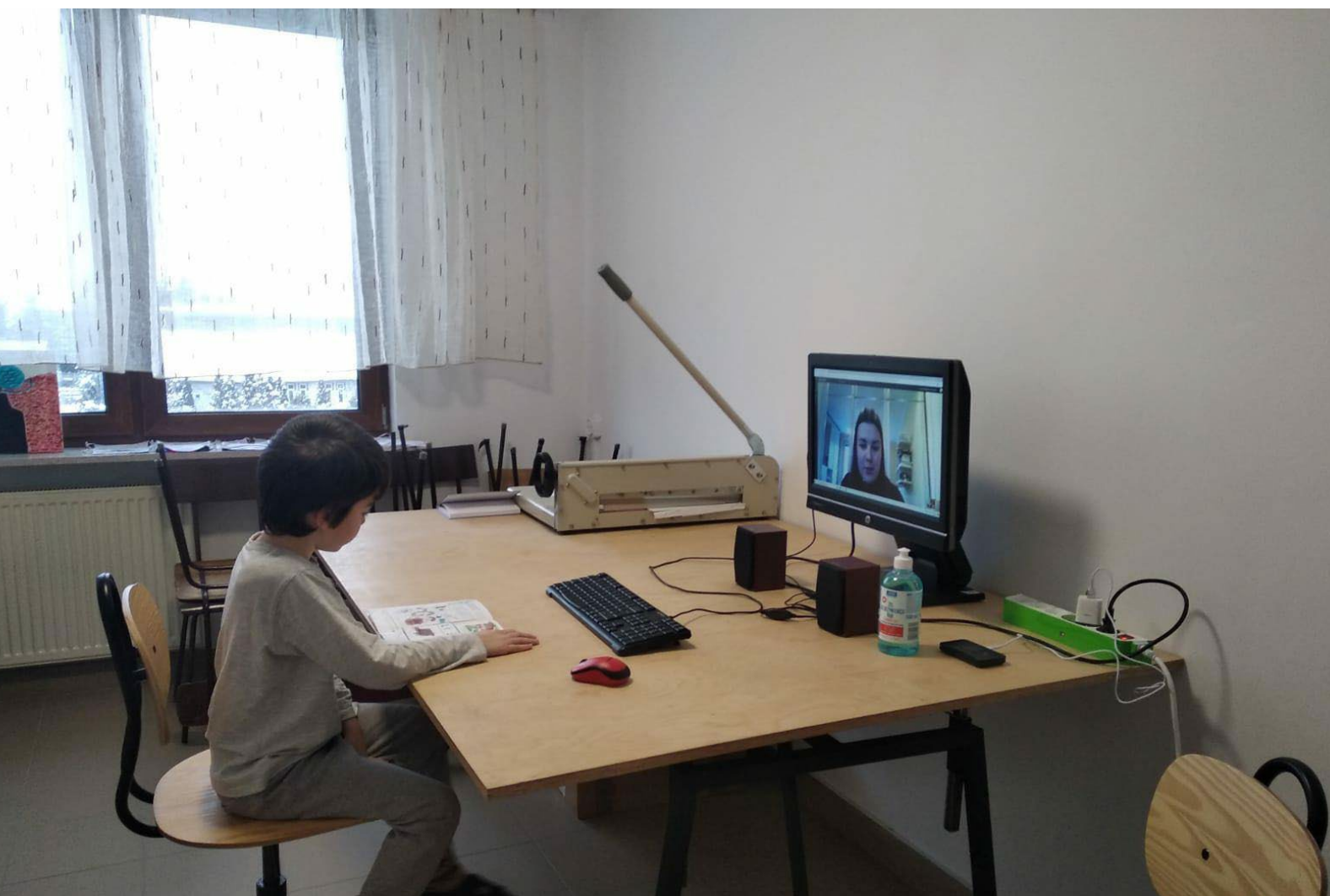


work for the community – to say at least something about any topic that needs to be discussed.

During this event people are engaged to the discussion and actively participate in various co-creational activities.

We can do this! Supporting education for refugee children

Ewa Kozdraj



Organization and country: Stowarzyszenie Dla Ziemi ("For the Earth" Association), Poland

Target group: refugee children

Age group: 6–14 years of age

Context / Learning environment: non-formal education

References, Link to the practices: www.dlaziemi.org/damy-rade/

Short description

While working with the Centre for Foreigners in Łuków, we noticed that the children staying there have significant educational deficiencies. The pandemic notably widened this gap. The educational situation of the Łuków Centre children was dire, as they had no access to computers or proper remote learning. However, the main reason behind their educational deficiencies lay in their insufficient Polish language skills. We established contact with the Pedagogical University of Krakow and started providing one-to-one online Polish lessons (one student per child, like private

tuition). This annual educational process attracted 73 female students, who delivered almost 400 teaching hours to 30 refugee children. This good practice can be used in various towns and cities, across different groups of refugee children, especially during the pandemic.

How does the project engage learner?

Learners become directly engaged in educational activities of highest quality. University students learn to teach during an exceptionally useful university apprenticeship. The university faculty is pleased, as the pandemic renders contacting schools difficult. Students gain direct access to a different culture, which necessitates more awareness and involvement in their teaching. This inclusive process attracts various groups. In our case, we help children excluded due to their present life situation (refugee children) and place of residence (small locality without an academic centre).

Which co-creation moments are included?

These actions follow from the individual contacts established by student-teachers. Although they use ready materials, a lot depends on their engagement and creativity. In many cases, apprenticeships trigger student-teachers' creativity, as they need to adjust the curriculum and educational tools to learner needs on an ongoing basis.

Pedagogic/methodological aspects

Education is provided in the form of one-to-one lessons compliant with the standards and methodology promoted by a pedagogical university. Students are equipped with ready materials and elaborations which have been used in academic classes for many years. It makes most sense to provide teaching for at least one academic year. It is necessary to supply children living in excluded groups

(refugee children, in our case) with necessary equipment, i.e. computers with webcams and reliable Internet.

SWOT

Strength

working with a university with necessary resources, including teaching methodology

Weakness

poor Internet coverage (dependence on available infrastructure)

Opportunities

increasing the educational opportunities of refugee children

Threats

absence of an internal teaching process coordinator. Another possible threat would be to launch the project without knowing anything about the children and their parents. In our case, we introduced the project to the Centre for Foreigners in Łuków, where we had been present for years. We couldn't have done without the support of a member of Centre staff who helped the children get online and minded the children who could not use computers in their rooms, as those were occupied by a high number of people. If that was the case, the caretaker showed the children to our classroom.



Which aspects are transferable?

In our opinion, all aspects are transferable. This practice can be transferred to different towns and cities across various countries. It can be transferred by universities and non-

governmental organisations, as well as schools. The practice can be transferred not only to refugee children, but also to groups suffering from different types of exclusion.

What kind of change is created?

Inclusion of excluded children into social life. Providing opportunities of acquiring high quality education. Improved Polish language skills help children learn all other school subjects. Greater educational opportunities in the future.

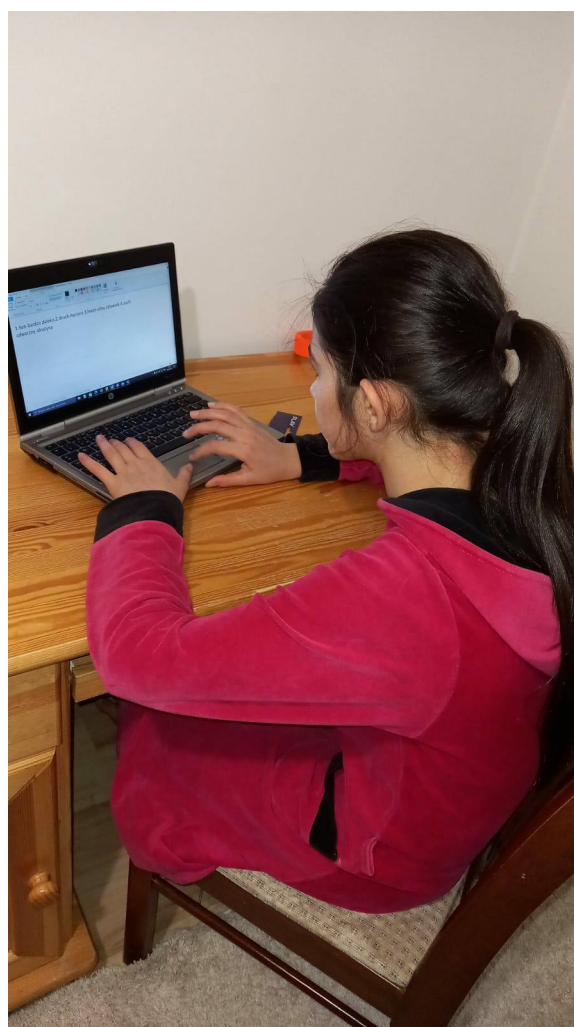
Excelling in language

We found the opinions of student-teachers very important. One of the most impressive achievements were the improving Polish language skills of a girl learner who finished the school year with the highest possible grade (six) in Polish, and came top of her class in that subject. Student-teachers shared the following opinions with us, “At introduction class, Khava surprised us with her level of Polish. The exercises we prepared turned out to be too easy for her. She completed them in no time at all. We understood from this situation that the learning materials should be more difficult. At the next lesson, Khava did great with grammar. She didn’t have any problems with passive voice. When we got to numerals, Khava had some difficulty with correct declension, but she understood the principle after we had gone through some examples, and the exercises ceased to be problematic. Khava proved adept in active and passive voice.”

Conclusion:

On the one part, it seems natural to come up with such a practice. On the other part, we

haven’t heard of any similar one-to-one lessons or direct NGO–university cooperation in other Polish centres for foreigners. We therefore believe this practice is innovative, though it should be the norm. I selected this very project, because it is “my baby”, my work and my joy fuelled by the effects I can see with my own eyes, now that I can visit the Łuków Centre in person, something that was not possible in the darkest moments of the pandemic.



Self-diagnosis by condominium managers

Ipsos-Facto



Self-diagnosis by condominium managers

When public policies are written in order to redress condominium complex situations (financial problems, building problems...), inhabitants are almost never consulted. These policies, these plans are written according to a diagnosis done by external professionals. In result, we can usually find a great deal of frustration among inhabitants, that see that the measures recommended neglect their own plans and desires for their own condominium.

In this context, l'Echappée des Copropriété propose to « condominium managers » (an

Organisation and country :
L'Echappée des copropriétés, France
Target group : condominium inhabitants
Age group : all
Context : Group intelligence

active group of people in charge of managing the condominium issues along with the syndic) to do a self-diagnosis and to design an action plan for their community, based on their resources, their blocking points and their wishes.

The idea is to make this practice a habit in public intervention, and that all over the world. Ask the people concern by the measures before designing them !

How does the process engage citizens?

It makes the condominium managers fully actors of their redressing plan. They aren't merely consulted, but they are asked to analyse their situation, to look at their condominium with a critical eye and to project themselves into the nearer future to create together a plan based on their wishes.

So, it implies a fully participation and engagement of the managers, and also it states a particular way of policy making and citizen engagement. The managers taking part in this process, are testing a tool and a practice that puts them in the centre of the reflection and makes them actors, as said. Our vision is that by this, they will be more inclined to participate as well in other matters of society. On the other hand, institutions will also get used to include citizens earlier and significantly in the co-creation process.

Pedagogic/methodological aspects

This practice happens in a 2 to 3 hours workshop. The group of condominium managers is asked to reflect about three questions :

What's the starting point? what are the positive and negative points of our community?

Where do we wish to go? What is the ideal situation?

How do we get there? What's our action plan?

These questions are asked in three different and progressive times. For each step, participants are allowed 5 minutes of

individual and silent thinking, then they share their thoughts with the rest of the group and a discussion is facilitated to exploit the inputs. For the third question, the actions are placed on a timeline, and prioritize according to their feasibility and temporality.

At the end of the workshop, participants should engage in some little action that starts to put the plan in place.

The materials needed :

- Big papers
- Markers
- Post-it
- Blue tac

SWOT

Strength

It puts the inhabitants in a power position. They are the actors and creators of their own action plan.

Weakness

It's hard to put this practice in action in condominiums where the managers are either non existent or not very invested. It can be difficult to reunite them for the workshop.

Opportunities

Citizen participation is more and more preached and looked for by institutions. They are demanding of tools that can make this participation easy and productive.

Threats

It can be really hard to make this practice enter into the policy making process. Usually, the time allowed to do this workshop and the funding, comes too late, when the action plan has already been decided by the institutions and professionals.

Which aspects are transferable?

The idea of a starting an action with a group by asking its members how they want this action to happen, and what are their resources, blockages and wishes.

What kind of change is created?

The managers taking part in this process, are testing a tool and a practice that puts them in the centre of the reflection and makes them

actors, as said. Our vision is that by this, they will be more inclined to participate as well in other matters of society. On the other hand, institutions will also get used to include citizens earlier and significantly in the co-creation process.

Everyone on the floor, everyone contributes

A self-diagnosis made in La Cité de l'Hers, a condominium in Toulouse, allowed us to highlight the vigilance to have to give everyone the floor, so that everyone can contribute. Post-it are a tool facilitating in this context. Also, the important thing in this time is not to focus on problems but to focus on positive points too.

We have noticed that this self-diagnosis has a liberating aspect for condominium responsables, allowing them to provide their own diagnosis in a moment of collective awareness. It was a founding moment for the group.

After this experience condominium responsables wanted to keep their production

in their room. It was the starting point for them to build a strategy together.

This experience at the Cité de l'Hers showed the catharsis aspect of expressing problems and fears, but also of being able to solve them. It was a pretty positive energy.

Conclusion

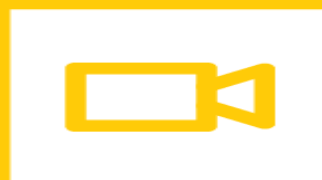
It is quite easy to do, and very accessible to participants of all kinds. Yet, its output is powerful and portrays an accurate image of the condominium and most of all, its group dynamics.

It is innovative because no one has created a space like this one for condominium inhabitants, and the framework that we propose is very different of the ones that are usually offered to them, very formal and vertical.

It is special because it opens a new possibility, a different way of policy making in condominiums.

Associative Quarentine

FAJDP Collectively



Quarentena Associativa

O Associativismo Juvenil em movimento



Organization and country: FAJDP,
Portugal
Target group: Youth Organizations, Youth
Leaders
Age group: 6-99
Context / Learning environment: Non -
Formal Education

Short description

During the state of emergency, confinement and isolation, FAJDP, in partnership with the IPDJ, launched the challenge for affiliated associations to create online content (social networks and other platforms) or publicize their initiatives. This idea reached as a way of combating sedentary lifestyle and social isolation, as well as demonstrating that, despite the difficult period we were going through, youth associations continued to be active in fulfilling their mission and maintaining some of their activities, namely in supporting risk groups and the most disadvantaged populations.

Since the beginning of April, more than 50 youth associations spread across the district of Porto are carrying out and publicizing their actions through the #QuarentenaAssociativa campaign, created by the FAJDP. It is estimated that more than 250 young people are involved.

The main goal was to share knowledge, best practices, activities and most of all being aware that no one was left behind or alone – even if it was in front of a laptop.

Practical information: be open minded
What materials are needed: online platforms, social media
Duration: needed for the session
Group Size: non
Level of difficulty for learners: non

How does the initiative engage young citizens?

By involving youth organization, youth associations and youngsters in the organization of the online activities. By promoting their good practices during the covid-29 pandemic

By creating special and unique moment for all
By we encouraging everyone involved to assume a compromise between their Youth Association goals and FAJDP.

Also, because it privileges non-formal education methodology with practical exercises, peer-to-peer activities, reflection and evaluation moments and or of the projects and initiatives related to their civic participation.

Which co-creation moments are included?

Since the beginning of the method, FAJDP involves Youth Associations affiliated in the process. Making them feel that the project is for and with them and value their good practices. By promoting their activities, soon

Youth Associations were co-creating new activities among them, participating in each other's projects and ideas. A real interchange happens during Associative Quarantine.

Pedagogic/methodological aspects

During the pandemic crisis we encourage affiliated Youth Associations to do some activities and to create online content (social networks and other platforms) or publicize their initiatives as a way of combating sedentary lifestyle and social isolation, as well as demonstrating that youth associations continued to be active.

By doing this online content, they could receive more participants from different cities. To do that, we share with youth associations zoom platform, paid by FAJDP and we use social networks to promote their content and created an image to promote the associative quarantine.

We had more than 50 youth associations and 250 direct participants involved in activities such as dance classes, debates, challenges, quiz, movie nights, sustainable development goals, yoga classes, podcasts, etc

So, it was up to the Youth Associations what to do, when and how to facilitate the process. FAJDP was the main facilitator, disseminating all the activities and put in contact different groups of young people.

FAJDP also was the main debriefing – after the activities, we evaluate what went well and not so well with the Youth Associations involved.

SWOT

Strength

Youth associations mobilization; combating social isolation and sedentary; Youth participation and engagement.

Weakness

Non personal contact; lack of digital tools.

Opportunities

Online activities; bigger achievement of youth associations activities and trainings; bigger promotion of youth associations and their work; more people involved from other cities.

Threats

Lack of digital tools; lack of digital skills; less people with less opportunities involved (with no smartphone, laptop or internet access).

Which aspects are transferable?

We realized that using online and digital tools we can do a lot of activities involving youth associations and, in the other hand, to stimulate youth participation and decreasing social isolation. So, as long as we have online and digital tools every organization can promote and develop their online activities by their own or in partnership and involve more participants.

What kind of change is created?

Realize that in crisis moments we can be creative and continue doing things to the wellbeing of our communities, being active and transfer present activities to online activities.

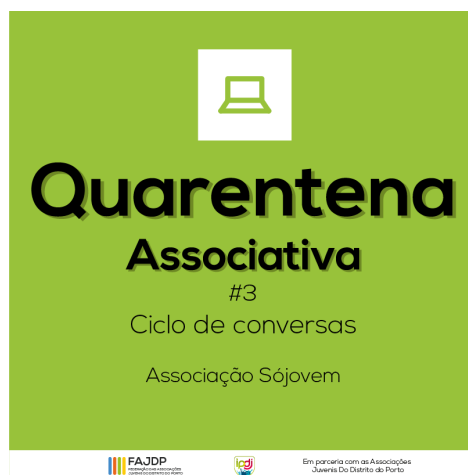
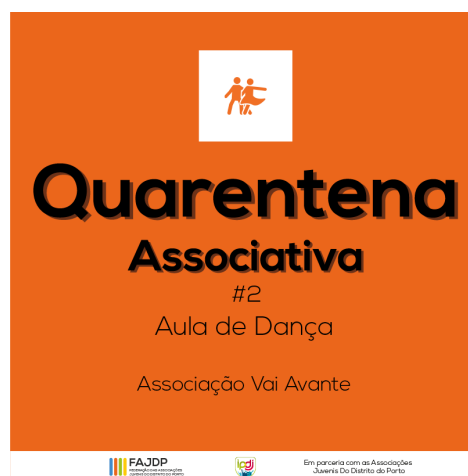
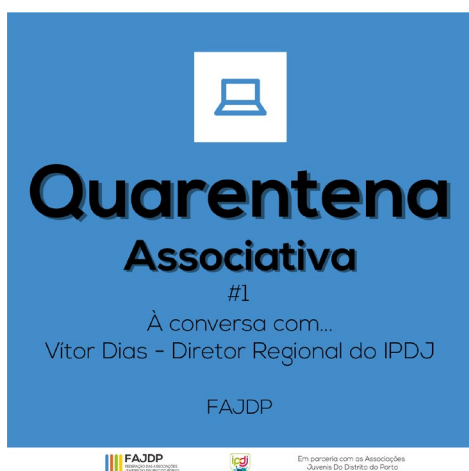
Promote Work Online

During the implementation of this smart practice, we noticed that by doing online activities, youth associations could promote their work and have more participants in their activities. The involvement in this associative quarantine was big, youth associations were engaged and felt valued.

Conclusion

In a crisis moment, we were able to mobilize youth associations which transformed and adapt their present activities to online in a record time to answer to the needs of their community, combating social isolation and basic needs.

Our role was to promote their activities and mobilize participants to them.



„Stiprūs kartu“/„Strong together“

VDU AJMD “Modusas”



Short description

In 2020 the idea of helping each other came, when the whole world stopped, a large part of Lithuanian people found themselves in a stalemate and realized that it was the time to be active and help. The aim of the project is to initiate the population into giving a helping hand to others. This became a social phenomenon - 7760 people from all over Lithuania participated in the campaign.

The initiative grew into the National Volunteer Aid Coordination Center which was focused on providing help and aid to the ones who are affected by Covid-19 situation.

The campaign is dedicated for people of different professions, ages, and social status. The practice started in Lithuania and covered

Practical information: all people are important
What materials are needed: volunteers
Duration: Everyday
Group Size: undefined
Level of difficulty for learners: non

the whole country. It can be transferable to international focus as well.

Organization and country: Stiprūs Kartu, VšĮ, Lithuania, Vilnius

Target group: citizens who needs help, organizations, and volunteers.

Age group: 18 – 60 and above

Context / Learning environment: non-formal social phenomenon.

References, Link to the practices:

<https://stipruskartu.lt/>

How does the initiative engage citizens/learner?

In 2020 during the beginning of the pandemic the situation in Lithuania was tense. The idea of the practice in such a difficult situation came when some younger and healthier people decided to help those who are having a harder time. A campaign was started, and people were invited to and become STRONG TOGETHER.

Due to the high numbers of coronavirus incidents, the situation was particularly difficult in hospitals and nursing homes. These institutions started facing severe staff shortages, so any help is more than welcome - taking care of the wards, arranging laundry, cleaning the premises or performing other household chores. Participants involved in the practice saved lives when doctors, their assistants, nurses were unable to work because they were ill or in self-isolation.

Which co-creation moments are included?

Creating a networking scheme based almost entirely on empathy and care, people from different sectors and age groups coming together to work for the benefit of others.

"Strong Together" is an initiative of the Owl Squadron of the Riflemen's Union,

implemented with the event organization company "Primary Coffee", Lithuanian scouts and other partners (around 80).

Pedagogic/methodological aspects

To make this practice work, good networking skills are required. In the current day and age, being fluent in social media will always be beneficial. Having a web page for the initiative will be helpful as well, through it, people can get more information about it, and register should they wish to do so. During the registration people can choose where they want to volunteer – helping people at their home (buying food, doing laundry, cleaning the house) or helping in the hospitals (in this case people would be encouraged to join the organizations who are participating in the hospitals).

After the registration volunteers get all the information by email or by phone and can start working. If people need help from the volunteers, they can also register their problem or call the organizers for the volunteers to come to help.

So, the organizer of this practice needs to prepare platform where all the information about this practice would be. And to coordinate volunteers, that all people who needs help to be visited and solved all the problems.



SWOT

-

Strength

Engaging citizens to participate in the social life of the country. Easy to help and easy to ask for help.

Weakness

The organizers are afraid, that won't be enough volunteers to provide aid and it will be more people to help and not enough helpers.

Opportunities

People get the opportunity to meet and work with people of various sectors, ages and views, expand their world view and assist people in need of help.

Threats

It is difficult to control and work with a lot of participants. The challenge of this practice is to manage every person and provide skilled help and aid. Additionally, the practice has taken place during the heat of the pandemic, which had the potential to spread the disease further.

Which aspects are transferable?

Ways of networking organization-to-organization, person-to-person. Relying on core human values like empathy and embracing it. Connecting people on the giving and on the receiving end (one can ask for aid, the other can accept to do so and vice versa).

What kind of change is created?

National Volunteer Aid Coordination Center mobilized more than 3.7 thousand volunteers, food rations are distributed to all parties on a daily basis to 200 people every day since mid-March, over 500 assistance requests were received and answered per day during the peak of the quarantine.

"Strong together" project volunteers dealt with more than 2.2 thousand calls and over 6 thousand requests for assistance. One of the initiators of the project, Edmundas Jakilaitis, believes that with the help of contributing partners, helping people has become several times easier.

"Our call center received regular, usually weekly, requests for help from the same people at risk. When we notice a tendency for people to ask them to send a former volunteer to help, we try to send someone who has already gained trust to help again. In this way, human relationships based on mutual understanding and assistance have naturally formed, which we are very happy about. This means that even after the quarantine and volunteer center is over, most applicants will have something to turn to. And this justifies the emergence of our center's activities and the result," says the project coordinator Inga Naruševičiūtė.



Meeting Neighbors through Volunteering

"Volunteering, I met my neighbor Aldona, who is about 80 years old. She had to buy food by herself because her daughter works as an anesthesiologist and she calls herself a "ticking bomb", and thus was not able to visit her. As soon as I came, the neighbor Aldona started to tear up, she pleaded me to sit down and stay for a while, because she needed someone to talk to. We spoke safely, in compliance with all safety requirements. Today is a special day for me because I have a new friend - Aldona," says volunteer Gerda.

"Some children do not receive regular meals as schools close their doors during the ongoing quarantine, for them, it is especially difficult now. While everyone is talking about seniors and medics who are in a difficult situation, it is also very difficult for children in state care. After the closure of institutions of education and day care centers, instead of the

opportunity to eat three times a day, they receive only one meal” L. Kunigėlis said. "When we arrived, the children's mother reacted very sincerely - she even cried."

Once on a Friday night an old woman called and said: there is neither money nor food, I live alone. It's the second day, neither I nor my puppy have anything to eat. The girl who took the call was sitting, listening, and crying. But we quickly managed to resolve the situation. We found a volunteer who bought food from his own money, drove to a remote village and helped the woman and puppy. The sad story has turned into a beautiful one with a happy ending.

Conclusion

This practice helped to build up a social system to fight against covid virus, it is an amazing experience, showing how strong we really are when we work together.

The initiators of "Strong Together" encourage citizens to continue to turn directly to project volunteers who have already provided them with assistance, and whose help to people of respectable age has been inseparable from warm and immediate communication.

Training Labs



engage

Citizens as Co-Explorer Digital Lab Berlin

22.3. -30.3.2021

QUIZ

| QUESTION 1 | QUESTION 2 | QUESTION 3 |
|--|---|---|
| What European country buys the highest amount of clothes (incl. footwear) per person per year? | How many jeans are sold worldwide per hour? | How many pairs of shoes are produced in China per second? |
| 1) Germany | 1) 500 | 1) 57 |
| 2) UK | 2) 1400 | 2) 189 |
| 3) Netherlands | 3) 2900 | 3) 336 |
| 4) Italy | 4) 3600 | 4) 500 |

Practices Overview

Notes fashion consumption & textile waste

Key words

Open questions

Questions for the lab Co-discovery

Fashion Consumption & Textile Waste

Topic: co-discovery

Overall Goal: Experimenting and testing old practices and new models, focussing on generating participation of citizens as co-implementers and activating people.

Lab Umbrella Topic: Fashion Consumption and Textile Waste problem in cities

Organizers and facilitators: Arianna and Mirjam (FFF), Martin (CRN)

Lab Structure:

5 Days, circa 20 hrs, online
16-18 participants

Day Day 1, 22.03

Monday

Day 2, 23.03. Tuesday Day 3, 24.03.

Wednesday Day 4, 29.03.

Monday

Day 5, 30.03.

Tuesday

Time 10:00 - 13:00 CET

(3 hrs, half day) 14:00 - 17:00 CET

(3 hrs, half day) All day (5 hrs) 10:00 - 12:30 CET

14:00 - 16:30 CET (Martin?)

(5 hrs) 14:00 - 17:00 CET

(3hrs, final session)

Teamlead Mirjam und Arianna

Martin Mirjam und Arianna

Martin Self-Learning day Mirjam und Arianna

Martin Mirjam und Arianna

Martin

Agenda _Welcome & Warm-Up
(15-20 min)

_Presentation Agenda of the week and tools
(10-15 min)(Martin)

_Introduction of topic "Consumption of fashion
& textiles/ waste problem" & Q&A (Arianna)
(60 min)

_Coffee break (10 min)

_Introduction of 10-12 selected practices
(every organisation has to fill the practice
frame in miro and present -all organisations)
(60 min)

_1. Group work:

Work with the selected practices on the
general problem presented on first day. (circa
1 hr)

_Presentation of group results and discussion
on applicability of chosen practices (1 hr)

_Presentation of the 3 CHALLENGES
(each group get one challenge)

_Preparation for Self-Learning day ...
10:00-12:30

_Recap in groups of self-learning day and
sharing of information

_Group work on CHALLENGES

14:00 - 16:30

_Preparation of final presentations in groups
(Martin-CRN)

_Final Presentations of the 3
CHALLENGES and feedback rounds

_Summary of the learnings

_Pecha Kucha reflection session (with Martin)

CHALLENGES:

Social Media Challenge: (facilitator Arianna)

- Creation of Social Media campaign for national NGOs with volunteer/activists groups in different cities on the topic of "Textile Waste"
- How to involve volunteers from different cities in the social media campaign and how to integrate content from different groups/cities?
- How to involve as many people and stakeholders as possible in the social media campaign (z.B. involvement of citizens, politicians, schools, etc...)
- Which practices can we use, combine or can be created?

Social Media Challenge: (facilitator Arianna)

- Creation of Social Media campaign for national NGOs with volunteer/activists groups in different cities on the topic of "Textile Waste"
- How to involve volunteers from different cities in the social media campaign and how to integrate content from different groups/cities?
- How to involve as many people and stakeholders as possible in the social media campaign (z.B. involvement of citizens, politicians, schools, etc...)
- Which practices can we use, combine or can be created?

The Fashion Revolution Challenge - Uni Ambassadors (facilitator Mirjam)

- What can a student who wants to assess the problem of Textile Waste organize within her/his university?
- How can this Ambassador engage other students, professors, etc.. in her/his activities?
- What material/input or ideas could we provide to Ambassadors who want to organise something on the topic of "Fashion Consumption" or "Textile Waste" at their university?
- What would make it easier for them to get started?
- How could they start to build a network?
- Which practices can we use, combine or can be created?

The Fashion Revolution Challenge - Uni Ambassadors (facilitator Mirjam)

- What can a student who wants to assess the problem of Textile Waste organize within her/his university?
- How can this Ambassador engage other students, professors, etc.. in her/his activities?
- What material/input/starter kit or Ideas could we provide to Ambassadors who want to organise something on the topic of "Fashion Consumption" or "Textile Waste" at their university?
- What would make it easier for them to get started?
- How could they start to build a network?
- Which practices can we use, combine or can be created?

The CRN Challenge: Actionbound for Circular Economy

Actionbounds are a fun and interactive way to explore a place and receive interactions from the people using them in the space. In an Actionbound you can create quizzes or ask people to submit videos, audios or text of their feeling, perspectives, all while they have to find the next "treasure" - which could be an actual place or knowledge you give them concerning the space.

We are trying to make the people in Berlin more aware to adapt their lifestyle to Circular Economy based "Circular Lifestyle" (in contrast to the current lineal lifestyle). We ask you to create an actionbound, interactive, educative and space bound to teach people to become more engaged in sustainability. We

will test the actionbound on the spot. (<https://en.actionbound.com/>)

Think as well about a way to communicate about the bound to your audience. Rhink as well how you would adapt such an actionbound to your town.

The CRN Challenge: Actionbound (Martin)

Actionbounds are a fun and interactive way to explore a place and receive interactions from the people using them in the space. In an Actionbound you can create quizzes or ask people to submit videos, audios or text of their feeling, perspectives, all while they have to find the next "treasure" - which could be an actual place or knowledge you give them concerning the space.

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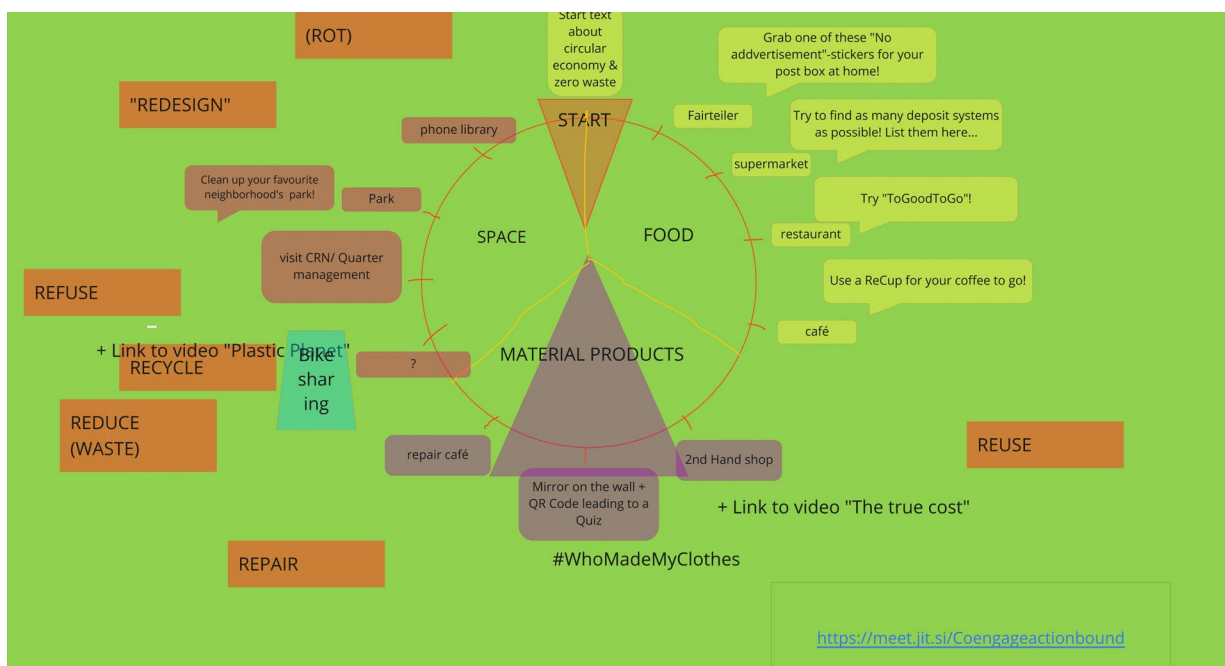
Think as well about a way to communicate about the bound to your audience. Rhink as well how you would adapt such an actionbound to your town.

Links:

Drive Ordner von Projekt:
https://drive.google.com/drive/folders/1SrUPKzmfPasiOiMjFHFUM113po_tcISK

Praktiken:

<https://docs.google.com/document/d/1BQc7c2Hs8JekzxdAlfkDQ4ZzsLgWpxX4kH6J9vGeOts/edit#heading=h.i5flscuzjenh>





- What are the advantages and disadvantages of each practice in relation to your challenge?
- How would the existing practices need to be changed in order to work on the challenge?
- Are there any new practices you would like to create?

14:00 - 16:30

3. Preparation of final presentations in groups (about 2 hours)

- Describe your Challenge and your goal
 - Which practices did you choose to solve the challenge and why?
 - Did you adapt practices or even create new ones?
 - How do the practices engage citizens/learners?
 - Which materials are needed to use the practices?
 - What to prepare?
 - What are the strengths and weaknesses of the chosen practices?

Citizens as Co-Implementer – Lab Bologna

28.6. – 2.7.2021

Co-designing a crowdfunding campaign for Testoni Fioravanti school in
Bolognina, a multicultural neighborhood



GENERAL

As you can see looking at the Lab's Agenda, we divided each working day like this:- first half of the morning: a *guided input session* about a topic connected to an element which is going to compose our crowdfunding campaign;- morning break;- second part of the morning: urban exploring or open discussion about the input session or what we were doing in that moment (inside the working process); - lunch break;

STRUCTURE

3 goals:

1. Stay together
2. Learn together (sharing is caring)
3. Work together

- controra: a practice we kept from the south of Italy which add an additional hour of rest after lunch;
- afternoon: *working session* about the element we explored previously. We did it following *the design thinking method* as a repeated process of divergent and convergent brainstorming, avoiding judging someone's idea; then, through the dot voting practice we tried to fix a step of our process on which to continue the work.

Breaks usually are considered just additional time during working moments. We want to keep clear that "freetime" where you can talk and laugh and better know other people is **fundamental to creating new human relationships** which are one of the most important outputs of these international exchanges.

DAY 1

Since it was the first meeting in person after the pandemic and thinking about where an over-productive mindset brings us as human beings, **we decided to give the priority of our lab to our time together**, that basically meant that we would stay together sharing good quality lifetime experiences. So we decided never to force our working hours due to the hot temperature we found in Bologna (around 37+ °C everyday), respecting the energies and the characteristics of each participant.

We also, and of course, needed to reach the goal of our lab that was to design a crowdfunding campaign based on a true case study we would have directly observed together in the following days.

Here is the PowerPoint presentation for the introductory day (DAY 1) of our italian laboratory: <https://docs.google.com/presentation/d/1w9fRyMtyIWDWu0JxjuOnsGzRYqqABQ0czi2FibG-O24/edit?usp=sharing>

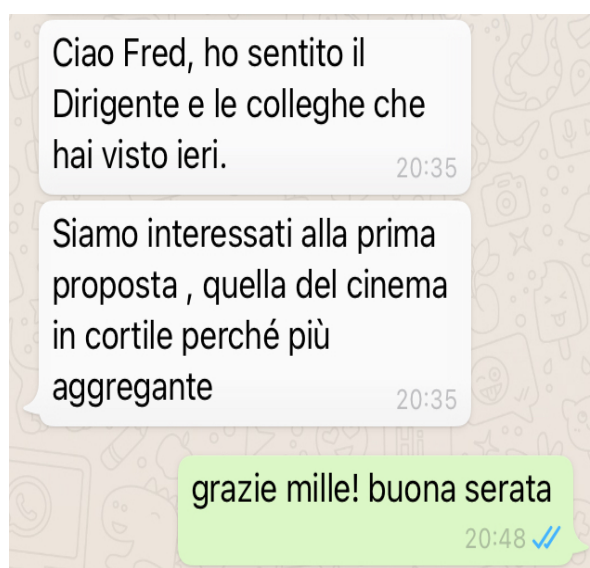
DAY 2

During the second day of the lab we start to use the Miro Board we prepared as the anchor

point of our work:
https://miro.com/app/board/o9J_l_gkFsg=/

Immediately we noticed how **one of the most important and difficult thing was how to coordinate in the best way people in Bologna and our colleagues who were attending the meeting online** (we used Zoom as our working platform).

We introduced Crowdfunding as a way not only to raise money but specially as a practice



high can connect the different actors who live in or pass across the school: teachers, students, parents, industries, friends, neighbors, school staff in general.

Here is the presentation we use to share with all the participants how a crowdfunding campaign works according to us and to the social meaning we gave to this activity: <https://docs.google.com/presentation/d/12vSPocvuf7HvxclMn2R4ZR1LJ1OV4M63LZbYDQFoLPw/edit?usp=sharing>

Thanks to the great contribution of the principal mr. Luca Prono, the vice-principal mrs. Cristina Dall'Occa, her colleague Francesca La Ganga and other teachers, **we were able to visit Testoni Fioravanti school**

We gathered a lot of information that would be useful to use to define the goal of our crowdfunding campaign.

We came back to our working place, Baumhaus' headquarter, we started to work on the Crowdfunding Canvas, answering

fundamental questions which would have helped us to continue our co-creative process.

DAY 3

We began the third day of co-work clustering data we gathered during our visit + interviews at the Testoni Fioravanti institute.

The rest of the day was used to define **the goal of our campaign**. We wanted to wait for the validation by the principal and vice-principal of the school to design something as useful and concrete as possible. The three ideas we had were:










- A) An open-air cinema;
- B) A more inclusive garden;
- C) A multicultural library

The validation arrived by whatsapp message that evening. They asked us **to crowdfund an open air cinema for their school!**

DAY 4

The morning of the last but one day of our lab in Bologna was dedicated to finding out the **title and the subtitle** for our campaign.

Crowdfunding Canvas

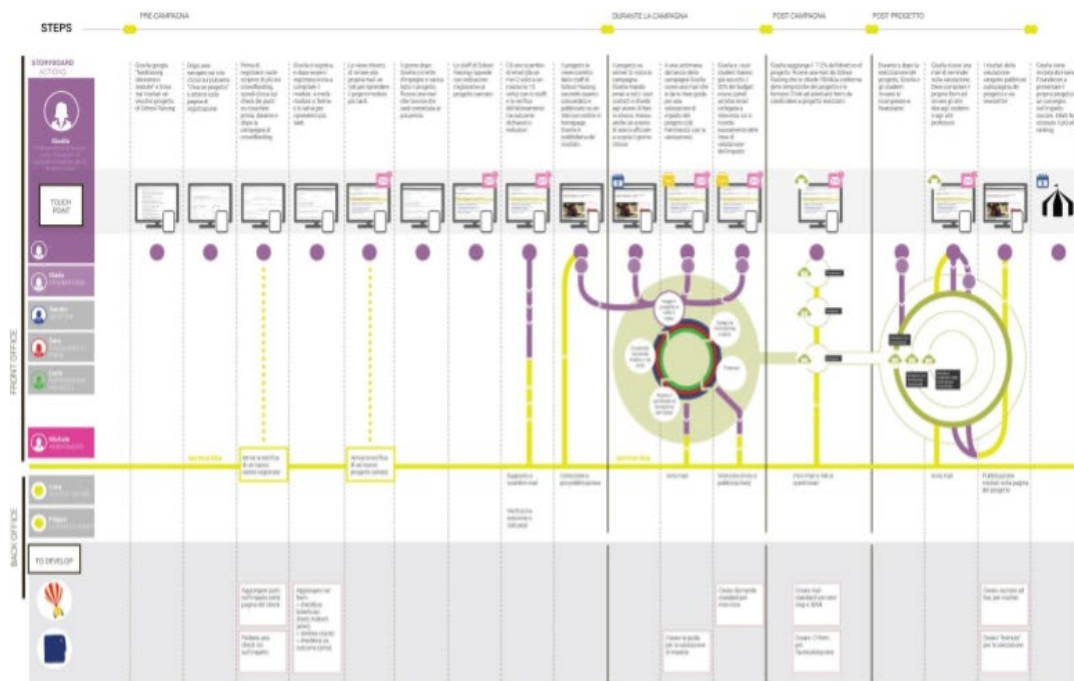
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| Key Partner  Who are the partners who can support you in carrying out key activities? Are they ready to collaborate for the success of your project? | Key resources  What tangible and intangible resources (knowledge, skills, time) can you make available to carry out key campaign activities and as rewards? Which of these does the school put in and which does its partners put in? | Title and subtitle  What is the main value you want to communicate from your campaign? Think about the benefits created by the project and choose those that are most likely to represent value to be shared with your beneficiaries. | Video content  What values do you want to share with your funders? How can you tell this in a simple and creative video? | Possible backers  Who are your potential financiers? Divide them into groups, give each group the name of a person to represent it, prioritise each group. |
| Key activities  What are the key activities you need to do to get your message across to potential funders? Which ones can guarantee your rewards? Which ones to arrive ready for the launch of your campaign? | | Promotional channels  Through which channels will you be able to communicate with your potential funders? | | |
| Budget  What are the costs to be covered for activities and rewards? What is the minimum budget you want to achieve to realise the project? | | Rewards  What rewards do you want to share with your potential funders? | | |

We chose *cuore aperta - occhi aperta: open air cinema bolognina*. During the co-creative process, some of the international participants tried to translate in a wrong Italian way the initial English concept *open hearts - open eyes: open air cinema bolognina*. We, together, found to keep the error into the translation for three main reasons: it sounds funny; if you communicate it, for example, on posters around the neighborhood it would catch your attention because of the error; usually people from abroad commit some error when they try to talk a new language and this is cute. To us this kind of wrong language could be declined in many different ways during a communication campaign.

After we defined the title and the subtitle of the campaign we began to work on the **rewards**.

We combined our answers on the Crowdfunding Canvas about our resources, potential funders and allies to figure out some ideas of possible rewards. As we said since the beginning, to School Raising a crowdfunding project doesn't mean just to raise money but to improve people we are

working with and the community they are in touch with. It was also important to understand how it costs to produce our rewards under many points of view (time, production, sustainability). As usual we began with a brainstorming without any judgment and then we tried to choose together the best ones. Instead of using the dot voting practice like in other occasions, we play the game: **OK, the price is right** (an old Italian TV show). We



Measuring the social impact

The last, but not least, element to success in a crowdfunding campaign we showed was **the video to promote it and how to make it**. Unfortunately we didn't have enough time to



We had just some time to say goodbye to each other before testing ourselves on Covid-19 and leaving for our homes.



Citizens as Co-Initiator- Lab Toulouse

19.7. – 23.7.2021



Co-initiating as inhabitants of condominiums

GENERAL STRUCTURE

The theme of the lab was : how to initiate a collective project in condominium?

The objective's participants was:

- Practice to learn.
- Identify success factors for co-construction.

- Thinking about the tools to apply them tomorrow.
- Experience the group process.
- Find solutions for our organization.
- Incarnation in the workshops: testimonies, feedback

The program of each day was built around different times:

- **Inspiration time:** living library, video of condominium projects in Europe etc.

- **Transmission time:** knowledge on tools, planning, organization, etc.
- **Time for reflexive feedback:** feedback on the tools, on the group process etc.

The participants were mobilized before the lab. They had to prepare elements on the theme of condominium in their country and to prepare codesign tools to share with the other participants. We had introduced the principle of a living library: Participants offer their knowledge and experience of one or more tools to the other participants. They can be asked to use their knowledge and experience during the co-construction time.

The lab has been organized in short sequences over 10 half-days / the question of the animation of the different times and the constitution of the groups by taking into account the people present in remote and

face-to-face sessions is raised. A specific role has been given to people online. They took part of the resources center. Why a resource center? To give a role to the remote participants and to include them as much as possible during the laboratory and the activities.


What is this role?

- To provide information on co-ownership
- To accelerate group projects and overcome blockages
- Provide a critical look at the integration of the issue of collective dynamics in projects.

Breaks usually are considered just additional time during working moments. We want to keep clear that "freetime" where you can talk and laugh and better know other people is fundamental to creating new human relationships which are one of the most important outputs of these international exchange

Monday 19th of July

| Schedules | Time | Activity / objectives | Instructions |
|-----------|------|-----------------------|--|
| 9H30 | 30' | Welcome participants | |
| 10H00 | 30' | Inter-knowledge games | <ul style="list-style-type: none"> • Meet the other participants in their own language, say "Hello, my name is ...". • Facilitators take people on board remotely with a tablet or phone |
| 10H30 | 45' | Lab introduction | <ul style="list-style-type: none"> • Presentation of the objectives of the lab + framework of the lab (programme of the lab, tools used and inclusion of remote people, etc.) • Condominiums in France, presentation of graphics |




| | | | |
|-------|-----|-------|--|
| | | | <div data-bbox="531 232 1310 663"> <p>I. - Condominiums in France : figures and issues</p> <p>CONDOMINIUMS : ELEMENTS OF DEFINITION</p> <ul style="list-style-type: none"> ● A condominium is a building or group of buildings whose ownership is divided among several people, the co-owners. Each co-owner has a lot which includes a private part and a share of the common parts.  </div> <ul style="list-style-type: none"> • Collective dynamics in condominiums : presentation of who we are / what we do at the EdC |
| 11H15 | 15' | Break | |

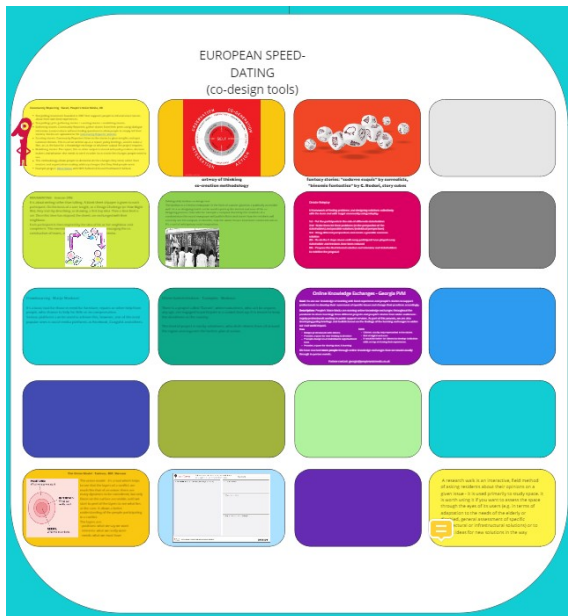
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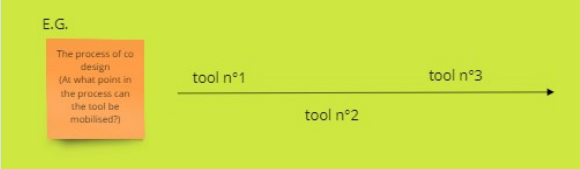
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| 14H30 | 30' | Time for inspiration | <ul style="list-style-type: none"> Viewing of the European videos produced by l'Echappée <ul style="list-style-type: none"> https://www.youtube.com/watch?v=nltv3I7YgEU https://www.youtube.com/watch?v=15_zzOb_ZBw&list=UUVxYK7EayDD5IYdjLSNW-lw&index=11 Discussion time |
| 15H00 | 105' | Reflexive time | <ul style="list-style-type: none"> Group work on case studies on what each group has understood from the case study (problems, issues, questions they are asking) Preparation of 1 quick pitch per group Parallel work with the online participants: "what do we propose to the group for the next day, what resources can you bring to the case studies?" + Presentation of the week's proceedings + Role in the lab + Let the resource group say what they can be called upon for |
| 16H45 | 15' | Closing | |

Tuesday 20th of July

| Schedules | Time | Activity objectives | Instructions |
|-----------|------|--|---|
| 9H30 | 30' | Welcome participants | |
| 10H00 | 10' | Introduction | <ul style="list-style-type: none"> Planning of the day and objectives |
| 10H10 | 20' | Presentation of the pitches and answers to questions | <ul style="list-style-type: none"> (5*4) each group presents in plenary the group's production of the previous day (problems, issues, questions that arise) <ul style="list-style-type: none"> In front of a computer for remote participants People on the web who write down the questions and think about how to answer them |
| 10H30 | 20' | Transmission of expectations | <ul style="list-style-type: none"> (20') Presentation by the facilitators of the expectations (contents, supports, etc.) |

| | | | |
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| | | | <h2>Transmission of expectations</h2> <ul style="list-style-type: none"> Explain to the other groups how you have constructed the project Highlight the reflection on the group process in your project Highlight the content of the project <div> <p>The group process</p> <ul style="list-style-type: none"> Who are the stakeholders in the construction of the project? What is the profile of each person, their involvement, their relationship to the group/projective, their interest in taking part in the project? The stages in the construction of the group + its organisation/functioning (who does what?) What communication within the group (methods, tasks)? <p>The project description</p> <ul style="list-style-type: none"> How did you identify the needs from which to build the project? Who is your target audience? Who is the project aimed at? What are the needs you have identified? How did you reach these needs? What is the objective of the project? What is its duration? Does it need funding, if so how is it funded? How did you involve other residents? </div> <p>10 minute of presentation per group</p> <p>A support to create: BE CREATIVE!</p> |
| 10H50 | 20' | Break | |
| 11H10 | 60' | Exchange and transmission of co-design tools | <ul style="list-style-type: none"> (15') Presentation by EdC and Ipsofacto of 3 co-design tools/practices (Call me/forget me/learn me, snowball, persona) <div> <h3>L3 co-design tools from l'EdC & Ipsofacto</h3> <div> <div> <p>"Call me" "Forget about me" "Teach me"</p>  <p>When representing a group in a project scenario, it's essential to consider the different roles and responsibilities of the group members. This tool helps you to identify the key players in your project and their interactions.</p> <p>The central figure is the person who is the focus of the project. They are the ones who are 'called' to action. The other figures are the ones who are 'forgetting' about them, or 'teaching' them. This helps you to understand the dynamics of the group and how they are working together.</p> <p>In the end, the person who is the focus of the project is the one who is 'called' to action. They are the ones who are 'forgetting' about them, or 'teaching' them. This helps you to understand the dynamics of the group and how they are working together.</p> </div> <div> <p>Snowball</p>  <p>The snowball tool is a simple way to represent a group in a project scenario. It's a circle with a person's name in the center. The other people in the group are represented by smaller circles around the central figure. This helps you to see the relationships between the different people in the group.</p> <p>Each person in the group has a role to play. The central figure is the one who is the focus of the project. The other people are the ones who are helping them. This helps you to understand the dynamics of the group and how they are working together.</p> <p>In the end, the person who is the focus of the project is the one who is 'called' to action. They are the ones who are 'forgetting' about them, or 'teaching' them. This helps you to understand the dynamics of the group and how they are working together.</p> </div> <div> <p>Persona</p>  <p>The persona tool is a way to represent a group in a project scenario. It's a circle with a person's name in the center. The other people in the group are represented by smaller circles around the central figure. This helps you to see the relationships between the different people in the group.</p> <p>Each person in the group has a role to play. The central figure is the one who is the focus of the project. The other people are the ones who are helping them. This helps you to understand the dynamics of the group and how they are working together.</p> <p>In the end, the person who is the focus of the project is the one who is 'called' to action. They are the ones who are 'forgetting' about them, or 'teaching' them. This helps you to understand the dynamics of the group and how they are working together.</p> </div> </div> <ul style="list-style-type: none"> (5') instructions (40') Speed dating to discover co-design tools <ul style="list-style-type: none"> Of which (5') instructions <ul style="list-style-type: none"> each participant chooses a co-design tool/practice that he/she knows and can present in 5'. (10'*3) 3 rounds of presentation where pairs meet randomly and present their tools/practices to each other Integrate the tool presentations in the miro </div> |

| | | | |
|-------|------|--|---|
| | | |  <p>o Zoom: 2 rooms</p> |
| 12H10 | 110' | Lunch break | |
| 14H00 | 120' | Co-design time with EdC tools + tools learned in Italy + tools from speed-dating | <ul style="list-style-type: none"> • (5') instructions • Autonomy (+ free organization of a break) • (115') 1st stage of work on the case studies: who are we working for, what are the needs / which co-design tools are we using to identify the target public, their profiles and their needs? What is the priority issue we want to work on? <p>o Including (30') or (10'*3) for the production of a deliverable answering the 3 questions</p> <p>o The groups photograph the deliverable + put it on the mirror</p> |

| | | | |
|-------|-----|---------|--|
| | | |  <ul style="list-style-type: none"> • Work with the remote people: practices that you have not heard and that are on miro > deliverable of the lab production on the tools = formatting of the co-design tools • Possibility after 60' for the face-to-face groups to ask the resource group for help on the tools. (zoom: 2rooms) |
| 16H45 | 15' | Closing | <ul style="list-style-type: none"> • Presentation by the resource group of the results  |

Wednesday 21st of July

| Schedules | Time | Activity objectives | Instructions |
|-----------|------|----------------------|--|
| 9H30 | 30' | Welcome participants | |
| 10H00 | 10' | Introduction | <ul style="list-style-type: none"> • Course of the day • objectives of the day |

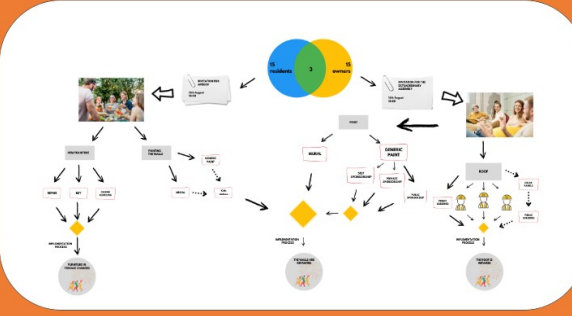
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|-------|------|---------------------------------|--|
| 10H10 | 20' | Reporting time | <ul style="list-style-type: none"> • Reporting and presentation of the progress of the work • Questioning of the resource group on a subject related to the condominium (in relation to their project) |
| 10H30 | 120' | Reflective time | <ul style="list-style-type: none"> • What project is proposed to respond to the case study • Each group makes a deliverable during this time • Possibility of meeting between groups to ask each other questions about the tools • Resource group: can be mobilised on the tools + results of the watch > critical feedback, which interesting tools to propose (think of constraints, a mystery speaker, a disruptive element that can bring creativity in the groups) |
| 12H30 | 90' | Lunch break | |
| 14H00 | 20' | Divison into groups | <ul style="list-style-type: none"> • Explain the role of the resource centre • Have the participants position themselves in the space (constellation) according to the case study that interests them • Discussion time if more homogeneity is needed in terms of the number of participants per group • Question the partners on what interests them in the case studies they have chosen |
| 12H30 | 90' | Lunch break | |
| 14H00 | 15' | Mid-term review | <ul style="list-style-type: none"> • "Think-listen" in pairs to tell each other where we are in the challenge and our feelings about the lab in general since the beginning of the week |
| 14H15 | 30' | Transmission on planning | <p>Presentation of planning tools :</p> <ul style="list-style-type: none"> • Stages table • Timetable • Reminder of the tools presented on Monday that fall into this category |
| 14H45 | 120' | Planning time | Time for groups to plan their action "How do you go about planning your project actions?" |
| 16H45 | 15' | Closing | |



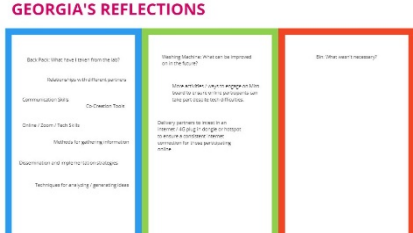
Thursday 22nd of July

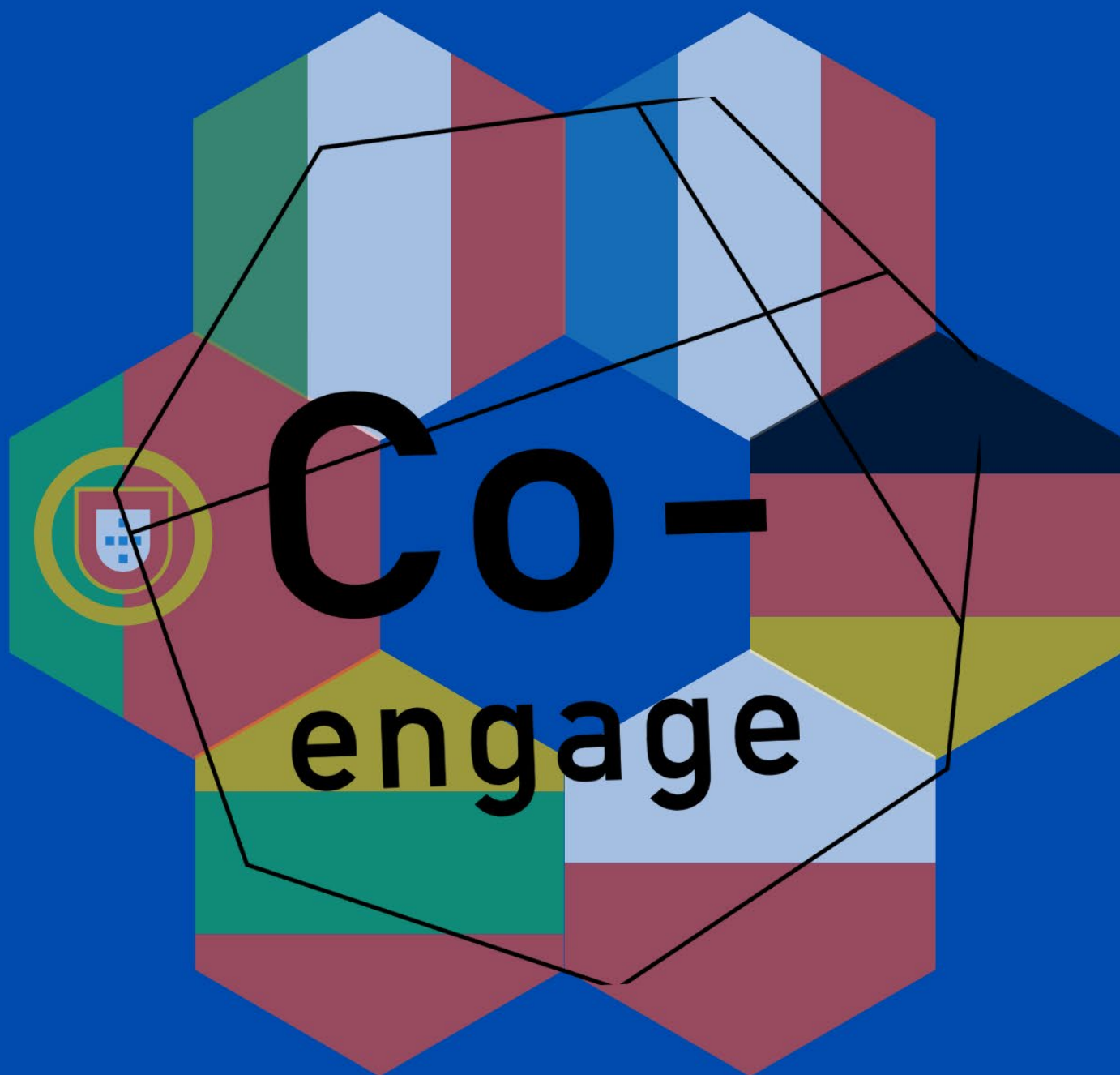
| Schedules | Time | Activity objectives | Instructions |
|-----------|------|----------------------|---|
| 9H00 | 30' | Welcome participants | |
| 09H30 | 10' | Introduction | <ul style="list-style-type: none"> Course of the day objectives of the day |
| 09H40 | 30' | Role play | <ul style="list-style-type: none"> Each group presents its project by embodying the stakeholders of the project The resource group observes the role plays and pays attention to :   |
| 10H10 | 20' | Break | |
| 10H30 | 90' | Reflective time | <ul style="list-style-type: none"> Stepping back from the role-play: being able to identify in each group the obstacles/blockages + what worked well : |

| | | | |
|-------|------|-------------|--|
| | | | <ul style="list-style-type: none"> ○ On planning ○ On collective dynamics (group organisation, collective decision-making, participation/inclusion of each participant, etc.) • Resource group: "What was observed in the 4 groups and what emerged on the collective dynamics" = analysis • During this time: the groups readjust their project |
| 12H00 | 90' | Lunch break | |
| 13H30 | 120' | Group work | In autonomy |
| 16H00 | 30' | Closing | |

Friday 23rd of July

| Schedules | Time | Activity objectives | / Instructions |
|-----------|------|----------------------|---|
| 9H00 | 30' | Welcome participants | |
| 09H30 | 10' | Introduction | <ul style="list-style-type: none"> • Planning of the day and objectives |
| 09H40 | 90' | Restitution Time | <ul style="list-style-type: none"> • (10*4) Restitution of the presentation <div data-bbox="695 1456 1324 1859"> <p>Case study n°2</p>  </div> |

| | | | |
|--------|-----|----------------------------------|---|
| | | | <ul style="list-style-type: none"> (10*4) Demon/Angel/Guardian: <ul style="list-style-type: none"> Weakness Strong point Strong idea of the project  <ul style="list-style-type: none"> Each person is given (10') synthesis time on the key points of the lab  |
| 11H10 | 20' | Break | |
| 11H30' | 40' | Videos recording | <ul style="list-style-type: none"> (20)' reflection on video content (20)' partners record themselves |
| 12H10 | 35' | Participatory closing of the lab | <ul style="list-style-type: none"> (5') instructions Snowball: "what we will take away from this lab" <ul style="list-style-type: none"> (5') individual reflection (10') reflection in pairs (10') group reflection (5') groups present their sentences  |



Einführung und Projektübersicht

Die Frage, wie sich Bürgerinnen und Bürger nicht nur als Subjekte, sondern auch als gleichberechtigte Mitgestalter von Ideen und Plänen einbeziehen lassen, und mehr noch, wie sie befähigt werden können, solche Prozesse zu initiieren, um ihre Bedürfnisse und Visionen gegenüber der öffentlichen Verwaltung zum Ausdruck zu bringen, wird in Europa immer mehr zu einem wichtigen Thema. Partizipative und deliberative Politikgestaltung gewährleistet die Akzeptanz, aber auch die Transparenz von Entscheidungsfindungen.

In Bezug auf soziale Innovation setzt die Europäische Kommission das Konzept der Ko-Kreation auf die Tagesordnung: "Die Befähigung von Akteuren ist nach Ansicht der Forschung, aber auch der Praktiker <... > (Vale, A. 2009), das, was die Innovation ausmacht - 'die Einbeziehung der Bürger als Mitgestalter'."

Auch Kommissionspräsident Barroso erklärte: "Eine erfolgreiche Innovationspolitik ist eine Politik, die alle Akteure in der Gesellschaft einbezieht; Innovation ist etwas, das man mit den Menschen macht, nicht für sie" (13. Oktober 2010). Wenn das Ziel letztlich darin besteht, einen nachhaltigen Wandel herbeizuführen, dann ist die wichtigste Variable die Befähigung der Menschen. Co-Creation und Co-Innovation durch Universitäten und öffentliche Forschungseinrichtungen mit Unternehmen, sozialen Einrichtungen, der Regierung und den Bürgern erfordern eine Reihe spezifischer Fähigkeiten" (EC, 2014).

Co-Engage ist ein sektorübergreifendes Projekt, dessen Methodik und Prinzipien die Schlüsselkompetenzen des Lebenslangen Lernens verbinden. Durch die Erforschung der Vielfalt von Ansätzen der Ko-Kreation, wie z.B. Aufbau von Unternehmertum, aktive Bürgerschaft, Umweltschutz, soziale Integration, digitale Kompetenz, lokale

Strategien, formale und nicht-formale Bildung, usw., wird unser Projekt zur Entwicklung von Bildungsmethoden beitragen, die neue Fähigkeiten vermitteln, die zu sozialer Innovation führen.

Wir sind bereit, Co-Creation-Prozesse zu nutzen, um Bürger zu Innovatoren zu machen. Indem wir die Bürgerinnen und Bürger dabei unterstützen, ihre Fähigkeiten für kritisches Denken und konstruktive Beteiligung in allen Fragen, die ihr persönliches und berufliches Leben betreffen, zu entdecken und zu entwickeln, möchte unser Konsortium zur Mobilisierung der Bürgerinnen und Bürger und zur gemeinsamen Entwicklung von Fähigkeiten und Methoden beitragen, die zu einer aktiveren europäischen Bürgerschaft führen.

Co-Engage ermöglichte innovative Synergien und Ansätze und schlug Brücken zwischen Profit- und Non-Profit-Sektor, öffentlichen und privaten Angeboten, formaler und nicht-formaler Bildung, Forschung und Praxis. Ein intensiver Austausch von Erfahrungen und bewährten Verfahren sowie die gemeinsame Erstellung eines modernen, intelligenten Lehrplans halfen Erwachsenenbildnern, ihre Kompetenzen und Fähigkeiten zu verbessern, indem sie von anderen lernten. Darüber hinaus bietet die Einführung und Nutzung von Co-Creation den Pädagogen einen neuen Ansatz zur Bewertung von Lernbedürfnissen und -ergebnissen sowie zur Überwachung von Lehrprozessen in der politischen Bildung. Der innovative Aspekt von Co-Engage besteht nicht nur darin, Bürgerinnen und Bürger als Innovatoren und aktive Akteure in der Gesellschaft zu sehen, sondern auch in der Mobilisierung bereits bestehender Formen der Ko-Kreation, durch die Dokumentation und Kommunikation mittels einer interaktiven Karte.

Die Empfehlung der Europäischen Kommission von 2018 zu

"Schlüsselkompetenzen für lebenslanges Lernen" unterstreicht die Ideen unseres Projekts. Co-Engage hat dazu beigetragen, Kompetenzen wie die STEM-Kompetenz - mit Schwerpunkt auf kritischem Hinterfragen und Problemlösung - zu verbessern, die Voraussetzung für die politische Bildung sind, sowie SOZIALE UND LERNKOMPETENZEN mit Schwerpunkt auf lebenslangem Lernen und transversalen Fähigkeiten wie Kreativität, kritischem Denken, Ko-Kreation und Problemlösung. ZIVILE KOMPETENZEN, einschließlich Methoden zur Unterstützung nachhaltiger Gesellschaften, Empowerment und Partizipation, und UNTERNEHMENSKOMPETENZEN, die Kreativität und die Fähigkeit zur Planung und zum Management beinhalten.

Co-Engage sucht nach Wegen, all diese Methoden in die formale und insbesondere in die nicht-formale Erwachsenenbildung einzubinden, da wir der Meinung sind, dass Co-Creation und kritisches Design Thinking Schlüsselansätze sind, für die Kernkompetenzen des 21. Jahrhunderts. Auf diese Weise trägt Co-Engage dazu bei, einen gleichberechtigten Zugang zu Wissen zu schaffen, indem es neue Ansätze des partizipativen Lernens vermittelt, indem es bereichsübergreifende Fähigkeiten und Kompetenzen aus verschiedenen Sektoren integriert und indem es neue Lernmöglichkeiten für Zielgruppen bietet, die neue, im digitalen Zeitalter notwendige Fähigkeiten benötigen. Co-Engage versteht Lehren und Lernen als einen kontinuierlichen Prozess, der sich auf alle Bürger auswirken soll, unabhängig von deren Alter, Geschlecht oder ethnischer Zugehörigkeit. Unsere Partnerschaft trägt somit zur Schaffung eines inklusiveren Bildungsumfelds in Europa bei, eingebettet in Prozesse des lebenslangen Lernens.

Soziale Innovation kann als ein Prozess der Ko-Kreation betrachtet werden, da sie die Zusammenarbeit mehrerer Akteure anstrebt (Voorberg, Bekkers, & Tummers, 2014). Im digitalen Zeitalter werden diese Prozesse durch die breite Nutzung von Web 2.0-

Technologien ermöglicht, die Werkzeuge für die sektorübergreifende Zusammenarbeit und gemeinsame Gestaltung bieten. Co-Engage wurde entwickelt, um dem wachsenden Bedürfnis der Bürgerinnen und Bürger Rechnung zu tragen, ihr Leben selbst in die Hand zu nehmen und gemeinsam Lösungen für gesellschaftliche Probleme zu finden, denen sie begegnen. Wir werden zu einer integrativen Bildung beitragen, die in Prozesse des lebenslangen Lernens eingebettet ist und allen Lernenden die Möglichkeit gibt, sich zu beteiligen. Auf die Isolation während der COVID19-Pandemie muss ein "Unboxing" der Partizipation folgen - unter Verwendung der neuen digitalen Werkzeuge und Fähigkeiten, die die Bürgerinnen und Bürger erworben haben, aber in Kombination mit konkreten Methoden auf den Straßen und in den Stadtvierteln. Co-Engage sammelte daher zusätzlich Projekte, Praktiken und Werkzeuge, die Pädagogen dabei helfen werden, den Bürgern diese Konzepte zu vermitteln.

Durch die Untersuchung des potenziellen Zusammenspiels zwischen Co-Creation-Prozess, Ideen der Kreislaufwirtschaft und Bürgerbeteiligung reagiert Co-Engage auf die gesellschaftlichen Herausforderungen, mit denen sich die EU im Rahmen der Strategie Europa 2020 befasst, wie z. B. die INNOVATIONSUNION, indem sie die Stärken Europas in den Bereichen Design, Kreativität und soziale Innovation hervorhebt, JUGEND IN BEWEGUNG, indem sie aufzeigt, dass Lernen nicht auf die Schule beschränkt ist und viele Lernprozesse außerhalb des Klassenzimmers stattfinden, und die AGENDA FÜR NEUE FÄHIGKEITEN UND ARBEITSPLÄTZE, indem sie Lernende aller Sektoren und Geschlechter dabei unterstützt, durch die Kombination von Ausbildungswegen neue Fähigkeiten und wissenschaftliche Kenntnisse zu entwickeln.

Das übergeordnete Ziel von Co-Engage ist es, die wichtigsten Bereiche zu identifizieren, in denen Co-Creation dazu beitragen kann, Bürger zu aktiven Innovatoren der Gesellschaft zu machen, und bewährte

Verfahren für jeden dieser Bereiche zu sammeln und zu diskutieren. Um dieses Hauptziel zu erreichen, führte die Umsetzungsphase des Projekts zu 4 Ergebnissen.

Ergebnis 1: Ausarbeitung von mehr als 80 intelligenten Praxisbewertungen von Co-Creation-Methoden in den verschiedenen Sektoren (privat, öffentlich und NGO) auf der Grundlage eines gemeinsam erstellten Bewertungsrasters.

Ergebnis 2: Organisation von 3 Co-Engage Labs, in denen die Techniken und Methoden von Co-Creation getestet wurden (Lab 1 - Co-Discovery: Bürger als Co-Durchführende auf der Grundlage von Aktionsplänen für nachhaltige Mode) und deren Übertragbarkeit geprüft wird (Lab 2 - Co-Speculation: Bürgerinnen und Bürger als Mitgestalter, Entwicklung von Crowdfunding-Kampagnen) und schließlich die Umsetzung der Methoden außerhalb des Projekts (Lab 3 - Co-Creation: Bürgerinnen und Bürger als Initiatoren, Arbeit mit Mietern). Die Labs ermöglichen es uns, eine komplexere und allgemeinere Vision von Co-Creation im Allgemeinen zu erhalten

Ergebnis 3: Die Auswertung der intelligenten Praktiken und die drei Co-Engage Labs

führten zur Identifizierung einer großen Anzahl von Co-Creation-Praktiken, die in einer interaktiven Karte präsentiert wurden
Ergebnis 4: Das Projekt-eBook, in dem die wichtigsten Methoden, Empfehlungen und Anregungen zusammengefasst sind.

Co-Discovery ist ein wichtiger Aspekt der Co-Creation, bei der die Teilnehmer ein Konzept, ein Problem oder ein Thema in einer kollaborativen Umgebung erforschen. Die Lernenden (Trainer, Pädagogen) stimulieren sich gegenseitig zum weiteren Lernen. Einer der wichtigsten Aspekte der Ko-Kreation im Design Thinking ist die Erforschung unbekannter Möglichkeiten und die Aufdeckung unbekannter Erkenntnisse. Aus diesem Grund wird der Schwerpunkt auf das Lernen und auf Aktivitäten gelegt, die das Wissenspotential der Lernenden erhöhen.

Handlungsorientiertes Lernen kann durch das Experimentieren und Erforschen der Lösungsvorschläge gefördert werden, damit die Probleme verstanden werden, die sich aus den Annahmen ergeben, die zu diesen Lösungen führen. Auf diese Weise kann die Gruppe schnell reagieren, ihre Methoden modifizieren und dem Ziel - dem positiven sozialen Wandel - immer näher kommen.

Introduction et description du projet

La question de savoir comment impliquer les citoyens, non seulement en tant que sujets mais aussi en tant que co-concepteurs d'idées et de plans, mais aussi de comment donner aux citoyens les moyens d'initier de tels processus, afin d'exprimer leurs besoins et leurs visions à l'administration publique, devient un sujet de plus en plus important en Europe. L'élaboration participative et volontaire des politiques garantit non seulement l'acceptation mais aussi la transparence du processus décisionnel.

En matière d'innovation sociale, la Commission européenne met à l'ordre du jour le concept de co-création : "L'autonomisation des acteurs est, selon la recherche et les praticiens <.... > (Vale, A. 2009), ce qui qualifie l'innovation - 'engager les citoyens comme co-créateurs". C'est aussi ce qu'a exprimé le président Barroso : "Une politique d'innovation réussie est une politique qui implique tous les acteurs de la société, l'innovation est quelque chose que l'on fait avec les gens, pas pour eux" (13 octobre 2010). Si l'objectif ultime est d'introduire un changement durable, alors la principale variable est l'autonomisation des personnes. "La co-création et la co-innovation par les universités et les organismes de recherche publics avec les entreprises, les institutions sociales, le gouvernement et les citoyens, nécessitent un ensemble spécifique de compétences." (CE, 2014).

Co-Engage, à travers sa méthodologie et son caractère partenarial, est un projet intersectoriel qui aborde le croisement des compétences clés de l'apprentissage tout au long de la vie. En explorant la diversité des approches de la co-création telles que la création d'entreprise, la citoyenneté active, la qualité de l'environnement, l'inclusion sociale, la culture numérique, les politiques locales, l'éducation formelle et non formelle, etc., notre projet contribuera au développement de méthodes éducatives apportant de nouvelles compétences allant vers l'innovation sociale. Nous sommes prêts à exploiter les processus de co-création pour transformer les citoyens

en innovateurs. En aidant les citoyens à découvrir et à développer leurs capacités de pensée critique et de participation constructive à toute question liée à leur vie personnelle et professionnelle, notre consortium veut contribuer à la mobilisation des citoyens et à la co-création de compétences et de méthodes menant à une citoyenneté européenne plus active.

Co-Engage a permis de créer des synergies et des approches innovantes, et de bâtir des ponts entre les secteurs à but lucratif et non lucratif, les actions publiques et privées, l'éducation formelle et non formelle, la recherche et la pratique. Un échange intensif d'expériences et de bonnes pratiques ainsi que la co-création d'un programme intelligent ont aidé les éducateurs à améliorer leurs compétences et leurs aptitudes en apprenant des autres. En outre, l'adoption et l'utilisation de la co-création fourniront aux éducateurs une nouvelle approche pour évaluer les besoins et les résultats d'apprentissage et pour contrôler les processus d'enseignement dans l'éducation civique.

L'aspect innovant de Co-Engage n'est pas seulement de soulever le concept de citoyens en tant qu'innovateurs, agents actifs dans la société, mais de mobiliser les initiatives de co-création déjà existantes, de les documenter et de les communiquer à travers une carte interactive.

La recommandation de la Commission européenne de 2018 sur les "compétences clés pour l'apprentissage tout au long de la vie", souligne les idées de notre proposition. Co-Engage a contribué à améliorer des compétences comme les STIM, mettant l'accent sur le questionnement critique et la résolution de problèmes, qui sont des conditions préalables à l'éducation civique ; les compétences sociales et d'apprentissage, en mettant l'accent sur l'apprentissage tout au long de la vie et les compétences transversales comme la créativité, la pensée critique, la co-création et la résolution de problèmes ; les compétences civiques comprenant des méthodes pour soutenir les

sociétés durables, l'autonomisation et la participation et les compétences entrepreneuriales impliquant la créativité et la capacité à planifier et à gérer. Co-Engage cherche des voies pour incorporer toutes ces méthodes dans l'éducation formelle et surtout non formelle des adultes, car nous pensons que la co-crédation et la pensde critique de conception sont des approches clés pour enseigner les compétences de base dites du 21ème siècle.

Ainsi, Co-Engage a contribué à créer un accès plus égalitaire à la connaissance en proposant de nouvelles approches d'apprentissage participatif, en intégrant des compétences transversales provenant de différents secteurs et en offrant de nouvelles opportunités d'apprentissage pour les groupes ayant besoin de nouvelles compétences nécessaires à l'ère numérique. Co-Engage considère l'enseignement et l'apprentissage comme un processus continu, ayant un impact potentiel sur tous les citoyens, quel que soit leur âge, leur genre ou leur origine ethnique. Notre partenariat a ainsi contribué à la création d'un environnement éducatif plus inclusif en Europe, ancré dans les processus d'apprentissage tout au long de la vie.

L'innovation sociale peut être considérée comme un processus de co-crédation, puisqu'elle recherche la collaboration de multiples parties prenantes (Voorberg, Bekkers, & Tummers, 2014). À l'ère du numérique, ces processus sont facilités par l'utilisation généralisée des technologies 2.0, qui fournissent des outils de collaboration et de co-crédation intersectorielles. Co-Engage répond à la demande croissante des citoyens d'être acteurs de leur vie et de pouvoir trouver des solutions collectives à certains des problèmes sociaux qu'ils rencontrent. Nous contribuerons à une éducation inclusive, intégrée dans les processus d'apprentissage tout au long de la vie, permettant à tous les apprenants d'être impliqués. L'isolement pendant la pandémie de COVID19 doit être suivie d'un "déballage" de la participation, en utilisant les nouveaux outils numériques et les compétences acquises par les citoyens, mais en les combinant avec des méthodes

concrètes dans les rues et les quartiers. Co-Engage a donc rassemblé en plus du projet, des pratiques et des outils qui aideront les éducateurs à enseigner ces concepts aux citoyens.

En étudiant l'interaction potentielle entre le processus de co-crédation, les idées d'économie circulaire et la participation civique, Co-Engage répond aux défis sociétaux abordés par l'UE dans le cadre d' "Europe 2020" comme l'Union de l'innovation en reconnaissant les forces de l'Europe en matière de design, de créativité et l'importance de l'innovation sociale, la Jeunesse en mouvement en sachant que l'apprentissage ne se limite pas aux écoles et que beaucoup d'apprentissages se font en dehors de la classe, la Politique industrielle à l'époque de la mondialisation en soutenant la transition vers une croissance durable fondée sur l'efficacité et impliquant les gouvernements, les parties prenantes et le public européen, et l'Agenda pour les nouvelles compétences et emplois en aidant les apprenants de tous les secteurs et de tous les genres à développer de nouvelles compétences et connaissances scientifiques en combinant les parcours d'apprentissage.

L'objectif global de Co-Engage est d'identifier les principaux domaines dans lesquels la co-crédation peut contribuer à transformer les citoyens en innovateurs actifs de la société, et de rassembler et discuter les bonnes pratiques représentant chacun de ces domaines. Afin d'atteindre cet objectif principal, la phase de mise en œuvre du projet a conduit à 4 résultats principaux.

Résultat 1 : l'élaboration de plus de 80 évaluations de bonnes pratiques sur les méthodes de co-crédation dans les différents secteurs (privé, public et ONG) sur la base d'une grille d'évaluation communément approuvée.

Résultat 2 : l'organisation de 3 Co-Engage labs où les techniques et méthodes de co-crédation ont été abordées (Lab 1 – Co-discovery : Les citoyens en tant que co-acteurs sur la base de plans d'action pour la mode durable), où leur transférabilité a été testée (Lab 2 - Co-speculation : Les citoyens en tant que co-concepteurs de campagnes de

crowdfunding) et enfin où les méthodes ont été mises en œuvre en dehors du projet (Lab 3 - Co-creation : les citoyens en tant qu'initiateurs, travail avec les habitants). Les labs nous permettent d'obtenir une vision plus complexe et générale de la co-crédation.

Résultat 3 : L'évaluation des bonnes pratiques et les trois labs Co-Engage ont permis d'identifier un grand nombre de pratiques de co-crédation, qui sont présentées dans une carte interactive, offrant des informations de base sur les pratiques, avec la possibilité d'une extension permanente dans le futur.

Résultat 4 : Le livre électronique du projet qui résume les bonnes pratiques les plus pertinentes, les recommandations et les apports.

La co-découverte est un aspect important de la co-crédation. Elle implique que les participants explorent un sujet, un problème

ou un thème dans un cadre collaboratif. Les apprenants (formateurs, éducateurs) se motiveront mutuellement pour poursuivre leur apprentissage. L'un des aspects les plus importants de la co-crédation intégrée dans le Design Thinking est l'exploration de possibilités inconnues et la découverte de perspectives inconnues. C'est la raison pour laquelle l'accent est mis sur l'apprentissage et sur les activités augmentant le potentiel d'apprentissage de l'apprenant en tant que communauté. L'apprentissage orienté vers l'action peut être renforcé en expérimentant et en explorant les solutions proposées afin de comprendre les problèmes révélés par les hypothèses menant à ces solutions. Ainsi, votre communauté peut expérimenter rapidement, modifier vos méthodes et vous rapprocher de plus en plus de l'objectif - un changement social positif.

Introduzione e progetto estivo

Come coinvolgere i cittadini non solo come soggetti passivi, ma anche, e soprattutto, nella co-progettazione e co-ideazione e, ancor di più, come dare la possibilità ad essi di avviare tali processi di modo che possano esprimere alla pubblica amministrazione le proprie esigenze e necessità, sta diventando un tema sempre più importante in tutta Europa. Un processo politico deliberativo e partecipativo dovrebbe assicurare, infatti, una maggior accettazione, ma anche una maggiore trasparenza, del processo decisionale.

In termini di innovazione sociale, la Commissione Europea porta il concetto di co-creazione all'ordine del giorno: "L'empowerment dei cittadini è, sia secondo le ricerche fatte, che in accordo con le esperienze raccolte [...] (Vale, A. 2009), ciò che qualifica l'innovazione sociale stessa – 'coinvolgere i cittadini come co-creatori'." Come detto anche dall'ex-presidente della Commissione Europea Barroso: "Una politica di innovazione di successo è quella che coinvolge tutti gli attori della società, l'innovazione è qualcosa che si fa con le persone, non solo per esse." (13 ottobre 2010). Se l'obiettivo finale è quello di introdurre un cambiamento sostenibile, allora la variabile principale è l'empowerment delle persone. "La co-creazione e la co-innovazione da parte di università e organizzazioni pubbliche di ricerca insieme ad imprese, terzo settore, governo e cittadinanza necessitano di competenze specifiche". (EC, 2014).

Co-Engage si pone come progetto trans-settoriale che affronta l'intersezione delle competenze chiave del Lifelong Learning (Apprendimento Permanente) attraverso la propria metodologia e la propria rete di partner. Esplorando la diversità degli approcci alla co-creazione in ambiti come la crescita imprenditoriale, la cittadinanza attiva, la qualità dell'ambiente, l'inclusione sociale, l'alfabetizzazione digitale, le politiche locali, l'istruzione formale e non, etc., il nostro progetto contribuirà allo sviluppo di metodi di apprendimento che educano a nuove

competenze che portano all'innovazione sociale.

Vogliamo promuovere processi di co-creazione per dare la possibilità ai cittadini di diventare innovatori. Supportando i cittadini a scoprire e sviluppare le proprie capacità di pensiero critico e di partecipazione costruttiva in qualsiasi questione relativa alla loro vita personale e professionale, il nostro progetto vuole contribuire alla mobilitazione degli stessi e alla co-creazione di competenze e metodi che portino ad una cittadinanza europea più attiva.

Co-Engage ha permesso sinergie e approcci innovativi e ha costruito ponti tra i settori del profit e del no profit, tra le attività pubbliche e quelle private, tra l'istruzione formale e non formale, tra la ricerca e la pratica. Un intenso scambio di esperienze e buone pratiche e la co-creazione di resoconti relativi allo stato dell'arte in costante aggiornamento hanno aiutato i progettisti a migliorare le proprie competenze e abilità imparando gli uni dalle altre. In aggiunta, l'adozione e l'utilizzo della co-creazione ha permesso ai progettisti di avere un nuovo approccio per valutare i bisogni e i risultati dell'apprendimento e monitorare i processi di insegnamento dell'educazione civica.

L'aspetto innovativo di Co-Engage non è solo elevare il concetto di cittadini come innovatori, agenti attivi nella società, ma nel mettere in campo le iniziative di co-creazione già esistenti, documentandole e comunicandole attraverso una mappa interattiva.

Le raccomandazioni della Commissione Europea del 2018 sulle "Competenze Chiave per l'Apprendimento Permanente" sottolineano le idee della nostra proposta. Co-Engage ha contribuito a migliorare competenze quali STEM - dando risalto in particolar modo allo spirito critico costruttivo e al problem solving, che sono prerequisiti per l'educazione civica, COMPETENZE SOCIALI E DI APPRENDIMENTO, con un focus sull'apprendimento permanente e su competenze trasversali come creatività,

pensiero critico, co-creazione e problem solving. COMPETENZE CIVICHE che includono metodi per incoraggiare società sostenibili, empowerment e partecipazione e COMPETENZE IMPRENDITORIALI che coinvolgono la creatività e la capacità di pianificare e gestire. Co-Engage cerca percorsi per incorporare tutti questi metodi nell'educazione formale e soprattutto non formale dei cittadini, poiché crediamo che la co-creazione e il pensiero critico siano concetti chiave per insegnare le cosiddette competenze di base del 21° secolo.

In questo modo Co-Engage ha contribuito a creare un accesso più equo alla conoscenza, fornendo nuovi approcci di apprendimento partecipativo, integrando abilità e competenze trasversali provenienti da diversi settori, offrendo nuove opportunità di apprendimento per quei gruppi che hanno bisogno delle nuove competenze necessarie nell'era digitale. Co-Engage considera l'insegnamento e l'apprendimento come un processo continuo, con un potenziale impatto su tutti i cittadini, indipendentemente dalla loro età, sesso o etnia. La nostra rete di partner ha quindi contribuito alla creazione di un ambiente educativo più inclusivo in Europa, incorporato nei processi di apprendimento permanente.

L'innovazione sociale può essere considerata come un processo di co-creazione, poiché cerca la collaborazione di più parti interessate (Voorberg, Bekkers e Tummers, 2014). Nell'era digitale, questi processi sono abilitati dall'ampio uso delle tecnologie web 2.0, fornendo strumenti per la collaborazione trans-settoriale e la co-creazione. Co-Engage si rivolge alla crescente domanda dei cittadini di essere attori nella loro vita e di essere messi in grado di trovare soluzioni collettive ad alcune delle questioni sociali che incontrano. Contribuiremo a un'educazione inclusiva, integrata nei processi di apprendimento permanente, consentendo il coinvolgimento di chiunque voglia imparare. L'isolamento durante la pandemia di COVID19 deve essere seguito da un "unboxing" della partecipazione, utilizzando i nuovi strumenti digitali e le competenze acquisite dai cittadini, ma combinandoli con metodi concreti nelle strade

e nei quartieri. Co-Engage ha così raccolto anche progetti, pratiche e strumenti che aiuteranno gli educatori a insegnare quei concetti ai cittadini.

Indagando la potenziale interazione tra il processo di co-creazione, le idee dell'economia circolare e la partecipazione civica, Co-Engage risponde alle sfide sociali affrontate dall'UE nel contesto di Europa 2020, quali l'INNOVATION UNION, riconoscendo i punti di forza dell'Europa nel design, nella creatività e l'importanza dell'innovazione sociale, la YOUTH ON THE MOVE, consapevoli che l'apprendimento non è limitato alle scuole ma avviene per una buona parte fuori dalle aule, La POLITICA INDUSTRIALE PER L'ERA DELLA GLOBALIZZAZIONE, sostenendo il passaggio verso una crescita sostenibile basata sull'efficienza e sul coinvolgimento dei governi, delle parti interessate e dei cittadini europei e L'AGENDA PER NUOVE COMPETENZE E LAVORI supportando tutti i cittadini nello sviluppo di nuove competenze e conoscenze scientifiche, combinando diversi percorsi di apprendimento.

L'obiettivo generale di Co-Engage è quello di identificare le principali aree in cui la co-creazione può contribuire a trasformare i cittadini in innovatori attivi della società, e di raccogliere e discutere le buone pratiche che rappresentano ciascuna di queste aree. Per raggiungere questo obiettivo principale la fase di implementazione del progetto ha portato a 4 risultati principali.

Risultato 1: elaborazione di oltre 80 valutazioni di buone pratiche sui metodi di co-creazione nei diversi settori (privato, pubblico e ONG) sulla base di una griglia di valutazione approvata collettivamente.

Risultato 2: Organizzazione di 3 Co-Engage Labs in cui sono state discusse le tecniche e i metodi di co-creazione (Lab 1 - Co discovery: Citizens as co-implementers based on action plan per la moda sostenibile), è stata testata la loro scalabilità (Lab 2 - co-speculation: Citizens as co- designer, creazione di una campagna di crowdfunding) e, infine, sono stati implementati i metodi al di fuori del progetto stesso (Lab 3 - Co-Creation: Citizens as iniziatori, lavorando con i residenti di un

quartiere). I Laboratori ci hanno permesso di ottenere una visione più complessa e completa della co-creazione in generale

Risultato 3: La valutazione delle buone pratiche e i tre Co-Engage Labs hanno portato all'identificazione di un gran numero di pratiche di co-creazione, che sono riportate in una mappa interattiva, offrendo informazioni di base su di esse, con la possibilità di un'estensione continua nel futuro.

Risultato 4: l'eBook del progetto che riassume le metodologie, i consigli e gli input più rilevanti. La co-scoperta è un aspetto importante della co-creazione. Coinvolge i partecipanti nell'esplorazione di un argomento, un problema o un tema in un ambiente collaborativo. Formatori e educatori si attiveranno a vicenda per un ulteriore

apprendimento. Uno degli aspetti più importanti della co-creazione incorporati nel Design Thinking è l'esplorazione di possibilità sconosciute e la scoperta di intuizioni sconosciute. Questo è il motivo per cui l'enfasi è posta sull'apprendimento e sulle attività che aumentano il potenziale di apprendimento dei cittadini come comunità. L'apprendimento orientato all'azione può essere potenziato sperimentando ed esplorando le soluzioni proposte per capire i problemi rivelati dalle ipotesi che portano a quelle medesime soluzioni. In tal modo, la vostra comunità di riferimento può iterare rapidamente, modificando i vostri stessi metodi e avvicinandovi sempre più all'obiettivo finale: un cambiamento sociale positivo.

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Wprowadzenie i podsumowanie projektu

Coraz ważniejszym tematem w Europie staje się pytanie jak angażować mieszkańców, nie tylko jako podmiot działań, ale jako równych współtwórców pomysłów i planów, jak wzmacniać mieszkańców w inicjowaniu takich procesów i w przedstawianiu swoich potrzeb i wizji administracji publicznej. Tworzenie polityk w sposób partycypacyjny i deliberatywny pozwala uzyskać dla nich większe poparcie, ale też sprzyja transparentności podejmowania decyzji.

Komisja Europejska wspomina o współtworzeniu w kontekście innowacji społecznych: „Wzmocnienie poczucia sprawczości uczestników, zdaniem badaczy i praktyków <...> (Vale, A. 2009), jest tym co określa innowację – “włączanie mieszkańców jako współtwórców”. Wspomina o tym również przewodniczący Barroso: „Udana polityka innowacji pozwala zaangażować wszystkich aktorów społecznych; innowacja jest czymś co robi się z ludźmi, a nie im” (13 października 2010). Jeśli najważniejszym celem jest wprowadzenie trwałej zmiany, wówczas główną zmienną jest sprawczość ludzi. „Współtworzenie i współinnowacje tworzone przez uniwersytety i organizacje badawcze we współpracy z firmami, instytucjami społecznymi, rządem oraz mieszkańcami wymagają szczególnego zestawu umiejętności (Komisja Europejska, 2014)”.

Projekt Co-Engage w swojej metodologii i partnerstwach łączy różne sektory i kompetencje kluczowe w obszarze uczenia się przez całe życie. Nasz projekt przyczynia się do rozwoju metod edukacyjnych i uczenia nowych umiejętności prowadzących do innowacji społecznych poprzez badanie różnych sposobów współtworzenia – rozwijania przedsiębiorczości, aktywnego obywatelstwa, jakości środowiska, innowacji społecznych, kompetencji cyfrowych, polityk lokalnych i edukacji nieformalnej.

Chcemy wykorzystać procesy współtworzenia do tego, by obywatele mogli stać się innowatorami. Poprzez wsparcie obywateli w odkrywaniu i rozwijaniu ich umiejętności krytycznego myślenia i konstruktywnej partycypacji w obszarach związanych z ich życiem osobistym i zawodowym, nasze konsorcjum chce wspierać mobilizację mieszkańców, rozwój umiejętności współtworzenia oraz metod pozwalających im stać się bardziej aktywnymi obywatelami Europy.

Projekt Co-Engage pozwolił na innowacyjne synergie i podejścia, połączenie sektora biznesowego i non-profit, działań publicznych i prywatnych, edukacji formalnej i pozaformalnej, badań i praktyki. Intensywna wymiana doświadczeń i dobrych praktyk, a także wspólne tworzenie nowoczesnych ciekawych programów nauczania pomogła dorosłym edukatorom w rozwinięciu swoich kompetencji i umiejętności poprzez uczenie się od innych. Ponadto, wprowadzenie i stosowanie współtworzenia pozwoli edukatorom w nowy sposób oceniać potrzeby i rezultaty uczenia się, a także monitorować proces uczenia się w edukacji obywatelskiej.

Innowacyjność projektu Co-Engage polega nie tylko na podjęciu tematu obywateli jako innowatorów, aktywnych aktorów w społeczeństwie, lecz również na mobilizacji już istniejących inicjatyw współtworzenia, na ich dokumentacji i promowaniu za pomocą interaktywnej mapy.

Założenia naszego projektu są spójne z zaleceniami Komisji Europejskiej z 2018 roku dotyczącymi kompetencji kluczowych w procesie uczenia się przez całe życie. Projekt Co-Engage pozwolił na rozwinięcie takich kompetencji jak STEM – ze szczególnym uwzględnieniem krytycznej analizy i rozwiązywania problemów, niezbędnych w

edukacji obywatelskiej; KOMPETENCJE SPOŁECZNE I W ZAKRESIE UMIEJĘTNOŚCI UCZENIA SIĘ, ze szczególnym uwzględnieniem uczenia się przez całe życie i umiejętności przekrojowych takich jak kreatywność, krytyczne myślenie, współtworzenie i rozwiązywanie problemów; KOMPETENCJE OBYWATELSKIE, w tym metody wsparcia zrównoważonych społeczeństw, wzmacniania sprawczości i partycypacji, oraz KOMPETENCJE W ZAKRESIE PRZEDSIĘBIORCZOŚCI obejmujące kreatywność oraz umiejętność planowania i zarządzania. Projekt Co-Engage szuka sposobów na włączenie wszystkich tych metod w formalnej, a szczególnie w nieformalnej edukacji dorosłych, ponieważ wierzymy, że współtworzenie i krytyczne myślenie projektowe są kluczowe w uczeniu tzw. podstawowych umiejętności XXI wieku.

W ten sposób projekt Co-Engage przyczynił się do wyrównywania dostępu do wiedzy poprzez stworzenie nowego podejścia do partycypacyjnego uczenia się, poprzez połączenie umiejętności i kompetencji przekrojowych dla różnych sektorów, oraz poprzez tworzenie nowych możliwości uczenia się dla grup potrzebujących nowych umiejętności niezbędnych w erze cyfrowej. Projekt Co-Engage dotyczy edukacji i uczenia się jako ciągłych procesów, mających potencjalny wpływ na wszystkich obywateli, niezależnie od ich wieku, płci czy przynależności do grupy etnicznej. Nasze partnerstwo przyczyniło się zatem do tworzenia bardziej inkluzywnego środowiska edukacji w Europie, powiązanego z procesami uczenia się przez całe życie.

Innowacja społeczna może być uznana za proces współtworzenia, ponieważ wymaga współpracy wielu różnych interesariuszy (Voorberg, Bekkers, & Tummers, 2014). W erze cyfrowej te procesy stały się możliwe dzięki szerokiemu wykorzystaniu technologii Web 2.0, dostarczających narzędzi dla międzysektorowej współpracy i współtworzenia. Projekt Co-Engage odpowiada na rosnące zapotrzebowanie obywateli by być aktorami w swoim własnym

życiu i mieć możliwość tworzenia wspólnych rozwiązań dla problemów społecznych, z którymi się spotykają. Chcemy przyczynić się do edukacji włączającej, powiązanej z procesami uczenia się przez całe życie, które pozwalają na zaangażowanie wszystkich osób uczących się. Po okresie izolacji, którego doświadczyliśmy w związku z pandemią COVID-19, trzeba partycypację „rozpakować” – wykorzystywać nowe narzędzia i umiejętności cyfrowe zdobyte przez obywateli, ale w połączeniu z zastosowaniem konkretnych metod na ulicach miast i w dzielnicach. Z tego powodu w ramach projektu Co-Engage zebraliśmy również opisy projektów, praktyk i narzędzi, które pozwalają edukatorom przekazywać te pojęcia obywatelom.

Poprzez badanie możliwości łączenia procesów współtworzenia, idei gospodarki obiegu zamkniętego i partycypacji obywatelskiej, projekt Co-Engage odpowiada na społeczne wyzwania, na które UE stara się odpowiadać w ramach strategii Europa 2020, m.in. poprzez inicjatywy takie jak UNIA INNOWACJI, uznająca mocne strony Europy w projektowaniu, kreatywności i ważności innowacji społecznych; MOBILNA MŁODZIEŻ, uznająca, że uczenie się nie ogranicza się do szkół i znaczna część procesu uczenia się odbywa się poza salą szkolną; POLITYKA PRZEMYSŁOWA W ERZE GLOBALIZACJI, wspierająca przejście do zrównoważonego rozwoju opartego na efektywności i angażującego rządzących, interesariuszy i europejskie społeczeństwo, oraz PROGRAM NA RZECZ NOWYCH UMIEJĘTNOŚCI I ZATRUDNIENIA, poprzez wspieranie osób uczących się różnych płci i z różnych sektorów w rozwijaniu nowych umiejętności i wiedzy naukowej poprzez łączenie ścieżek edukacyjnych.

Ogólnym celem projektu Co-Engage było określenie głównych obszarów, w których współtworzenie może przyczynić się do przemiany obywateli w aktywnych innowatorów społecznych, oraz zebranie i omówienie dobrych praktyk reprezentujących wszystkie te obszary. W ramach tego celu,

realizacja projektu prowadziła do czterech głównych rezultatów:

Rezultat 1: Przygotowanie ewaluacji ponad 80 ciekawych praktyk dotyczących współtworzenia w różnych sektorach (prywatnym, publicznym, pozarządowym) na podstawie wspólnie przyjętego formularza ewaluacji.

Rezultat 2: Organizacja trzech laboratoriów Co-Engage, podczas których omawiano techniki i metody współtworzenia (Laboratorium 1 – Współodkrywanie: obywatele jako współrealizatorzy na przykładzie planów działań dotyczących zrównoważonej mody), zbadano możliwość ich transferu (Laboratorium 2 – współdociekanie – Obywatele jako współtwórcy, tworzenie kampanii crowdfundingowych), a także zastosowano metody poza samym projektem (Laboratorium 3 – Współtworzenie: Obywatele jako inicjatorzy, praca z mieszkańcami budynków wielorodzinnych). Laboratoria pozwoliły nam na wypracowanie bardziej kompleksowego rozumienia pojęcia współtworzenia.

Rezultat 3: Ewaluacja ciekawych praktyk oraz trzy laboratoria Co-Engage pozwoliły zidentyfikować znaczną liczbę praktyk współtworzenia, które zostały umieszczone na interaktywnej mapie. Mapa zawiera

podstawowe informacje o tych praktykach, i może być dalej rozbudowywana.

Rezultat 4: E-book projektowy zawierający najbardziej trafne ciekawe praktyki, rekomendacje i wnioski.

Współodkrywanie jest istotnym aspektem współtworzenia. Stanowi dla uczestników zaproszenie do zbadania zagadnienia, problemu, albo tematu w warunkach współpracy. Osoby uczące się (trenerzy, edukatorzy) dają sobie nawzajem bodźce do dalszego uczenia się. Jednym z najbardziej atrakcyjnych aspektów współtworzenia w ramach myślenia projektowego jest poszukiwanie nieznanymi możliwości i dochodzenie do wcześniej nieznanymi wniosków. Z tego powodu kładziemy nacisk na edukację i działania podnoszące potencjał edukacyjny osób uczących się w swojej społeczności. Uczenie zorientowane na działanie można wzmocnić przez eksperymentowanie i badanie proponowanych rozwiązań, aby zrozumieć problemy odsłaniające przez założenia, które prowadzą do tych rozwiązań. W ten sposób, nasza społeczność może się szybko zmieniać, skłaniając nas do zmiany stosowanych metod i prowadząc nas bliżej do celu: pozytywnej zmiany społecznej.

Įvadas ir projekto aprašymas

Klausimas, kaip įtraukti piliečius ne tik kaip subjektą, bet ir kaip lygiavertį idėjų, planų kūrėją ir dar daugiau, kaip suteikti piliečiams galimybę inicijuoti tokius procesus, kad būtų galima išreikšti savo poreikius ir vizijas viešajam sektoriui, dažniau kyla ir tai tampa vis svarbesnė tema Europoje. Įtraukiantis bei mąstyti reikalaujantis strategijos formavimas užtikrina ne tik įgyvendinamų sprendimų priėmimą, bet ir jų skaidrumą.

Turint omenyje socialines naujoves, Europos Komisija mini bendrakūros konceptą: „The empowerment of actors is, according to research as well as practitioners <... > (Vale, A. 2009), what qualifies the innovation - 'engaging citizens as co-creators' .“ Taip pat pareiškė ir prezidentas Barroso: „A successful innovation policy is one that involves all actors in society, innovation is something you do with people, not to them“ (Spalio 13, 2010). Jei pagrindinis tikslas yra pristatyti tvarų pokytį, tai pagrindinis kintamasis ir yra žmonių įgalinimas. „Co-creation and co-innovation by universities and public research organisations with businesses, social institutions, government, and citizens need a specific set of skills“ (Europos Komisija, 2014).

„Co-Engage“ – tai tarpsektorinis projektas, atkreipiantis dėmesį į pagrindines nuolatinio mokymosi kompetencijas naudojant metodikas bei partnerystę. Nagrinėjant bendrakūros metodų įvairovės tokias kaip enterpreneriškų savybių praktika, aktyvus dalyvavimas bendruomenėje, lygybės klausimas, skaitmeninis raštingumas, vietinė politika, formalus ar neformalus mokymasis, šis projektas prisideda prie mokymosi metodų plėtrai, mokant naujų įgūdžių, kurie veda socialinių naujovių link.

Mes esame pasiruošę išnaudoti bendrakūros procesus keičiant gyventojus į kūrėjus. Padedant žmonėms atrasti ir plėtoti savus įgūdžius mąstant kritiškai bei konstruktyviai dalyvaujant bet kokiame tiesiogiai susijusiame

asmeninės ar visuomeninės problemos sprendime, mūsų konsorciūmas nori prisidėti prie gyventojų judėjimo, bendrakūros įgūdžių ir metodų tobulinimo siekiant aktyvesnės Europos žmogaus pilietybės.

„Co-Engage“ įgalino naujas sinergijas bei būdus, kūrė tiltus tarp pelno ir ne pelno sektorių, viešų ir privačių veiksmų, formalaus ir neformalaus mokymo, tyrimo ir praktikos. Intensyvus patirties ir praktikos dalijimasis bei pažangių mokymo programų bendrakūra padėjo pedagogams tobulinti savo kompetencijas bei įgūdžius mokantis iš kitų. Taip pat perimant ir naudojant bendrakūros metodus yra teikiami nauji būdai vertinti mokymosi poreikį bei galimą rezultatą ir stebėti pilietinio ugdymo mokymo procesus.

Inovatyvus „Co-Engage“ aspektas ne tik kelia piliečių kaip kūrėjų, aktyvių agentų bendruomenėje konceptą, bet ir sutelkia jau esamas bendrakūros iniciatyvas, jas dokumentuoja ir pateikia interaktyviu žemėlapiu.

2018-ą Europos Komisijos rekomendacija „Key Competences for Lifelong Learning“ pabrėžia mūsų pasiūlymo idėjas. „Co-Engage“ padėjo tobulinti tokias kompetencijas kaip STEM – pabrėžiantis kritinį mąstymą ir problemų sprendimą, kurie yra būtini civiliniam ugdymui; SOCIALINIS IR UGDYMO KOMPETENCIJOS, besifokusuojančias ilgalaikiam ugdymui ir tokiems įgūdžiams kaip kūrybiškumas, kritinis mąstymas, bendrakūra ir problemų sprendimas; CIVILINĖS KOMPETENCIJOS kartu su metodais, kaip padėti bendruomenėms ilgam laikui, įgalinimu bei dalyvavimu; ENTERPRENERIO KOMPETENCIJOS, įskaitant ir kūrybiškumą, gebėjimą planuoti bei vykdyti. „Co-Engage“ siekia kelių, leidžiančių apimti visus šiuos metodus formaliam bei neformaliai suaugusiųjų ugdymui, nes mes tikime, jog bendrakūra bei kritinis mąstymas yra

pagrindiniai būdai mokyti 21-o amžiaus žmogų esminių įgūdžių.

Šiais būdais „Co-Engage“ padėjo sukurti visiems prieigą prie žinių, teikiančių naujus būdus mokymui, integruojant skirtingus įgūdžius bei kompetencijas iš įvairių sektorių, siūlant naujas ugdymo galimybes grupėms skaitmeninėje visuomenėje. „Co-Engage“ paiso mokymą bei mokymąsi kaip nuolatinį procesą, turintį potencialo daryti įtaką visiems neskaitant amžiaus, lyties ar tautybės. Todėl ši partnerystė prisidėjo prie visus apimančios mokymo aplinkos Europoje kūrimo, įterpto į mūsų nuolatinį mokymosi procesą.

Socialinės naujovės gali būti matomos kaip bendrakūros proceso dalis, kadangi tai siekia bendradarbiavimo tarp skirtingų suinteresuotų šalių (Voorberg, Bekkers ir Tummers, 2014). Skaitmeniniame amžiuje šie procesai yra įgalinti dažno ir plataus Interneto technologijų vartojimo, suteikiančio įrankius tarpsektoriniam bendradarbiavimui ir bendrakūrai. „Co-Engage“ sprendžia augančią paklausą žmogui, norinčiam būti savo gyvenimo kalviui ir gebančiam rasti bendrus sprendimus socialinėms problemoms. Mes prisidedame prie visus apimančio ugdymo kaip viso gyvenimo ilgalaikį procesą. Po COVID-19 pandemijos patirta izoliacija vertė ieškoti naujo dalyvavimo būdo – naujų skaitmeninių įrankių bei įgytų įgūdžių naudojimas ir jų derinimas naudojant jau nebepakeičiamus metodus. Dėl to „Co-Engage“ priedo rinko ir projektus, praktikas bei įrankius, galinčius padėti pedagogams mokyti šių konceptų.

Tiriant potencialų žaidimą tarp bendrakūros procesų, ekonomijos idėjų bei civilinio dalyvavimo, „Co-Engage“ atsako visuomeniniams iššūkiams, į kuriuos kreipėsi ir Europos Komisija 2020-ųjų metų sistemoje, pavyzdžiui, INOVACIJŲ SAJUNGA, pripažįstanti Europos dizaino, kūrybiškumo ir socialinių naujovių svarbos stiprybes; JUDANTIS JAUNIMAS, suprantantis, jog mokymasis nėra tik mokykloje ir daug ugdymo išsiplečia už jos ribų; INDUSTRIJINĖ POLITIKA

GLOBALIZACIJOS ERAI, remiančių tvaraus augimo, pagrįsto efektyvumu, įtraukiant vyriausybes, suinteresuotąsias šalis bei Europos vyriausybių kaitą; DARBOTVARKĖ NAUJIEMS ĮGŪDŽIAMS IR DARBUI, remianti mokiniams iš įvairių sektorių ir genderių vystyti naujus įgūdžius, mokslo žinias jungiant mokymosi kelius.

Pagrindinis projekto „Co-Engage“ tikslas yra nustatyti pagrindines erdves, kur bendrakūra gali prisidėti prie gyventojų transformacijos į aktyvius bendruomenės kūrėjus ir rinkti bei diskutuoti gerąsias praktikas atskleidžiant kiekvieną. Norint pasiekti šį tikslą, vykdymo fazėje projekte gauti 4 pagrindiniai rezultatai:

1 rezultatas: Daugiau negu 80 išmanių praktikų detalizavimo įvertinimas bendrakūros metodams įvairiuose sektoriuose (privačiuose, viešuose ir NVO) remiantis bendrai patvirtinta vertinimo sistema.

2 rezultatas: 3-jų „Co-Engage Labs“ organizavimas, kuriose buvo aptartos bendrakūros technikos ir metodai (Lab 1 – „Co-discovery“: gyventojas kaip veiksmų plano tvariai madai co-įgyvendintojas), testuojamas jų perteikiamumas (Lab 2 – „Co-speculation“: gyventojas kaip co-dizaineris, kuriantis sutelktinio finansavimo kampanijas) ir pritaikymas už projekto ribų (Lab 3 – „Co-creation“: gyventojas kaip iniciatorius, dirbantis su būsto gyventojais). Šios dirbtuvės atvėrė akis painiai bendrakūros vizijai.

3 rezultatas: Išmaniųjų praktikų vertinimas ir prieš tai minėtosios 3 dirbtuvės leido identifikuoti labai daug bendrakūros praktikų, kurios vizualiai pristatytos interaktyviajame žemėlapyje, siulančiame informaciją apie praktikas su galimybe nuolatiniam pratęsimui ateityje.

4 rezultatas: Projekto skaitmeninė knyga, kurioje apibendrinti aktualiausi išmanieji metodai, rekomendacijos bei įvestys. Bendri atradimai yra svarbus aspektas bendrakūroje. Tai kviečia dalyvius tirti temas ar problemas bendroje aplinkoje. Besimokantieji skatins kitus mokytis. Vienas



patraukliausių aspektų bendrakūroje yra nežinomų galimybių tyrimas su galimybe atrasti prieš tai nepalietas įžvalgas. Tai - priežastis, kodėl pabrėžiama mokymasis bei veiklos, didinant besimokančiojo mokymosi potencialą bendruomenėje. Veiklai orientuotas mokymasis gali būti sustiprintas eksperimentuojant bei tiriant siūlomus būdus

tam, kad galima būtų suprasti problemas, atskleistas prielaidų, vedančių link rezultatų. Šiuosius tavo bendruomenė kartoti, pritaikant savus metodus, judant arčiau tikslo link – teigiamo socialinio pokyčio.

Introdução e descrição do projecto

A questão de como envolver os cidadãos não apenas como sujeitos, mas como co-designers iguais de ideias, planos e como capacitar os cidadãos para iniciar tais processos a fim de expressar suas necessidades e visões para as administrações públicas é, cada vez mais, um tópico importante na Europa. A formulação de políticas participativas e deliberativas garantem a aceitação e também a transparência na tomada de decisões.

Em termos de inovação social, a Comissão Europeia traz o conceito de cocriação para a agenda: "O empoderamento dos atores é, de acordo com pesquisas e também dos profissionais <...> (Vale, A. 2009), o que qualifica a inovação - 'envolver os cidadãos como co-criadores'. "Tal como também expresso pelo Presidente Barroso: 'Uma política de inovação de sucesso envolve todos os actores da sociedade, a inovação é algo que fazemos com as pessoas, não para elas' (13 de Outubro de 2010). Se o objetivo final é introduzir mudanças sustentáveis, a variável principal é o empoderamento das pessoas. "A co-criação e co-inovação por universidades e organizações públicas de pesquisa com empresas, instituições sociais, governo e cidadãos precisam de um conjunto específico de habilidades "(CE, 2014).

Co-Engage é um projeto intersectorial que aborda a intersecção das competências-chave da Aprendizagem ao Longo da Vida através da sua metodologia e parceria. Ao explorar a diversidade de abordagens de cocriação, como construção de empreendedorismo, cidadania ativa, qualidade ambiental, inclusão social, alfabetização digital, políticas locais, educação formal e não formal, etc., nosso projeto contribuirá para o desenvolvimento da educação. métodos, ensinando novas

competências que conduzam à inovação social.

Estamos dispostos a explorar processos de cocriação para transformar cidadãos em inovadores. Ao apoiar os cidadãos a descobrir e desenvolver as suas capacidades de pensamento crítico e de participação construtiva em qualquer questão relacionada com a sua vida pessoal e profissional, o nosso consórcio pretende contribuir para a mobilização dos cidadãos e para a cocriação de competências e métodos, conduzindo a uma cidadania europeia mais ativa.

Co-Engage permitiu sinergias e abordagens inovadoras e construiu pontes entre os setores com e sem fins lucrativos, ações públicas e privadas, educação formal e não formal, pesquisa e prática. Uma troca intensiva de experiências e boas práticas e a cocriação de currículos inteligentes de última geração ajudaram os educadores de adultos a melhorar suas competências e habilidades, aprendendo com os outros. Além disso, adotar e usar a cocriação proporcionará aos educadores uma nova abordagem para avaliar as necessidades e resultados de aprendizagem e monitorar os processos de ensino na educação cívica.

O aspeto inovador do Co-Engage não é apenas elevar o conceito de cidadão como inovador, agente ativo na sociedade, mas também mobilizar as iniciativas de cocriação já existentes, documentando-as e comunicando-as através de um mapa interativo.

A recomendação da Comissão Europeia de 2018 sobre "Competências essenciais para a aprendizagem ao longo da vida" sublinha as ideias da nossa proposta. O Co-Engage tem ajudado a melhorar competências como STEM - enfatizando o questionamento crítico e a resolução de problemas, que são pré-

requisitos para a educação cívica; **COMPETÊNCIAS SOCIAIS E DE APRENDIZAGEM**, com enfoque na aprendizagem ao longo da vida e competências transversais como criatividade, pensamento crítico, cocriação e resolução de problemas; **COMPETÊNCIAS CÍVICAS**, incluindo métodos para apoiar sociedades sustentáveis, capacitação e participação; e **COMPETÊNCIAS DE EMPREENDEDORISMO** envolvendo criatividade e capacidade de planejar e gerenciar. O Co-Engage busca caminhos para incorporar todos esses métodos na educação formal e, especialmente, não formal de adultos, pois acreditamos que a cocriação e o pensamento crítico do design são abordagens essenciais para ensinar as chamadas habilidades básicas do século XXI.

Desta forma, o Co-Engage ajudou a criar um acesso mais igualitário ao conhecimento, proporcionando novas abordagens de aprendizagem participativa, integrando habilidades e competências transversais provenientes de diferentes setores, oferecendo novas oportunidades de aprendizagem para grupos que precisam das novas habilidades necessárias na era digital. O Co-Engage considera o ensino e a aprendizagem um processo contínuo, com potencial impacto para todos os cidadãos, independentemente da sua idade, sexo ou etnia. A nossa parceria contribuiu assim para a criação de um ambiente de educação mais inclusivo na Europa, integrado nos processos de aprendizagem ao longo da vida.

A inovação social pode ser considerada um processo de cocriação, uma vez que busca a colaboração de múltiplos stakeholders (Voorberg, Bekkers, & Tummers, 2014). Na era digital, esses processos são viabilizados pelo amplo uso de tecnologias web 2.0, fornecendo ferramentas para colaboração intersetorial e cocriação. O Co-Engage atende à demanda crescente dos cidadãos de serem atores em suas próprias vidas e de serem capazes de encontrar soluções coletivas para algumas das questões sociais que encontram. Contribuiremos para uma

educação inclusiva, inserida em processos de aprendizagem ao longo da vida, permitindo que todos os alunos se envolvam. O isolamento experimentado durante a pandemia COVID-19 deve ser seguido por uma “desembalagem” da participação - usando novas ferramentas digitais e habilidades adquiridas pelos cidadãos, mas combinando-as com métodos concretos nas ruas e bairros. Assim, o Co-Engage coletou projetos, práticas e ferramentas adicionais que ajudarão os educadores a ensinar esses conceitos aos cidadãos.

Investigando a interação potencial entre processos de cocriação, ideias de economia circular e participação cívica, Co-Engage responde aos desafios sociais enfrentados pela UE no âmbito da Europa 2020, como a **UNIÃO DE INOVAÇÃO**, reconhecendo os pontos fortes da Europa em design, criatividade e a importância da inovação social; o **JUVENTUDE EM MOVIMENTO**, por saber que a aprendizagem não se limita à escola e muita aprendizagem acontece fora da sala de aula; a **POLÍTICA INDUSTRIAL PARA A ERA DA GLOBALIZAÇÃO**, apoiando a transição para um crescimento sustentável baseado na eficiência e envolvendo governos, stakeholders e público europeu; e a **AGENDA PARA NOVAS HABILIDADES E TRABALHOS**, apoiando alunos de todos os setores e gêneros a desenvolver novas habilidades e conhecimentos científicos, combinando caminhos de aprendizagem.

O objetivo geral do Co-Engage é identificar as principais áreas onde a cocriação pode contribuir para transformar os cidadãos em inovadores ativos da sociedade, e reunir e discutir as boas práticas que representam cada uma dessas áreas. Para atingir este objetivo principal, a fase de implementação do projeto conduziu a quatro resultados principais:

Resultado 1: Elaboração de mais de 80 avaliações de práticas inteligentes sobre métodos de cocriação nos diferentes setores (privado, público e ONG) com base em uma grade de avaliação comumente aprovada.

Resultado 2: Organização de três Co-Engage Labs, nos quais as técnicas e métodos de cocriação foram discutidos (Lab 1 - Co-descoberta: Cidadãos como co-implementadores baseados em planos de ação para moda sustentável), sua transferibilidade foi testada (Lab 2 - co-especulação: Cidadãos como co-designers, criação de campanhas de crowdfunding), e por último os métodos foram implementados fora do projeto (Laboratório 3 - Co-Criação: Cidadãos como iniciadores, trabalhando com residentes de habitação). Os Labs nos permitiram obter uma visão mais complexa da cocriação em geral

Resultado 3: A avaliação das práticas inteligentes e os três Co-Engage Labs levaram à identificação de um grande número de práticas de cocriação, que são apresentadas visualmente em um mapa interativo, oferecendo informações básicas sobre as práticas, com possibilidade de permanência extensão no futuro.

Resultado 4: O eBook do projeto que resume os métodos inteligentes, recomendações e contribuições mais relevantes.

A co-descoberta é um aspecto importante da co-criação. Ele convida os participantes a explorar um tópico, problema ou tema em um ambiente colaborativo. Os alunos (formadores, educadores) irão estimular-se mutuamente para uma maior aprendizagem. Um dos aspectos mais atraentes da cocriação incorporada ao Design Thinking é explorar possibilidades desconhecidas e descobrir insights desconhecidos. Esta é a razão pela qual a ênfase é colocada na aprendizagem e em atividades que aumentem o potencial de aprendizagem do aluno como uma comunidade. A aprendizagem orientada para a ação pode ser impulsionada experimentando e explorando as soluções propostas, a fim de compreender os problemas revelados pelos pressupostos que conduzem a essas soluções. Como tal, sua comunidade pode iterar rapidamente, modificando seus métodos e aproximando

você cada vez mais do objetivo: mudança social positiva.

The Partnership



engage

Partners of the Co-Engage project



Fundacja Edukacja Dla Demokracji

Founded in 1989, the Education for Democracy Foundation is an independent, non-profit, nongovernmental organization. Our mission is to create and support prodemocratic and procivic changes in societies in Poland as well as in post-Soviet countries. We make efforts to encourage people to take responsibility for their local communities and be open to other cultures and societies. To achieve this goal, we educate leaders of social changes and financially support their initiatives.

There are three main directions of our activities:

1. Global education – we support civic organisations, who conduct global education, both financially (by awarding grants, that is a re-granting of funds from the Polish MFA) and with our own activities. Under this program we also run E-globalna.edu.pl website that provides teachers with lesson plans for classes that aim to build attitudes of responsibility for globalized world.
2. Cooperation with Eastern Europe and other post-Soviet countries – we create and support civic initiatives and institutions that work for the benefit of democratic and social changes in post-Soviet countries. We cooperate with partners in various countries of former USSR directly supporting local leaders and initiatives and we also run a grant-making program supporting other NGOs in reaching that goal.
3. Support for civil society in Poland - various activities aimed at supporting civic

initiatives and civic organisations in Poland, active in the areas of civic education and international cooperation. We are currently working on a more comprehensive program that will respond to current needs.

The Foundation is managed by a three-person managing Board responsible for day-to-day Foundation work as well as for making strategic decisions. The Foundation currently has 8 full or part-time employees: 3 - the members of managing board, 4 project coordinators and 1 accountant. Employees are responsible for and have experience in fundraising, projects coordination, reporting to donors, delivering trainings, designing educational materials.

The Foundation also cooperates with a number of other trainers and experts contracting them on a short-time, projects basis.

Our Foundation has rich training experience using active teaching methods. We have experience in developing training programs, educational materials and delivering trainings in such countries as Poland, Ukraine, Belarus, Tunisia, Tajikistan, Georgia, Belarus and the Russian Federation. The target groups of our trainings include teachers, NGOs, local activists. We have worked with such topics as: trainings of trainers, active teaching methods for teachers, developing international cooperation, civic education, global education, local activism.

Since the beginning, our Foundation has carried out activities aimed at schools and teachers. We have organized traditional trainings, e-learning courses and built online repositories of educational materials and lesson plans. Since 2005 we prepared about 350 Polish teachers to run international school cooperation and youth exchange with Ukrainian schools. Approximately 70% of those teachers have conducted at least one youth exchange with Ukrainian school.

Since 2005 we are active in the area of global and development education, by carrying out re-granting competitions, delivering trainings and developing educational materials. In 2008-2010, together with partners from the Czech Republic, Slovenia, Hungary, Poland and Great Britain we have implemented a project “GREAT! Global Rights – Europeans Acting Together”, financed by the European Commission and focusing on Human Rights Based Approach. Since 2005 we supported financially about 320 global education projects carried out by Polish NGOs, allowing them to reach at least 8000 people each year with global education activities. We have also trained at least 80 representatives of NGOs with less experience in global education. Via our “E-globalna” portal (available at e-globalna.edu.pl) we provide a range of high quality global education materials (more than 1000 different materials) and help teachers introduce global issues in their classes. E-globalna.edu.pl is an electronic textbook providing lesson plans, visual materials and additional educational materials, issued by various NGOs, all available on Creative Commons licenses. The average monthly number of unique visitors is about 20.000 persons. In 2017 we developed new educational materials focusing on such topics as conflict in Ukraine, IDPs, refugees and migrants, the annexation of Crimea and carried out 2 e-learning courses on global education for teachers, reaching more than 160 people.

As a creator of e-globalna.edu.pl we are in contact with the teachers and know how to assist them in effectively implementing changes in schools.

Comparative Research Network:

Comparative Research Network

The Comparative Research Network was founded in 2007 and worked since then in the field of non-formal adult, youth and VET education and research. The CRN Network activities are divided in three vertical fields: research, education, and publication. The research department aims to bring social sciences closer to society. Research fields are among others: European Borders, Civic Participation, Urban Issues, Peacebuilding and intercultural dialogue, diversity, and citizens science. The training department is working on non-formal education in cross-sectoral approaches. Among other CRN is specialised in civic education and participation, cultural heritage, digital and media skills,

storytelling, intercultural skills, green education, game-based learning, and creative social entrepreneurship. The Education department is implementing training activities, train-the-trainer courses. It is developing methodological toolkits, training plans and concrete tools such as online games, apps, and handbooks. The three columns are connected with three horizontal initiatives – the CRN Participatory Lab, combining research, education and publication of civic education and the CRN Peacebuilding Programme, which is performing research and training on civic dialogue, conflict management and peacebuilding in the Euromed, Eastern European and the Balkans and the European Circular Economy Education Initiative.

The publication service of CRN is dedicated to publishing OER, free-licence training materials, handbooks, and support research publication. Due to CRN being organised as a transnational network, it has an international scope. 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 migrants, people in conflict areas, seniors and unemployed. We work towards helping citizens in diverse neighbourhoods to participate, fight social exclusion create an ecological sustainable society and generally support the idea of a social cohesive Europe. For more information please visit: www.crnonline.de



Future Fashion Forward

The idea for the non-profit association Future Fashion Forward e.V. emerged from the global campaign Fashion Revolution as well as from the need for a platform to provide information to final consumers about the global fashion industry such as opacity, exploitation and environmental damages.

FFF e.V. has established an information and knowledge pool providing educational packages for schools, universities and their trainers, organizing conferences, talks, lectures. For FFF e.V. educational trainings focus on interactivity. Through activities such as Green Fashion Tours, Circular Economy Tours, hands-on workshops or design thinking sessions the target groups have the possibility to personally experience positive examples directly from the change makers of the fashion industry. These activities empower the participants to reflect on their consumption habits and to understand their role in the fashion supply chain.

The majority of our members have had first-hand experience with issues concerning the working and living conditions of textile workers in the manufacturing countries and share a comprehensive knowledge on alternative and sustainable fabric sourcing solutions. On top of that we have been able to gain valuable campaigning experience with three very successful years of organizing the campaign Fashion Revolution Germany.

Skills and expertise of people involved in the project:

- Creation and realization of educational modules for schools and universities (e.g. practical workshops, guided tours, design thinking workshops, lectures and trainings..)

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- Ideation of specialized trainings for teachers of primary schools

- Communication, Cooperation & Consultancy for sustainable circularity models and the global textile supply chain

- Project development focused on finding innovative solutions to inform and reach the end consumer

- Organization and event management for flash mobs, clothing swaps and major live events

Specific projects and external collaboration in which our key persons are involved:

Country coordination of Fashion Revolution Week Germany | coordination of Green Fashion Tours | event management and consultancy for the Greenshowroom and Ethical Fashion Show Berlin | partner of the textile challenge for the OSCE (Open Source Circular Economy) days | Educational workshops for Femnet e.V. (project fairschnitt) | Lectures and workshops about sustainable fashion at the MDH (Mediadesign Hochschule für Design und Informatik) und HTW (Hochschule für Technik und Wirtschaft Berlin) | Member of Bündnis für nachhaltige Textilien'



Ipsos Facto

Ipsos Facto is a training and consulting cabinet, composed of 4 professional consultants, works on local and national social politics, helping institutional and social and solidarity economy actors in their strategies, actions and evaluation.

Ipsos Facto develops training programs based on active involvement of participants (institutional and social and solidarity economy actors) with cooperative games. The pedagogic approach alternates theoretical analysis and participants interactions aiming to create a more dynamic environment for learning. Those trainings allow uses in daily professional practices. Most part of the incubation program uses the approach Worked based Learning giving to the new start-up different opportunity to improve his or her skills and experiences through Apprenticeship, Internship, Mentorship, Job Shadowing or Business visit and many more.



People's Voice Media

People's Voice Media is a charity based in Salford in Manchester that works across Europe. PVM was founded in 1995 and we specialize in using social media for community development. In 2013 we were recognized as being one of the top 50 digital leader in the UK.

We developed the community reporter programmer in 2007 and this has now developed into a pan European community reporter partnership with over 35 organizational members and 2000 reporters.

using our train trainer and social license approach

Reporters are local residents often from marginalized and excluded groups who use social tell their own stories and the story of other people around them to develop an authentic European voice of real people

All are programmers are accredited and quality assured through the Institute of Community Reporters. We work in the Health, Education and Research sector with service users and communities. We provide A range of 'soft skills' training such as improved communication, confidence and interview skills as well Teaching core skills such as photography, podcasting and film making using 'technology in the pocket' devices and distributing the message via social media channels



FAJDP

History & Facts

FAJDP is an umbrella organisation established in 1986; More than 90 affiliated Associations; More than 25 000 young people in the affiliated Associations; Represented in 17 of the 18 district councils of Porto region.

Main Aims

- To represent Youth Associations toward public authorities
- To promote and develop Youth Associations and, by this way, to increase youth participation in society
- To promote the experiences exchange between associations at local, regional, national and international level
- To affirm and assure the importance of Youth in the life of the region

Main Activities

- Political representation of the associations and struggle in order to defend

Portuguese Youth participation through the associative movement;

- House of Associations: Associations nest where youth associations can share resources to do their projects and be together coworking;
- Information/Services: Technological Resources/Multimedia Centre; Software Development Service; Youth Information and Documentation Centre; Website and social media; Youth Exchange Support Service; Juridical Support Service; Youth Association Catalogue Edition; Youth Policies Dossier Edition; Press Dossier Edition; Magazine Edition;...
- International cooperation and events organization;

Multiple training activities for youth leaders and youth workers through CREFA (Regional Training Centre for Youth Workers) and Porto cityhall.

FAJDP have already organized and participated in some events (local, regional, national and international level) related with youth participation, democracy, fight against racism and xenophobia and active citizenship. Some projects examples we did organized in the past are: "Human Library for I&E: Intercultural and Equal Opportunities to all"; "Associate Yourself to Europe" or "From the House to the World" among others.

Locally we are running the House of Associations project which is a renovated three floor building in the historic Porto downtown – FAJDP headquarters – and where informal youth groups, youth associations and other projects related to youth can have a space to work, have meeting, do projects, share good practices, trainings, non formal education activities, exhibitions, acoustic concerts... – it's a open space for open minds and new ideas!

- People involved have experience in european projects, social and digital media, non formal education and youth participation. We believe our participation will be usefull for FAJDP, for the project and for the other participants because we will share good practices about what we have learn so far

related with citizenship, youth participation process and non formal education.



School Raising

School Raising

School Raising is a platform harnessing innovation into schools. We think schools are the best partners we can engage to enable the citizens of tomorrow to co-design solutions for the needs of our society. We make it happen creating opportunity of peer exchanges between teachers, students, parents, citizens and companies.

Our services:

- Crowdfunding platform: Support schools to fund own project by the crowd and share with them the rewards of the project itself;
- Crowdfunding at School, workshop providing the tools to co-create successful crowdfunding campaigns;
- Social Innovation Tour, aiming to contaminate students connecting them with social entrepreneurs and innovators in Bologna and Berlin;
- Our Design Thinking workshops enabling schools to co-design concrete solutions while solving social challenges.
- 58 school project funded on our Crowdfunding platform
- 20 workshop Crowdfunding at School
- 5 Social Innovation Tour,
- 5 Design Thinking workshops



Modusas

We are a group of young people active on youth work. We currently have 19 active members. Our main cause is the enlightenment of the civic public in nature



sciences. Our organisation specialises mainly in biology and chemistry.

We host a multitude of seminars in our university and lead biology and chemistry classes in different schools around the country. We always try to make a connection between theoretical and practical sciences. For example, on the 26th of January we

attended Vytautas Magnus university event for high school students and we showed that chemistry and biology can be interesting by performing various science experiments. Our next activity involving civic public will be by marking international Earth day on the 21st of March, by conducting experiments and educating public on nature sciences.



Co-funded by the
Erasmus+ Programme
of the European Union

Co-engage

Co-Engage is a cross sectoral project addressing the intersection of the key competences of Lifelong Learning through its methodology and partnership. By exploring the diversity of approaches of co-creation such as entrepreneurship-building, active citizenship, environmental quality, social inclusion, digital literacy, local policies, formal and non-formal education, etc., our project will contribute to the development of educational methods, teaching new skills which lead to social innovation.

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