EDU
—
CITY

HANDBOOK

THE NEIGHBOURHOOD
AS A LEARNING SPACE
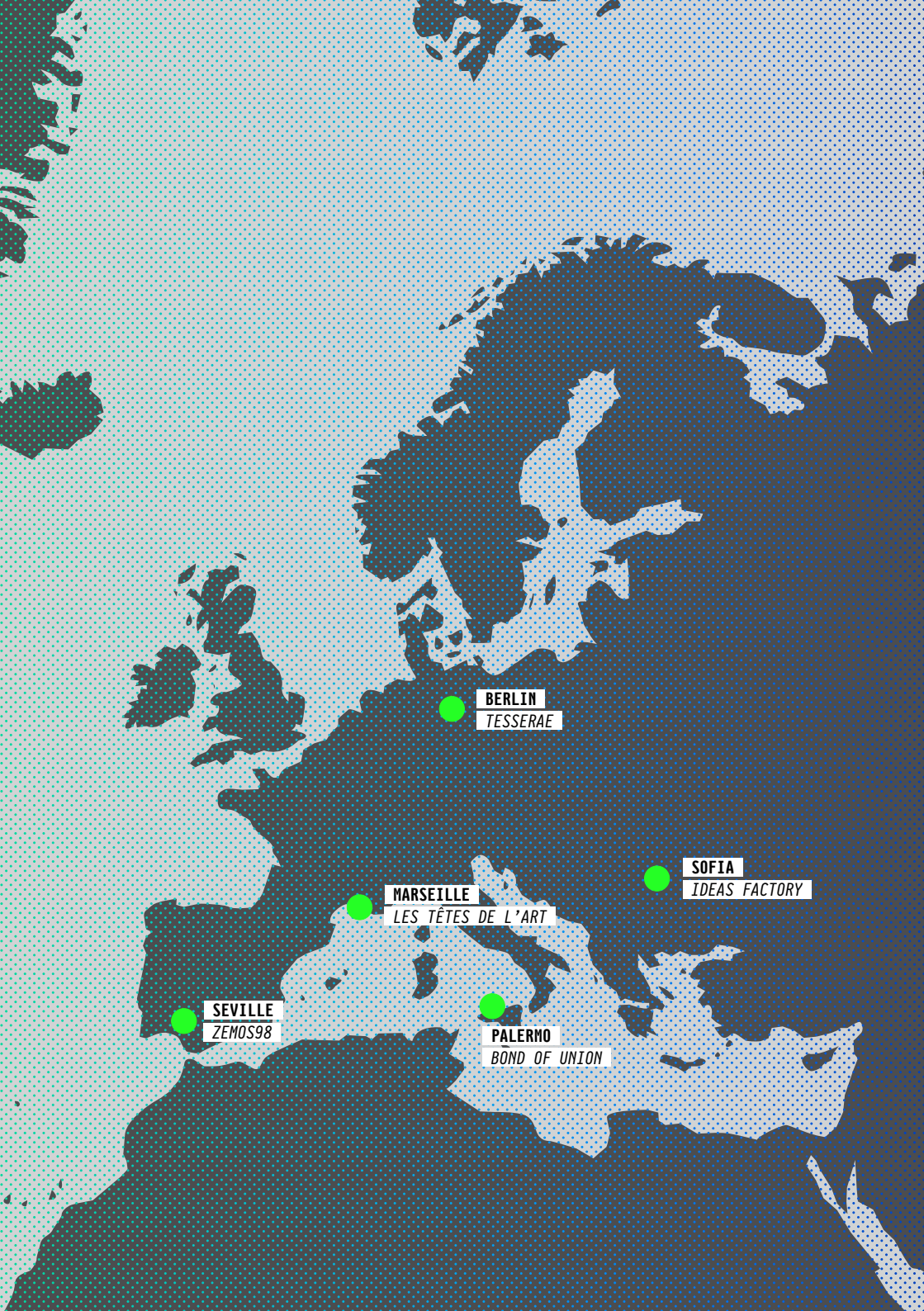
BERLIN
TESSERAE

SOFIA
IDEAS FACTORY

MARSEILLE
LES TÊTES DE L'ART

SEVILLE
ZEMOS98

PALERMO
BOND OF UNION

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AIMS AND AUDIENCE
OF THIS TEXT

This handbook is directed at practitioners, educators, civil servants and engaged citizens who are active in processes of social inclusion and community empowerment in urban contexts. It aims at providing ideas and tools to exploit the neighbourhood as an active site for mutual learning, innovation and capacity building. The handbook supports the training of new and strongly required hybrid professional figures acting as neighbourhood facilitators for processes of social engagement, co-creation and management of commons. Its content will be tested during the training of 20 "urban educators" and applied in the five local labs promoted by the EU project in the partner cities before being published online as an Open Educational Resource.

The overall objective is to connect and provide tools to different organisations and individuals that share an interest in this innovative field of action research focused on the potential of neighbourhoods as learning spaces. In the following pages you find the results of pooling ideas and methods for social engagement and co-creation deriving from the background of the five organisations partnering in the EduCity Erasmus+ project. They draw on expertise and practical experience in education, urbanism, social work, participatory practice, art and design through different European countries.

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GLOSSARY

Co-creation

Co-creation is a comprehensive term that encompasses a large set of collaborative approaches throughout different disciplinary fields. At its simplest, co-creation refers to the active involvement of end-users in various stages of the production process. It gained traction in the 1990s, initially in the business world, in reference to the involvement of customers in the 'co-creation' of the products they would consume. It migrated in the world of social and economic development and academic research with the new focus on commons, as in the work of Elinor Ostrom. During recent years it gained emphasis on creative and artistic practices as transformative tools and agents of social innovation.

Co-creation puts a major significance on pooling resources, sharing knowledge and creating the conditions for collaboratively managing change, while the term co-design focuses more on the co-production of specific solutions.

Community Atlas

The community atlas proposed in EduCity is a concept and a prototype developed by partners Tesserae and Bond of Union through former projects and experiments. The idea is to develop a digital platform able to support the collective production of territorial knowledge, with a particular focus on the neighbourhood scale. Inspired by the identitarian representation of territories developed by the italian territorialist school, it upgrades the concept to the digital reality of current networked society, expanding it with the possibility provided by current ICT.

Education

see Situated Learning

Engagement

In order to achieve a true and full participation of citizens and accomplish the right to the city, the key question is how to engage the inhabitants within territories and communities, and how to enable them to have an active role in their management and transformation. Whereas participation suggests an abstract condition, often expressed as techniques to build consensus, engagement calls for a concrete capacity to contribute to the common good, let voices be heard and make things happen.

Facilitator

Professional or non-professional figures who accompany and support processes of social engagement, co-creation and co-management of commons. From the very nature of such processes, these roles are dynamic and require a multidisciplinary set of skills. Facilitators can act as mediators, negotiators, civil servants, crisis managers, researchers and moderators.

Impact

Participatory practice is invoked as a panacea for urban and social policy, but it can easily turn into wishful thinking, if not into social washing. An essential antidote to its cosmetic use is to have a clear grasp on what are the expected impacts on places and communities targeted by the project, to identify since the beginning (possibly in collaboration with the impacted beneficiaries) what are the right indicators to measure the effects of actions and what procedures of co-monitoring should be used to assess the final impact brought by a project or initiative. Impact assessment should not be seen as an additional, ex-post element of the process, but one essential task at its core.

Neighbourhood

The word neighbourhood identifies a wide range of spatial situations without a standard and clear normative definition. Neighbourhoods rarely correspond to administrative units or districts. They are generally plastic identities that change according to the perception of the people, the evolution of the social and economical context and the spatial development at city level. Neighbourhoods are social constructs, often very depending on personal and community interpretation. Moreover, the physical constraints binding individuals to locations are increasingly smoothed by communication technologies and mobility infrastructures, while factors like tourism, global commerce or even migration trends contribute to reshuffling local identities. Far from weakening the concept, the relational and inherently narrative nature of neighbourhoods increase their relevance in individual and community life, and suggests a key challenge for EduCity: how to grasp, narrate and improve neighbourhoods identity.

Participation

see Engagement

Open Educational Practices

Open Educational Practices derive from the application of open knowledge resources to concrete situations. Open Educational Resources (OER) have been developed over the past years in several formats, conceptions and directions in all learning scenarios: they are changing the way of learning by giving access to free resources. The next challenge is how to reuse, revise, remix and redistribute those resources by linking them to effective open approaches in which to explore teacher-learner-peer interactions, creation and assessment of contents. Openness thus ought not only to mean access but also connectedness, trust and innovation. Open Educational Practices (OEP) are understood as the use of OER for teaching and learning in order to innovate learning processes.

A model for Open Educational Practice in community settings developed by the OpenCCCP Erasmus+ project is based on 8 attributes: participatory technologies; openness; innovation and creativity; sharing ideas and resources; connected community; learner generated; reflective practice; and peer review

Situated learning

Education in Edu-City refers to the capacity to learn from the urban context. More specifically, we employ the concept of situated learning as differentiated from generic education, to highlight an open, collaborative and processual approach that looks at the specificities and peculiarities of each socio-spatial context and values the knowledge and competences created in the everyday. Institutional education is about acknowledging and legitimising universal values, situated learning is about recognising the need to adapt them locally according to different times, spaces and social conditions.

Storytelling

Storytelling is an extraordinarily powerful tool that forged the development of human civilization. In recent years a peculiar attention has been given also in the urban and social development fields to the need to democratise narrative capacity and expand the empowerment capacity of vulnerable and silent social groups through the ability to tell their stories. Storytelling left in the hands of concentrated powers and corporations turns into propaganda. Understanding and dominating its rules and mechanism is an important means for the people to reclaim their voice and set new narratives.

INTRODUCTION

The neighbourhood as a learning space

Urban space is a rich repository of experience and memories, an agora for social life and an open library of knowledge and practices. The Edu-City project is in particular focused on the **neighbourhood** dimension, and the potential of neighbourhoods as spaces of social **engagement**. Far from being just a neutral field containing social and economic action, the neighbourhood is an active subject strongly determining life conditions and growth opportunities. It is a complex social ecosystem entrenching multiple relations of human life that develop among individuals and with places, institutions and infrastructures.

The neighbourhood dimension affects the way we perceive ourselves, interact with others, learn, communicate, and position ourselves within local society. It is an essential element influencing how we grow and integrate within a community, but can also result in an important factor of disadvantage, exclusion or segregation for vulnerable subjects. Exploring the spatial extension and the cultural significance of a neighbourhood is the first step into understanding, appropriating, rethinking, and, why not, changing its nature and potential.

How do we define a **neighbourhood**, indeed? Neighbourhoods rarely correspond to administrative units or districts, they are plastic identities that change according to the perception of the people, the evolution of the social and economical context and the spatial development at city level. To mark the identity of a neighbourhood is not very much its geographical extension or administrative boundaries but rather the capacity of its places, assets and cultural landmarks to create social bonds, to engender affection and reflect a cohesive identity. Neighbourhoods are discursive entities, created by social narratives and superimposed visions.

What is and what counts living in one neighbourhood rather than another is assuming new and opposite significations: on one side, digital connectivity opens up opportunities for establishing new mediated relations and to expand community beyond physical proximity; on the other, poverty and segregation concentrate in disadvantaged areas, favouring exploitation and reproducing inequalities. Extremely polarised conditions between flourishing and decaying territories are developing side-by-side, increasingly overlapping, conflicting, often growing in parasitic relationships. The British geographer Stephen Graham connotated this dynamic with the term "splintering urbanism", noticing the increasingly fragmented and dishomogeneous patterns of urban expansion often coexisting in physical proximity.

One of the revealing indicators of inequality is the difference between those for whom living in a neighbourhood rather than another is a choice and a status - granted by economic privileges - and those whose association with a place is an accident, if not an inescapable condition. As a matter of fact, for subjects at risk of exclusion often the neighbourhood represents a limitation or an impediment. Identification to a group or territory can be a strong factor for personal development, but may also become an obstacle to integrate in society at large, pulling back disadvantaged subjects into segregated contexts, limiting social mobility as well as the physical capacity to live the city as a whole field of opportunities. Living in deprived zones often marks belonging to a community or a place as a stigma. From this perspective, the "neighbourhood dimension'' appears as a reasonable starting point to reconnect people in disadvantaged contexts with their environment and provide them with tools to navigate the evolving urban landscapes.

To grasp such "complicated" identity is a challenge, but in fact provides also a meaningful purpose for Edu-City activities: to learn what makes the identity of a neighbourhood, what community produces such a neighbourhood (and is in turn produced by it!), what values and resources are established through this mutual relation.

LEARNING FROM CONTEXT

The basic assumption of Edu-City is that a neighbourhood can be approached as a learning context. This formulation alludes to a double-sided process: on one side, the neighbourhood is a place where to learn and grow; on the other, it is a receptive, active environment that can be developed and improved through the capacities and dedication of its inhabitants. The key purpose of Edu-City is to provide tools and methods to develop this mutual relation, supporting specific capacity-building in the facilitation of local processes and connecting good practices of urban commoning developed throughout Europe and beyond.

This handbook looks at the process of setting a local project for citizens' engagement. It identifies five key moments (pillars) in a local engagement action, and provides for each of those moments examples of good practices, mostly deriving from the direct experience of the five organisations partnering in Edu-City. The good practices are complemented by tools and exercises that can be adapted contextually to new situations. Practices, exercises and tools are presented in a simple way, and refer to a set of open educational resources accessible online. The overall concept is that of expanding open educational practices as an operational concept for pooling knowledge at larger scale and improving the overall capacity of the society to create welfare, knowledge and political agency in a democratic, inclusive and commons based perspective.

The practices and the local contexts that are presented in this handbook are manifold. By choice this project is not defining strictly the purpose and targets of the local initiatives that could benefit from the skills and methods presented here. The idea is rather one of enriching a general approach to community engagement that looks at urban space as a common resource. Such approach can be applied to multiple purposes, as empowering target groups at risk of exclusion, facilitating the co-design and co-deployment of solutions, preserving tangible and intangible heritage, developing local economies and entrepreneurship, mutual provision of care and welfare, improving local health and well being, increasing political agency,managing urban commons and more in general, developing active citizenship and social engagement.

FIVE PILLARS

Educity identifies five pillars, or key processual elements, of a local development project.

RECONNAISSANCE

The first step for setting up a situated learning project is about acknowledging the context where it is going to be deployed: defining the target area, assessing the community (ies) involved, with their needs and issues, but also the resources and potentials that can be activated by the project. Whatever is the final purpose of our activity, understanding the complex and stratified nature of the neighbourhood is essential to exploit its potential as an educational environment.

ENGAGEMENT

The initial assessment of a spatial context brings naturally to the community that establishes, inhabits and transforms that space. The second key element of the Edu-City approach regards identifying the stakeholders present and active in the context, with a special attention to those who are less visible and more at risk of exclusion. This is about how to reach out the beneficiaries and get them involved, how to map existing human resources, skills and competencies, but also how to co-define objectives and manage the expectations related to a common project or initiative.

STORYTELLING

Communication is naturally at the core of every situated knowledge project. It marks all the steps, from designing the project through reaching out its beneficiaries to the final dissemination of its results. As a natural complement to the engagement process, the power of narration is the third essential element of the Edu-City approach. Here we want to stress especially the importance of employing the right language and the most inclusive formats for giving voices to the less represented components. Storytelling is a powerful tool to claim rights and enact co-creation capacity.

CO-CREATION

Envisioning, designing, realising, deploying shared solutions, creating common-pool resources, knowledge archives, bank of competences, valorising heritage. These and many others can be the outcomes of a project. Co-creation is the core of the EduCity approach, and specifically of the competencies that we want to train about. To avoid that the co-suffix remains a cosmetic addition, it is essential to apply the collaborative approach to all moments of the process, from assessing real needs to measuring real impacts of the co-created solutions.

REFLECTION

The fifth essential pillar regards how we learn from what we do, measure the impact of what we co-create, acknowledge the success of our plan, and ultimately, disseminate its results and transfer the learnings. The Edu-City approach suggests keeping these aspects within the scope of the co-production process, not understanding the assessment and dissemination as external moments but rather engaging beneficiaries and stakeholders into identifying the key indicators and assessing the impact of what is co-produced.

1 RECONNAISSANCE

Acknowledging the context, assessing needs,
mapping communities

*Where are we going
to carry
on our project?*

*What historical
processes and heritage
have defined its identity
as a neighbourhood?*

*Which are the more
important / less visible
aspects marking
such an identity?*

*Which issues
and demands
the project needs
to address?*

*Who will / should be
affected by
its outcomes?*

*Which are the key
stakeholders active
on this territory?*

Switch on Mehringplatz

Keywords
Urban Reconnaissance, collaborative mapping, storytelling

Organisation
Tesserae

Place
Südliche Friedrichstadt, Kreuzberg, Berlin, Germany

Time
2016

Target
Direct beneficiaries were young professionals and students of urban related disciplines participating in a training. The project produced data and documentations that have later been collected in a digital atlas accessible to the general public.
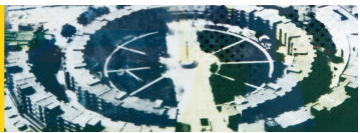
The Erasmus+ project Euler provided the opportunity to experiment with a set of tools dedicated to investigate the neighbourhood dimension with a holistic participative approach. Direct beneficiaries were young professionals and students of urban related disciplines participating in a training. The project investigated a modernist formal social housing complex in the centre of Berlin, and produced data and documentations that have later been collected in a digital atlas accessible to the general public.

The aim of the project was to provide capacity for building and sharing an in-depth knowledge about the neighbourhood, from a bottom up perspective, including practices of stakeholder mapping, interviews, co-design of games, etc.

The key concept was to develop a body of knowledge about neighbourhoods including voices and perspectives from both expert and non-expert subjects, and to make them accessible to prepare the ground for processes of co-creation. Three training modules were dedicated to methodologies of urban reconnaissance, collaborative mapping and digital storytelling. In particular the methodology of Urban reconnaissance had a key role in establishing a baseline about the examined urban context through multiple disciplinary and individual perspectives. The initial assessment of the Mehringplatz neighbourhood has been later translated in the prototype of collaborative atlas developed by the successive E+ project Comensi, and will be eventually tested also during EduCity. An important aspect of the project has been that of developing a clear visual identity, and to ground the communication on a set of critical questions about the engagement of the community intro co-creation processes.

Swicht on mehringplatz
download the booklet

Urban Reconnaissance Platform

Keywords
urban analysis, spatial survey, derives

Materials
according to the different exercises, shoes, notebook, cameras and other recording equipment

Urban Reconnaissance is a cognitive approach defined by the ogino:knauss collective and developed by Tesserae as a methodological device for the holistic investigation of the urbanisation process. It is presented as an online platform designed with an UX interface that allows users to navigate the diverse elements that determine an urban identity through different perspectives.

Arranged in a circle, 64 keywords encompass the urban field. Each one can be expanded in a different definition of the word "city", each one referring to a different epistemological perspective or disciplinary approach. The definitions are connected by hyperlinks, illustrating their complex interrelation. Each definition is associated with an exercise suggesting modes and methods of surveying a territory from a specific perspective.

Exercises in Urban Reconnaissance can be employed as the initial praxis to disentangle the complexity of factors that constitute every urban identity and facilitate the exhaustive assessment of the contextual conditions of projects.

The website includes:

a **blog reporting UR exercises** and labs carried in the years all over the world

a **downloadable manual** on how to organise an Urban Reconnaissance workshop (URLab)

Spazi Negati

Keywords
participatory exploration, reuse of abandoned and denied places, social inclusion

Organisation
Bond of Union

Place:
Capo-Monte di Pietà, Palermo, Italy

Time
January – June 2021

Target
local stakeholders, inhabitants, architecture students, artisan workers, local associations

Spazi Negati – Denied Spaces was a participatory exploration project organised in 2021 in the district of Capo of Palermo by Bond of Union with local stakeholders and local residents. The central aim of the work was to identify all those neighbourhood spaces which could be used as spaces of aggregation but have fallen into disuse and degradation and so deprive the residents of former community spaces.

Initially, spontaneous informal conversations and residents' stories about unused places in the neighbourhood gave the motivation to realise a participatory walk.

Deeper mapping work was carried out through interviews with local residents, whose stories and narratives helped to identify four lost places which were one time important for the neighbourhood and reconstruct their history.

This part of the process was completed with a **video** of the whole experience.

The previous mapping and storytelling work also showed a lack of community and aggregation spaces perceived by those who live and work in the neighbourhood.

Therefore, the walk was built to recount the current ownership regimes, keep the memories of the places active and offer an opportunity to discuss and develop possible common uses. By putting together different competences and perspectives the participants of the walk sketched solutions which could fill the lack of neighbourhood services in the community and try to imagine, through a better use of the space, a better quality of life.

Stratification lab

Keywords
local cultural heritage, cultural stratification

Organisation
Bond of Union

Place
Capo-Monte di Pietà, Palermo, Italy

Time
October – December 2020

Target
architecture students, researchers, activists, art historians, residents and workers of the neighbourhood

People, languages, buildings, places are originated by multi-layered dynamics. Every city and neighbourhood is the result of this cultural and social process. Every group is invited to work on a map to identify the places representative of stratification, continuity and mix of customs for each topic (i.e. religion, culinary practises, traditional activities) through the help of the residents.

The **Stratification Lab** allowed participants to observe their neighbourhood from a multi-layered perspective and to gain new information on the history and culture of their city and learn to appreciate the multi-source origin of the places.

Stratification Lab has been used as a way to observe the territories and to identify elements and collect information on the local cultural heritage during the initial phase of **CAPO OPEN LABS**, a series of workshops realised in the neighbourhood Capo of Palermo in the framework of **OPENCCCP** project.

The labs have been led by two trainers, one archaeologist and one architect, and have been recognised as educational experience for the students of the faculty of architecture of the University of Palermo. Besides students of architecture the other participants included researchers, activists and art historians.

Focus of the labs have been the **exploration of the local cultural heritage to promote social inclusion among the residents of the neighbourhood**. During the Stratification Lab the participants analysed and collected data on the elements of local culture and their different layers. They focused on the religious cults present in the neighbourhood and on the toponyms of the streets, finding links among the past and the present. The information collected has been enriched with meetings and interviews with local actors as residents and workers of the neighbourhood to collect memories related to the elements of local heritage identified.

The **outcomes** have been **two digital maps** with the elements identified, links and pictures combined with a bibliographic investigation.
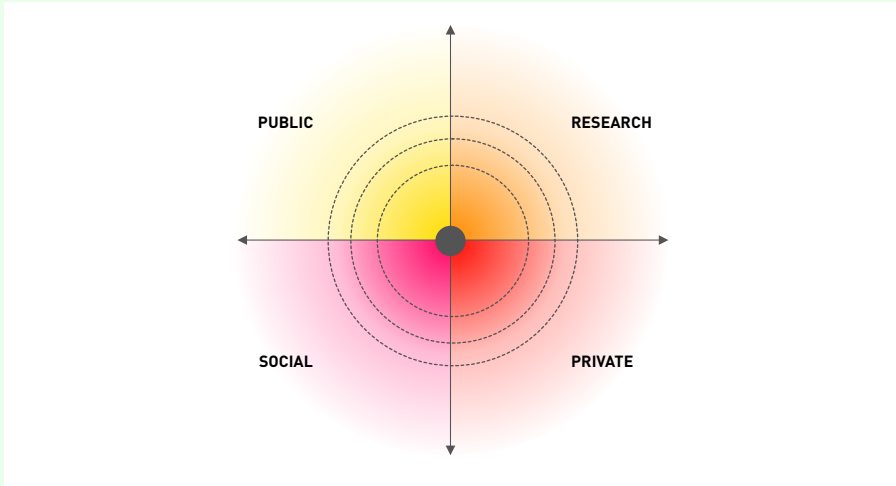
Stakeholder maps

Keywords
stakeholder analysis, engagement, outreach, partnership building

Materials
post-it, printed template, online board

In order to understand local dynamics it is essential to create a clear picture of who are the key actors present on a territory, and assess their potential contribution to a project and the advantages they could get out of it. There are several methods and tools for stakeholder mapping. The tool we present here is a simple template used by Tesserae and adapted from the URBACT methodology. It consists of a target shaped template divided in four quadrants, each quadrant referring to one typology of actors referring to the Quadruple Helix Model of Social Innovation: public, private, research and community (or in other wordings, policy, industry, science, society).

The three concentric circles represent instead the grade of centrality or involvement of the actors into the process / context. The participants of the lab use post-it to position the different actors in the sector (or between the sectors) that represent their position in the local stakeholder ecosystem. The stakeholder mapping exercise may be carried out within the project team, among the partners of a partnership to map actors and competences missing or that need to be involved, or in participative sessions within the local community to map known resources. The stakeholder map can be updated at different stages of the process and screenshots can be archived to represent the evolution of a stakeholder ecosystem during a period. The physical elaboration of the map can be complemented or substituted by online collaborative tools, as i.e. a Miro board or similar.

2 ENGAGEMENT

Reaching out the beneficiaries, mapping competencies, co-defining objectives, managing expectations.

What strategies on engaging the local community do we choose?

Who should be involved in the project?

How do we make sure that the real needs of the inhabitants, and especially the most vulnerable, are taken into consideration?

How to reach out to groups at risk of exclusion?

How do we pool resources and share capacities?

How do we create momentum throughout the project?

Art Innovation Challenge

Keywords
short intensive format, socially-engaged and participative artistic practices

Organisation
Ideas Factory Association

Place
Different cities in Bulgaria: Sofia / Vratsa / Plovdiv

Time
4-days duration, followed by a presentation event 2015 / 2016 / 2018 / 2019

Target
Young artists from different cities in Bulgaria (from diverse disciplines, higher education; 20-40 years old).
Local community, depending on the place of implementation (eg. Roma neighbourhood Stolipinovo in Plovdiv).

Art Innovation Challenge is an original format of Ideas Factory which supports financially and communicationally socially-engaged and participative artwork. The artists who apply to participate, receive a specific topic (mission) to research on field for 4 days and offer an artistic idea as an answer to it. They present their idea in a public event and might receive financing to implement it.

The format aims to raise the awareness of a social problem of the city, where the format is being organised, through the means of art. The missions of the challenge are actual issues of the city pre-researched by or with the help of local organisations.
The results of the challenge include either site-specific artworks or local stories-based ones. The results of the activity on the beneficiaries in terms of skills, competence building and in delivering knowledge or other benefits for local communities.

Among the results:

an interactive installation, which connects young children from the Roma neighbourhood in Stolipinovo and local citizens - placed in the most central, culturally-relevant neighbourhood Kapana in Plovdiv

a comics zine with illustrations of stories from Stolipinovo neighbourhood, hand illustrated, in Bulgarian and Turkish

an exhibition of paintings
on the topic "What I dream about?"
of children from Stolipinovo.

Bank of Common Knowledge

Keywords
creative problem solving, collective decision
making

Materials
two large pieces of papers, post-its, pens,
gomets

Instructions
 Stick two large pieces of papers on the wall, write "Needs" in one of them and "Skills" in
the other. During a session with the participants the methodology is explained: each
participant has to identify things they know how to do (e.g. fix a bike, cook some special
dish, play an instrument) and things they would like to learn. Using post-it they are
distributed between the two fields. Afterwards, all together will check the results and
connect needs with skills. Everyone votes using gomets the skills they want to learn from
those who can supply competences. Finally, the group creates a calendar of activities to
organise the training sessions based on mutual exchange.

Spazi di Quartiere

Keywords
valorisation of local knowledge,
collaborative activities, strengthen
relationship with neighbourhood space

Organisation
Bond of Union

Place
Capo-Monte di Pietà, Palermo, Italy

Time
November 2019

Target
social and cultural associations,
social workers, citizens within
disadvantaged communities, Faculty of
architecture of the University of Palermo,
representatives of the city council

SPAZI DI QUARTIERE was a series of events realised by BOND OF UNION together with other social and cultural associations operating in the neighbourhood Capo, an old city centre of Palermo with a low level of citizens' participation and precarious living conditions. Therefore "Spazi di Quartiere'' has created moments of informal encounters in four different places in Capo to hear and collect citizens' ideas and proposals for their neighbourhood spaces with the aim to realise activities together.

The objective of the project was to hear the citizens' perspectives, critics and proposals regarding four different spaces of the neighbourhood - Vicolo degli Orfani, Piazza Papireto, Piazzetta alla Guilla and Cortile Mangano. Using these spaces as assembly points helped to talk about them, analyse and discuss the potentials of these spaces.

The urban neighbourhood serves as a field of exploration and is at the same time the main topic of the event. Talking about spaces while observing them maintained to create a direct relationship with the surrounding. Realising practical activities right before or after the discussions strengthened the connection with the neighbourhood, its potentials and its transformability. During the four events the open discussions led from the absence of general urban facilities and illumination over lack of care of public space up to the desire for more cultural life and playgrounds within the neighbourhood.

The main objectives of the events were to foster and stimulate active participation of Capo's inhabitants as well as to raise awareness for neighbourhood spaces and their potentials.

Out of the discussions with the citizens several ideas for activities arose. First small activities were realised together right before or after the encounters like cleaning the streets, urban gardening, a cultural clown event with children and an urban street art game. Beyond that, the project was able to create new contacts between Capo's citizens and social associations and raised the interest of other citizens passing the space. Publicity was made online through the website and Facebook page as well by using flyers distributed in the street getting in contact right away with the residents.

Thread Mapping

Keywords
stakeholder engagement, needs and competency mapping, co-design. collective decision making

Materials
large board to pin posters and maps. printed posters, post-it and preprined forms to fill-up, pins, coloured threads

The layout of the board used for kicking off co-design labs during the UPPER project in Latina and the board after the session (images Chiara De Grandi)

Thread Mapping is a flexible methodology of co-creation and co-design that can be adapted to different purposes and different phases of a participative process. The point of the method is to use simple and intuitive material gestures to create collaborative maps and graphs, employing boards, pins, threads, and stickers that allow all participants to "put their hands on the map" independently from their skills. Aside from the capacity to pin up effectively ideas and information shared in a intuitive visual form by heterogeneous groups, the method has the advantage to create a feeling of collective engagement, weaving together a fabric of informations and connections into a visually agreeable and semantically rich material artefact. This technique works also as an excellent icebreaker for activating people that may be intimidated by excessively verbal interactions.

Instructions
A mural board is prepared with different fields that can include maps, timelines, keywords and questions. The participants are asked to fill post-its with their names and contacts and to connect them to the different fields of the board using coloured threads pinned to the different points. They may illustrate their connection with or interest in specific places, their being part of an age interest group, answer specific questions and provide useful information on the tackled subject . The action of connecting through coloured threads the different elements of the board creates a collective fabric that represents the act of pooling resources and energies.

3 STORYTELLING

Communicating the project,
giving voices to the less represented,
sharing objectives and ideas

*How to communicate
the intentions of the project
in an appropriate andinclusive way?*

*How to give voice
to less skilled inhabitants?*

*How do we collect,
organise and share data,
stories and memories?*

Macarena remedia

Keywords
communities, expanded education, learning
processes

Organisation
ZEMOS98

Place
Neighbourhood of Macarena, Seville, Spain

Time
2015

Target
migrant population and inhabitants of the
neighbourhood

Macarena Remedia has worked with neighbours on education in the media, civic journalism, and memory and history of the local area. A melting pot of citizen initiatives that weave networks in the neighbourhood, that form the neighbourhood and recover the memory and identity that live in our streets. Globalisation and hyperconnectivity sometimes make us forget about what surrounds us in our daily lives. Our city, our neighbourhood pass by us, obscured by all the information that we get from other places. Local memory and culture are being forgotten, generation after generation. The media, having forgotten about the public service that they should offer, do not help to report what happens locally and not respond to the needs of a population that thirsts more and more for real information.

Macarena Remedia emerges from the recognition of this need. It is a space for learning, reflection and action associated with communication technologies and the recovery of the neighbourhood's living memory.

Located in Seville's Macarena neighbourhood, we want to highlight the power of citizens to tell their own story as an exercise in freedom of expression - which everyone should have, journalist or not - as well as in the collective potential of the neighbourhood to keep its memory alive. This area has the highest population density in Seville, accounting for 11% of the total population of the capital (77,187 people registered in this district). It is also one of the neighbourhoods with the highest number of migrant population and where 22% of the total number of inhabitants are people over 64 years of age (17,057) of its inhabitants are people over 64 years of age (17,059 people). Against this backdrop, and in its first phase of implementation, we felt it was essential to work with the migrant community in the area. It was important to work with them, together with the rest of the population and thus promote meetings in which to work on reflections about the media and digital technologies from different imaginaries technologies from different imaginaries.

To know more:

Primeros Pasos para
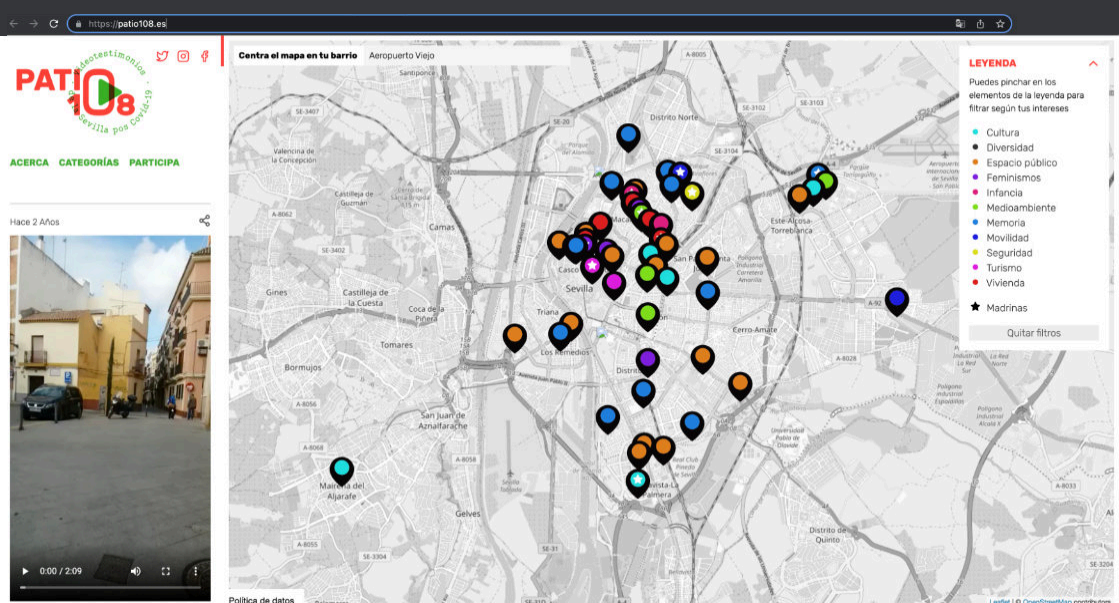Una Alfabetización Mediática en
La Macarena

archivo-hache

eldiario.es

Patio 108

Keywords
xxxxxx

Organisation
Jartura, ZEMOS98

Place
Seville, Spain

Time
2020, 10 months

Target
Young citizens living in the peripheries of Seville, interested both in the narratives of the city and the political and social challenges it faces.
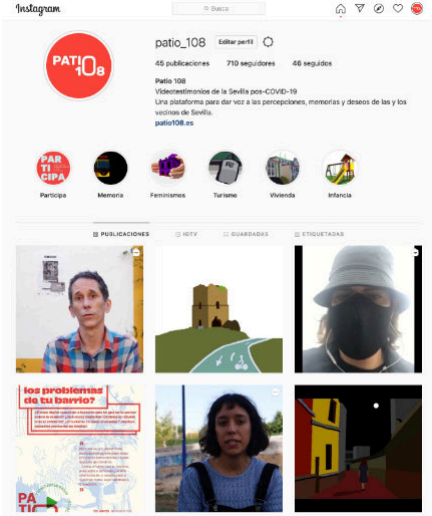
Patio 108 is an invitation to occupy the narratives of Seville. Citizens can share stories, complaints, memories and experiences around their relation to the city that are usually forgotten by the government and local media. Patio 108 is an open and collaborative platform in which any inhabitant can send a video-testimony. Each testimony adds to a map composing a mosaic or still picture of the city of Seville right after the pandemic. Patio 108 questions us about the model of city we want to live in through twelve different categories: housing, childhood, diversity, tourism, public space, security, culture, mobility, work, memory, feminisms and climate.

The platform is a tool to reclaim the right to the city when social distance is the law; but it also acknowledges that most of the problems that arise are rooted in the city functioning itself. The health crisis stressed their importance, more than creating them.

Patio 108 was open to receive video-testimonies by citizens of Seville during a 4 month period. It received up to 70 video testimonies and stirred conversation around the challenges of Seville through its instagram account with around 850 followers.

Patio 108
on Instangram

Video Testimonies Scripting Template

Keywords
participative video, citizens journalism, scripting

Materials
digital Miro board, camera / smartphone

Here you will find a simple tool to help you organise your ideas for recording a video testimony in the context of urban exploration or to share your ideas about the neighbourhood as a common territory and learning space. We propose a template with some steps that will help you define the focus of the topic you want to talk about and the approach, as well as the narrative structure of the script. This template was used to guide the participants who shared their testimonies on the Patio108 platform but you can adapt it to your context and needs. You can use it individually or in a group to make collective decisions about what issues are most prioritised by a community or to find common ground.

BEL
HORIZON
Le web-documentaire

bel-horizon.net

Bel Horizon - the web doc

Keywords
housing, insecurity, urban transformation, social and individual narratives

Organisation
Les Têtes de l'Art

Place
Marseille, 3rd district, Bel Horizon tower

Time
2016-2017 - about a year

Target
inhabitants of the tower, policy makers

Bel Horizon - the web documentary tells the story of an apartment block, built in 1956 and of its inhabitants who are for most from a migrant background. Going back and forth from individual life trajectories to the history of the neighbourhood throughout the last 50 years, the documentary is formed by a series of portraits that the viewer can access by clicking the different windows of the tower. The goals of the project were to collect and showcase collective memory and to alert public opinion and authorities on the poor living conditions in the tower. Reaching these goals required time and a specific attention and care from the artistic and production team regarding the participants.

The videos were produced during participatory workshops taking place for 6 months (autumn 2016 - spring 2017), a necessary period of time to install trust between the participants.

Eventually, Bel Horizon the web-doc was created to serve a double purpose: foster exchange, inclusivity and creativity among the inhabitants on the one hand, and help advocate for correct living conditions on the other hand. Highlighting individual stories and adopting a cheerful tone that changes the usual gaze on this population, the web-doc enabled to draw attention to the situation among institutional partners and policy makers.

Open wardrobes

Keywords
participative photography and video, storytelling, cultural survey

Organisation
Ideas Factory

Place
Deleyna village, Bulgaria

Time
2020

Target
Inhabitants of the tower

Open Wardrobes started as a documentary project by Elena Stoycheva and Sarah Craycraft (both participants in Baba Residence initiative of Ideas Factory is Deleyna village in 2020) to document and display (via a digital gallery) collections of handmade textiles from elderly women in villages that represent the handiwork and interconnections of multiple generations and - the personal stories behind them. Many of these textiles remain in storage because they were made or preserved for younger generations, either as a dowry or practical gifts, who no longer view such items as suitable for the modern urban home, yet value them as cultural heritage.

The processes of unpacking closets full of ordinary and special occasion items happens through interview and photography. It reveals links amongst the individual collections that tell a dynamic story of sociality, sharing, and creativity in the expressive lives of rural women. In its initial intention OW emphasises the interplay between leisure and labour, and calls attention to that which is valorized/not valorized as being "authentic" or valuable in such collections. These collections also open space for discussions about intimacy, inheritance, loss, hopes for the future and any other topic significant for the local person or/ and community.

Open wardrobes - as a participatory tool - stands on the intersection between unlocking the potent power of local storytelling, respectively local narratives, and mapping needs and meaningful local phenomena and spaces.

The essence of it lies in the simple act of **asking for permission to enter** the intimate and combustible tissue of personal stories, related to handcrafted items and **document both the items and the stories - either with photos or/and videos**.

// Text by Sarah Craycraft and Yoana Stoyanova

Community atlas

Keywords
participatory GIS, community storytelling

Materials
computer, digital mobile devices
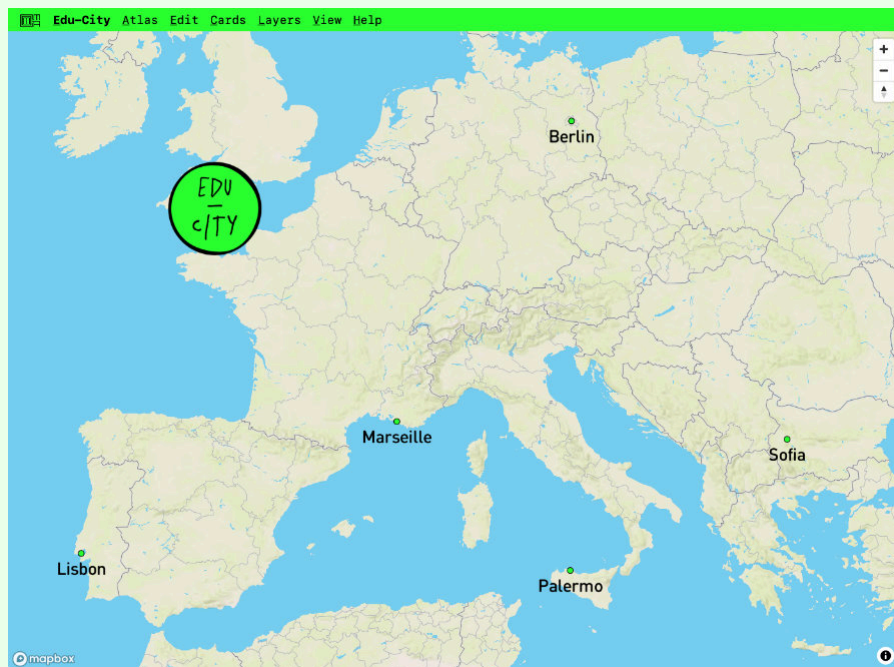
The **Community Atlas** proposed here is a prototype that partners Tesserae and Bond of Union have developed through other projects to experiment with a multi-medial, flexible and interoperable tool of publication for local communities and initiatives. It allows custom mapping projects, combining GIS with storytelling, timelines and thematic collections of files within an intuitive user interface conceived to render the multifaceted dimensions of neighbourhood identities. The current version of the prototype still requires editors with some level of digital skills, but its use as a collector of outcomes of collective initiatives and local resources can easily support processes of community empowerment, self-representation, networking and cooperation of local actors, local heritage and development.

4 CO-CREATION

Envisioning, designing, realising,
deploying shared solutions

*How to think
and collectively
realise solutions?*

*How to make them effective
and sustainable
in longer terms?*

*How to act locally
thinking globally?*

*How to share
resources fairly
and multiply benefits?*

Reclaim the Commons Hackcamp

Keywords
collective creation, open source prototyping for the common good, participation

Organisation
ZEMOS98

Place
Seville (Spain)

Time
16th, 17th and 18th of April 2015

#ReclaimtheCommons was a three days hackcamp for 80 activists, mediamakers, hackers and thinkers who are part of communities (mainly from Europe) working in the fields of the commons, alternative and socially engaged economies and the demand for public spaces as common goods.

The **hackcamp** aimed to be a format in between a hackathon (an intense event during one or a few days in which a group of people work together to produce something as a demo or a prototype), an atelier (which is a participative and non-hierarchical educational format) and a meeting (an encounter to produce personal connections, to share thoughts and reflections, etc).

The format consists of a meeting that facilitates creativity and innovation for the challenges faced by institutions and communities, and other agents who have to face challenges of great complexity. The Hackcamp promotes individual and collective capabilities of organisations, highlighting the knowledge, skills and ways of doing that can give a solution located, adapted to the needs, collectively agreed.

The methodological principles this practice is based on are:

1. Rely on collective intelligence and peer-to-peer knowledge sharing.
2. consider and value all knowledge. It is important to avoid distinguishing between experts and non-experts.
3. listen to other ideas and accept diversity as the intellectual basis that we should all embrace.
4. connect practices and experiences that care for and value the common good.
5. use visual and body languages in addition to oral and textual tools.

Using participatory methodologies, a total of 80 people gathered together to work at 6 working tables along three thematic lines: the production of subversive media content, the creation of entertaining mechanisms for social change and the production of guerrilla campaigns. The general objectives of #ReclaimtheCommons as a hackcamp were:

To strengthen a pan-european network of agents and communities working in the fields of the commons, alternatives and socially engaged economies and the demand for (digital and non digital) public spaces as common goods. To discuss and to experiment how new media and digital archives can contribute to improve and amplify the work of the different social agents that are taking care of the Commons and to create a self-space to share thoughts and personal experiences related to how to care (self-care, care of the others) during a social struggle.

Street action organized by working group 2 in Reclaming the Commons Hackcamp

These objectives had three related topics/hashtags which provided a theoretical framework for the work related to the hackcamp. Every topic had two expected outcomes that provided a challenge to the participants. These outcomes answered to the notion of a prototype: this means to produce something shareable which allows third parties to improve it and to rewrite it. And every outcome/challenge structured a small group between five to seven people. The prototypes that emerged from this Hackcamp to address the common challenge are available for free access, including the first version of a demo board game. It was an evolution from the known Monopoly game to «Commonspoly»; from the emblem of capitalist economy to a new design of resources management. With Monopoly we learnt the art of financial speculation, competition and accumulation. Instead with the Commonspoly the aim was to imagine a cooperative and redistributional model of resources management.

The result has been an operative game, which game board you can see at the following picture:
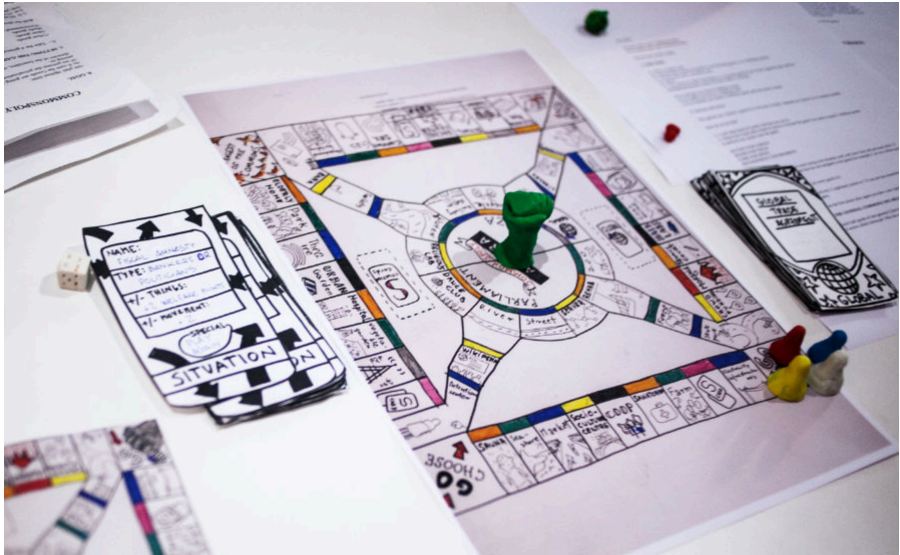
Hackcamp on ZEMOS98

Hackcamp Reclaim the Commons on Flickr

Reclaim the Commons Report

SWOT analysis

Keywords
co-design, critical framing, design thinking, action planning, visioning

Materials
printed or digital template, post-its, pens

	Positive (to achieve the goal)	Obstacle (to achieve the goal)
Internal origin (organizational)	**STRENGTHS** We have... - resources - skills - specific qualifications - network	**WEAKNESSES** We lack of... - resources - skills - qualifications - network
External origin (background)	**OPPORTUNITIES** We may positively impacted by... - professional meetings - funding opportunities	**THREATS** We may negatively impacted by... - weak fundings - competitors

Template SWOT analysis

SWOT analysis is a well known method to frame a problem and prepare its solution. It may be well adapted to the purpose of co-designing solutions within an organisation or group of citizens or stakeholders. Take time to establish the situation of your organisation to get a better full view of opportunities and threats before co-planning and creating.
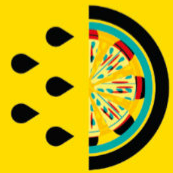
Idee per Il Capo

Keywords
valorization of local heritage, crafts and
arts, neighbourhood Lab, ideas from citizens

Organisation
BOND OF UNION

Place
Neighbourhood Capo, Palermo, Italy

Time
January to April 2021

Target
local stakeholders, workers and citizens
within disadvantaged communities

IDEAS for Capo is a neighbourhood laboratory in Capo, a central neighbourhood in
Palermo. From January to April 2021 the neighbourhood lab took place once a week in
different neighbourhood places and involved local stakeholders, residents and workers.
Aimed to increase the participation of citizens within disadvantaged communities,
"IDEAS for Capo" collected citizens' ideas for their neighbourhood to realise them
together in Capo.

Ideas which arose from the neighbourhood laboratory lead to make the quarter more liveable, mark its specialty and valorise local heritage as well as to preserve and pass on old crafts, knowledge and artisan skills to further generations. To acknowledge the citizens' ideas and realised projects they were collected in videos. All the information collected during the project are shared on the digital platform Community Atlas, a collection of meaningful spaces, stories from the inhabitants, local initiatives and proposals for the neighbourhood.

IDEAS for Capo serves to valorise the citizens' knowledge, skills and ideas. As the citizens are asked to share stories about the neighbourhood as well as their ideas for Capo they themselves become teachers/repositories of knowledge. The space serves as a learning space which can be discovered and transformed together.

The project lies on the potentials which exist in the neighbourhood and the inhabitants and activates the participants through the practical implementation in collaborative projects. More detailed description of the ideas: Creating a public space for old crafts, arts and artisan production to pass on the knowledge which risks to disappear as well as valorising local heritage, organising Open Air Cinema to enrich the cultural life in Capo as well as the formation of a volunteer group for cleaning the neighbourhood for making the public space more liveable were some ideas which arose from the neighbourhood laboratory.

Idee per Il Capo
on Vimeo

Place à l'Art

Keywords
participative creation, working with,
art in the public space

Organisation
Les Têtes de l'Art

Place
Marseille, 1st district, Noaille and
Belzunce neighbourhoods

Time
From 2010 to 2017

Target
Noailles and Belzunce's inhabitants

Place à l'Art is a participative artistic project to foster appropriation of public space through the citizen involvement of the inhabitants. The 7-year long project can be divided in two phases: firstly, ephemeral participative artistic actions to reveal the potentialities of a space and secondly, transitory creations to experiment and influence site development. The project fostered citizen appropriation of the public places invested, transforming them into spaces of conviviality, creating links between the users of these spaces and revealing the potential of a site through experimenting.

Place à l'Art is a project where actions and solutions were collectively thought because it emerged from the expressed needs of the site users. Starting from local needs is the best way to efficiently engage in participation and creation.

The project dedicated an important place to federate as many actors as possible around it: residents, educational and cultural associations, technicians, elected officials... creating the conditions for sustainable multi-partner cooperation.

The sustainability of the project was also assured by its evolving methodology. Its shape was evolving and redefined through the years taking into account the population needs and outside constraints in order to adapt as much as possible the context and persist in it. That is how a project born to practice participatory and artistic creation in the public space eventually turned out to experiment and propose real site planning.

If Place à l'Art started with very local actions, its final ambitions to claim the place of citizens in regional planning gave it a whole different level of impact. The long time action and collaborations forged with elected officials not only enabled to advocate for the virtues of transitional development but also helped affirm the place of the citizen as an actor and not a spectator of his space.

Baba Residence: Climartistique

Keywords
residency, socially-engaged and participative artistic practices, climate justice, food sovereignty, cultural justice, access to culture

Organisation
Ideas Factory Association

Place:
Salash (Vidin region) / Bulgaria (2021)
Gorno Peshtene (Vratsa region) / Bulgaria (June 2022)

Time
Baba Residence as a format has existed since 2015. First Climartistique edition – in September 2021. Second Climartistique edition – in June 2022.

Target
Local community of the village Salash (mainly consisting of elderly 65+ years old, secondary and higher education) and local community of the municipality (Belogradchik). Young artists from different cities in Bulgaria (from diverse disciplines, higher education; 22-40 years old).

Climartistique is a residency format developed on the basis of previous 7-year experience of Baba Residence format in culturally diverse Bulgarian villages. It initially focused on the intersection of **cultural and climate justice in rural areas** since they're most vulnerable to climate changes and their effect on food sovereignty (as main producers of food).

On the other hand, villages are **the most culturally and art deprived places in Bulgaria**. Combining those two main issues Bulgarian artists were invited to **live for a period of 3 or 4-weeks in the household of local people in a village**. They do active research, document and map local needs, ideas, pressing community topics and work with a curator for the development of an artistic answer to their observations and to the topic of the residency.

The prototypes of the artistic results of the residency are shown firstly during a cultural community event in an either abandoned or culturally-relevant building in the village itself in the final days of the residency. After the residency, the artists have 2 months to further upgrade and up-build their artistic work, followed by exhibitions in Sofia and other regional towns.

Transferability and potentials: Climate justice is and will most probably become more of a hot topic to contemporary societies. Ideas Factory developed this prototype of a residency as a transferable model, which can easily and fruitfully connect local communities with contemporary artists to address and seek for new dimensions of raising awareness and solving some pressing climate-related circumstances. It is equally applicable to urban contexts, – especially on the neighbourhood level, where decentralisation initiatives (local cultural hubs and community gardens, for example) flourish.

Facebook posts:

Open call to artists

Part of a theater of shadows performance, based on a local story

Il parco della Resilienza

Keywords
urban transformation, housing, public space, fragility, community engagement, co-design, participative process

Organisation
Fondazione per l'Innovazione Urbana

Place
Scalo-Malvasia block, Bologna, Italy

Time
March 2019 to July 2020

Target
Local inhabitants and stakeholders in the popolarissime area

The "**Parco della Resilienza"** is an ongoing urban regeneration project in Bologna. The final design is the result of a process of engagement and co-design with the inhabitants and stakeholders of the area involved to create a garden open to the city, with a new multifunctional pavilion for civic and educational uses. The project, costing around € 6 million, is located in the historic 'Popolarissime' area, built in the second half of the 1930s, close to the historical centre of Bologna.

With a perspective of opening the spaces to the city, it was fundamental to start a process of involvement of the inhabitants to accompany the regeneration of the area, bringing out needs, ideas and suggestions to enrich the preliminary project and respond to the needs of the area, in particular by:

↘ define the vocation of the disused pavillon,

↘ share proposals on furnishings for the public space,

↘ verify improvements related to the accessibility of the area.

During the process, meeting occasions were organised in which to experiment with 'project verification' activities geared towards the emergence of future imaginaries and visions.

From March to July 2019, the following activities took place:

↘ an initial meeting with local stakeholders in order to share the main design aspects and how the outcomes of the territorial activation process fit into the larger framework of the design of the new park;

↘ an exploration of the district with residents, to investigate the current state of the spaces, and to propose possible project solutions. The exploration was reported by collectively elaborating maps;

↘ a public meeting in which the theme of the future uses of the new pavilion was explored, with the aim of defining possible vocations to meet the needs of the inhabitants. To facilitate this process, it was decided to conduct the discussion through a role-playing game in which all participants were assigned fictitious identities. In this way it was intended to stimulate the imagination of possible needs and perspectives of hypothetical new users of the public space - a priority challenge in the project;

↘ In the context of the emerging ideas, it was decided to experiment the proposed uses of the future space under current conditions, in a day of partying and conviviality co-organised with residents and local associations.

If I were…
A role-playing game to facilitate civic imagination

Keywords
co-design, role games, action planning, needs assessment

Materials
printed card kit

An experimented tool to facilitate civic imagination processes related to urban transformation processes is a role-playing game that aims to identify the needs of communities living in a space and initiate the process of co-designing new services. This confrontation activity is structured by assigning participants fictitious identities, hypothetical profiles of people who could use the new services. Each participant is given an identity card with a brief description of the assigned character: age, gender, origin, residence, occupation, passions. In relation to this identikit, they are asked to imagine what type of activity or service each profile expects to find in relation to their needs and in relation to the area of reference. Once the identity cards have been compiled, what emerged is shared and synthesised, in order to identify the needs common to all identities and thus define the activities and services on which to start the co-design process.

This activity is useful for working with the communities of a place with a view to the future transformation of the space. The attempt to abstract from oneself and thus from current situations is a tool that is proposed to imagine new scenarios and new ways of living and perceiving a public space and thus try to build a new narrative of a piece of the city in transformation.

Human Centred Design Field Guide

Keywords
co-design, design thinking, toolkit

Materials
printed or digital template, post-its, pens
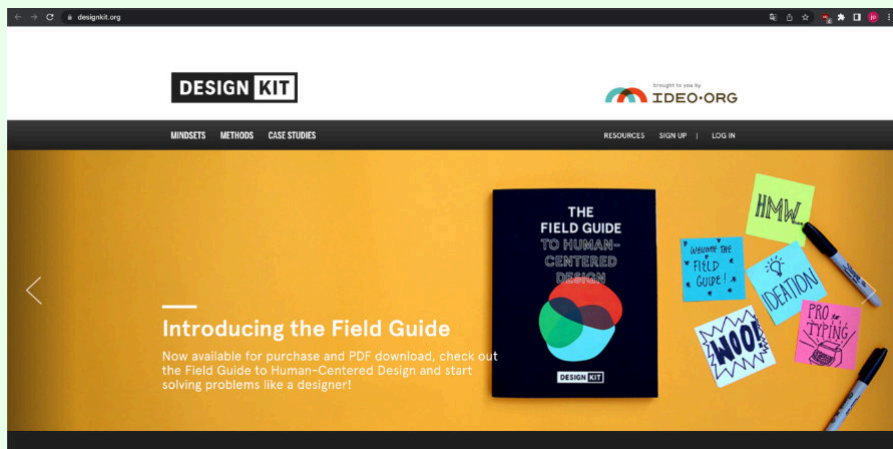
Human-centered design (HCD) is an approach to problem-solving commonly used in process, product, service and system design, management, and engineering frameworks. It develops solutions to problems by involving the human perspective and emotion in all steps of the problem-solving process. Find here a field guide produced by IDEO.org. It comes with 57 design methods, a full slate of worksheets and case studies from projects that show human-centred design in action.

5 REFLECTION

Monitoring advancements, measuring results, disseminating learnings

How do we make the most of our learnings and results?

How do we disseminate and maximise outcomes?

How do we co-monitor progress?

How do we measure the impact of our action?

How do we co-define and select performance indicators?

IN-HABIT

INclusive Health And wellBeing
In small and medium size ciTies

Co-design of Health and Wellbeing Indicators IN-HABIT

Keywords
impact assessment, focus groups,
literature review, interviews

Organisation
isIMPACT

Place
Córdoba, Riga, Nitra and Lucca

Time
2020-2021

Target
inhabitants at risk of discrimination and
exclusion

The **co-design of health and wellbeing indicators** was part of the baseline assessment of the IN-HABIT project. The aim of the project is to develop solutions that will benefit the health and well-being of local inhabitants, with a particular focus on those at risk of discrimination and exclusion.

The process of defining the Key Impact Indicators was done in collaboration with local stakeholders and inhabitants, and allowed project partners to feed the expectations and needs of the target groups into the qualitative and quantitative set of indicators that would measure the performance of the project.

The indicators were co-designed following a mix set of methods, including a literature review on indicators for health and wellbeing, focus groups with residents and community representatives, and surveys among local stakeholders and inhabitants. An innovative aspect of the methodology has been the use of storytelling methods to produce qualitative indicators.

The process of co-design of indicators allowed engaged citizens to discuss and reflect not only on the current issues and needs but also on how the project partnership could work together with them to address those. The baseline study faced similar challenges to other engagement activities in the outreach and inclusion of certain target groups who are traditionally not part of such processes. However, these limitations pushed project partners to devise new ways to reach those target groups, and try to find the right formats and the appropriate communication channels.

IN-HABIT   **CORDOBA**

▶ **STORYTELLING**

The story of a man from Las Plameras who is the coach of the local football team, highlights the role of football as a lever for healthy leisure and physical health on one hand, as well as to combat discrimination, domestic isolation and spatial segregation on the other hand. He tells that the soccer field is still a reference for the neighbourhood, not only for the children who play but for all the families "it gives the neighbourhood a beautiful sports atmosphere, doesn't it? Opening the gates of the field and people entering with joy".
It has also given the children the possibility through local soccer   championships to leave the neighbourhood to play with other teams, socialize with different contexts, to learn as in other environments it is important to respect the rules.
Also thanks to the support of the Club, since 2017 it has been possible to carry out "La Milla", a popular race within the neighbourhood that draws 600/700 people from Córdoba: an opportunity for people to get to know Las Palmeras with a different look. The race is a very important moment for the neighbourhood, to reinforce a positive identity, a source of pride and cohesion that involves many people from the neighbourhood in the organization.
The Club and related activities such as soccer game and races are a reason for positively reinforcing the neighbourhood's cohesion and integration with the rest of the city.
He also tells how the social activity around the club contributes to create an atmosphere of celebration, of serenity. The field itself as a well-cared, clean, illuminated green space increases the serenity and the sense of security of the neighbourhood.

Nemesis coffee moment

Keywords
education, innovation, democratic process

Organisation
Les Têtes de l'Art

Place
Marseille (and EU partners)

Time
From 2017 to 2021

Target
primary and secondary students from 7 EU countries

NEMESIS stands for "**Novel Educational Model Enabling Social Innovation Skills**" and it is a European project bringing together education and social innovation. NEMESIS represents a new approach towards the attainment of social innovation skills by combining innovative learning models, open technologies, and participatory relations and processes.

NEMESIS is a project to create and test an educational model to bring social innovation philosophy to primary and secondary students.

For three years, thirteen members from seven EU countries have been working together to develop a model that embeds the competences and philosophy of social innovation into schools.

Our approach is fundamentally practical: the project includes education and social innovation experts but also social entrepreneurs and schools who carried out a first pilot between September 2018. After a teacher training and several co-creation labs, the Nemesis Cafés were set up. They are casual events where families, people related to the project and inhabitants of the neighbourhood discussed what actions they wanted to implement in their environment. In Marseille, the project concretized in the arrangement and embellishment of a primary school and its surroundings.

As participation and democratic processes were at the core of the Nemesis programme, the way of measuring impact and capitalising on the actions was based on these same dynamics. Fostering exchange within the targets, setting up the space and time for them to discuss and debate on the points to evaluate and improve. The main challenge and role of the project coordinator in this case is to gather the means for the moment to take place and to catch the interest of the participants to join in. It can appear that using a "coffee moment- co-creation lab" was particularly suited for the Nemesis programme, however, this concept can be of great value in many cases. Besides collecting opinions and returns in a much more spontaneous and casual way, this is in fact an occasion to open to continuity by creating link between the participants/inhabitants.

Logical framework

Keywords
evaluation, key points, impact, indicators

Materials
Planning ahead for a clear view on the interest of evaluation on a global project scale

Objectives	Activities	Expected results	Indicators (quantitative and qualitative)	Source of verification	Dates
	1			form, focus group, number of persons involved	
	2				
	3				
	4				

This tool is useful to construct the evaluation of a project and clarify what are the main aspects to evaluate. Indeed, it's the first document you can create to have a clear idea of the key points to evaluate and how to do so. You can use it to evaluate a long term project and share it with your partners if you are in charge of the evaluation.

Memory Path

Keywords
dissemination, local, participation, map, stickers, dialogue, history, memories, public space

Organisation
La Digitalizadora de la Memoria Colectiva

Place
Sevilla, Spain

Time
June 6, 2021

Target
An intergenerational motor group of San Diego's residents, related to the neighbourhood Association

The **San Diego, Memory of the Urban Periphery** initiative consisted in the digitization and archiving of the audiovisual memories of the residents of San Diego (Seville). It aimed to recognize collective memory as part of a plural perspective of history, develop citizen collaboration processes in public spaces, encourage the active participation of those who star in the different rescued scenes and promote the intergenerational dialogue between peers and younger generations about the recovered files.

After digitising and archiving the audiovisual memories of the residents of San Diego, several outreach activities were carried out presenting the results in the public space.

One of them was the Memory Path. With old photographs arranged in the memory archive of the neighbourhood, a motor group of citizens made a selection of 20 photos to place them in the public space. To do this, first a mapping was made with a route that passes through the places that appear in the photographs, and from there, with the help of members of La Digitalizadora, 20 QR codes corresponding to each photograph were generated and printed as stickers. After this phase, a route was designed with the people from the neighbourhood involved, placing the QR stickers in public spaces, lampposts, benches, with a perspective that resembles that of the photograph, doing an exercise of looking at the street through time.

After the stickers have been affixed, the dissemination lasts over time, since the map is made publicly accessible and anyone can follow the route by reading the QR stickers with their mobile and being able to visualise the space over time.

During the selection of photographs, an intergenerational group of participants, have been able to talk about the history of public space in their neighbourhood, and in their classification and location on a map, they have been able to understand the process of gentrification that the city of Seville has been experimenting and the transformations that it implies in a suburban neighbourhood such as San Diego. The photographs allowed them to recognize other ways of life in the neighbourhood that, in contrast to the present, seemed less individualistic.

This neighbourhood, with a history of social struggle, and a great self-awareness of transformation in the ways of life of its inhabitants, have managed to recover modes of coexistence in public space. Activating the neighbourhood association with an initiative to place the memory of the inhabitants of San Diego in the public space has once again put the forms of neighbourhood coexistence into debate, and there is a significant increase in resident's empowerment, and their imagination of how the public space was and could be.

The project gathered more than 1.200 photographs and more than 200 hours of video, and the dissemination process of the project included a re-photographing workshop, and the projection of the videos digitised on the walls of the buildings of the significant places of the memory path, inviting new and old neighbors of that place to participate. These dissemination activities generated a festive atmosphere in the neighbourhood, which has had the effect of continuity and autonomy on the part of its residents, in addition to a continuity of digitization of a significant interest in the recovery of neighbourhood memory.

Engagement Diaries

Keywords
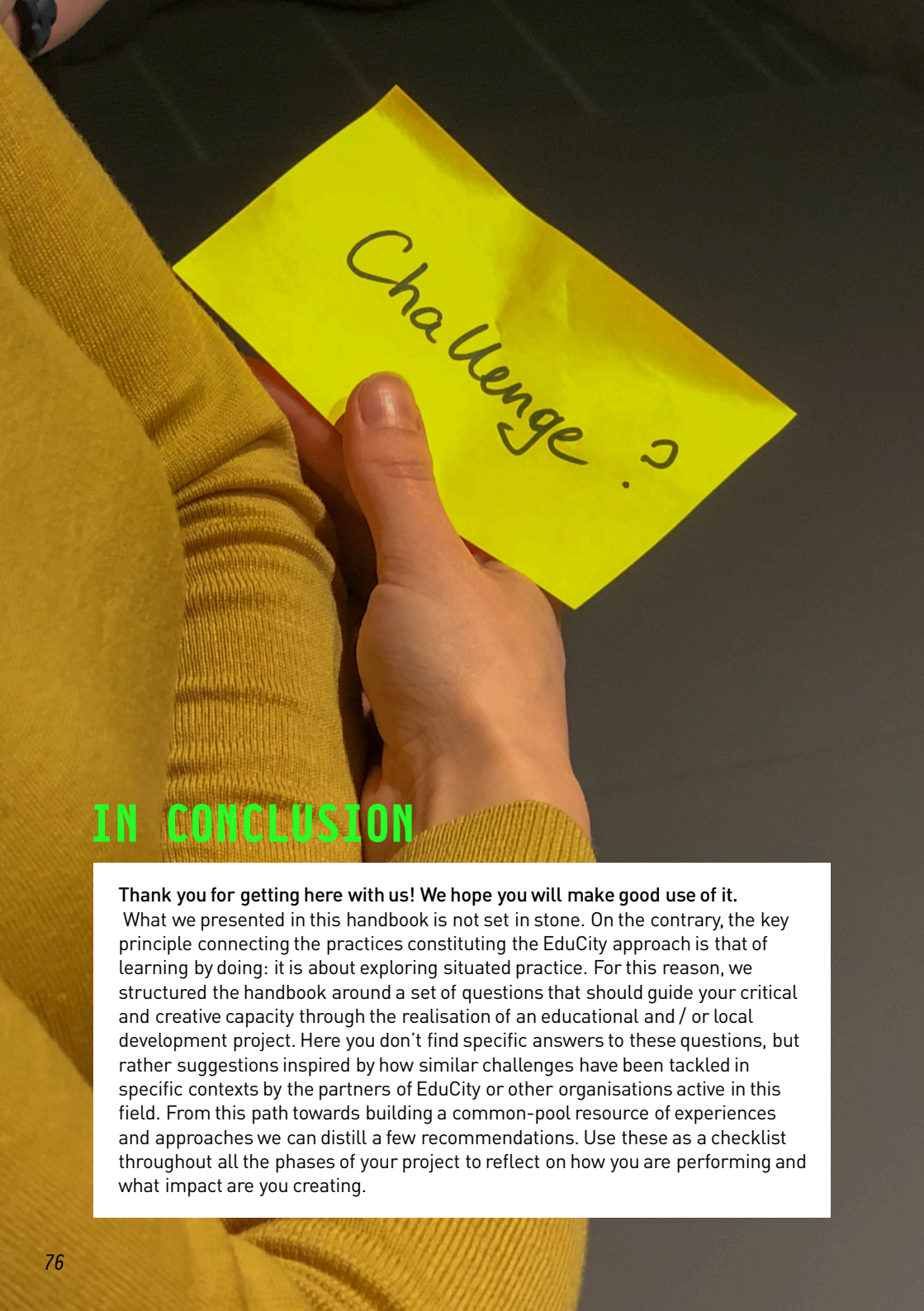reflexivity, reporting, storytelling, engagement process

Materials
at choice

The purpose of the Engagement Diaries is that of recording the progress of a project from the perspective of local activators, reporting difficulties, solutions, inspirations and innovative elements of the engagement process of local stakeholders and communities. For this purpose we suggest producing regular diary entries reporting the journey throughout all its steps. Diaries can be produced after key events or official milestones, as well as to document moments of unexpected difficulties and to accompany problem solving and the search for innovative solutions.

Procedure
There are no fixed rules, if not that of capturing the situated, personal perspective of those steering a collective process. A single person can be in charge of the whole diary, members of a team can shift according to the different tasks and moments of the process, or it can even be the result of a collective narration. Key stakeholders could be involved in providing their account in a particular perspective or moment. What is important is that in every diary entry it is clear who is speaking, in which role, whose feelings and experiences are communicated. EG is not an impersonal, "objective" report but a personal, situated and contextual account of a process of exchange between people. Different techniques can be employed, combining writing and note taking with pictures, recorded interviews, audio, video, drawing, graphic reporting etc. Engagement diaries can be helpful to support all key tasks of a project, including co-design, action planning, impact assessment, reporting and dissemination purposes.

IN CONCLUSION

Thank you for getting here with us! We hope you will make good use of it.
What we presented in this handbook is not set in stone. On the contrary, the key principle connecting the practices constituting the EduCity approach is that of learning by doing: it is about exploring situated practice. For this reason, we structured the handbook around a set of questions that should guide your critical and creative capacity through the realisation of an educational and / or local development project. Here you don't find specific answers to these questions, but rather suggestions inspired by how similar challenges have been tackled in specific contexts by the partners of EduCity or other organisations active in this field. From this path towards building a common-pool resource of experiences and approaches we can distill a few recommendations. Use these as a checklist throughout all the phases of your project to reflect on how you are performing and what impact are you creating.

Give all the necessary attention to **grounding the project in an accurate analysis of contextual conditions**, both in spatial and social terms. *Did you do everything necessary to comprehend the neighbourhood both as a geographical entity and a community?* It is important to clarify needs and proposed solutions for and with the inhabitants. *Do our actions serve the real needs of the place?* It is easy to flirt with nice inventions and programs that satisfy our interest and passions, but *are these interventions really what is most needed, or the best solutions for the local needs?* Our ideas must not be fixed and unmovable, but rather open to capturing tips and propositions coming from those who live the territory in their everyday life.

Create a **balanced and inclusive collaboration** to carry on the actions. *Have we been able to reach out and engage all the stakeholders and potential subjects that may benefit or contribute to the project?* There is a tendency to give a great relevance to defined targets, often focusing on vulnerable categories as requirements of generic inclusiveness guidelines, that may result in mere 'tokenism'. Let's also consider who is missing, actors that we did not regard as relevant or were not interested. *How can their absence influence the result of what we do?* It is equally important to evaluate what other stakeholders or initiatives are doing in similar fields of action without coordination. *Are there similar projects that work independently from ours, or even in competition?* The impact of an action can be enhanced by coordination with similar initiatives, but also diminished by overlapping and duplication, saturating the attention of beneficiaries and creating confusion. Collaboration and complementarity should be ensured to improve the overall results.

Set the appropriate tone and language to communicate your intentions and promote the identity of your project. *Who are we talking with, and moreover, who are we listening to? Are you using words and visual codes that are appropriate, understandable and consistent for the intended target groups?* The core of the work in participative processes is translation. It is about transposing strategies defined by expert knowledge or policy guidelines in formulations that can be understood, appropriated and used by everyone (and vice versa). This is the main task of an educational 'maieutical' approach to urban practice, that of providing participants with the capacity to decode complex situations and improve their capacity to deal with complexity.

Focus the attention on the change that you want to produce through the initiative. Ideally, we want to produce a structural transformation in the conditions that generated the initial problem setting, not just superficially responding to an emergency situation. Either we are designing an educational program or a public space, a cultural artefact or a social business, the key question is: *Are we able to impact the real causes at the origin of a problem, disadvantage or dysfunction, or just cosmetically curing the symptoms?* The essence of good design is not in the object or product you provide, but in how it will be able to change people's habits and behaviours for the better.

Critical thinking leads to collective learning. *Are the achievements of our initiative increasing knowledge and capabilities of the community?* Are these situated learnings given back to the local society in the form of accessible resources and empowerment tools? Let's exercise a deeply reflexive approach, able to examine critically the process we are steering before the single actions and results. The success of an action does not lie just in the immediate results it achieves, but especially in the long term effects it may enhance. It is about what we learn, what we capitalise and what we restitute to the society at large in terms of possibilities and imaginations.