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COMPARATIVE RESEARCH NETWORK:

EDU CITIZENS

S.M.A.R.T. PRACTICES FOR
CIVIC EDUCATION

Edited by Wojciech Pajak, Demet Soylu,
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Introduction

Participation – make it smart

Martin Barthel

Comparative Research Network e.V. (CRN)

To participate is one of the core skills in the nowadays digital society.

Participation means to be in the position to gather information, reflect them and articulate opinion. Participation inherent the ability to conceptualize information and put them into different context.

Transferring participation into education means to educate self-aware citizens, who are open to new ideas, cultures and concepts and who are willing to form and influence actively their society.

Therefore it was beneficially to create curricula, which had a European perspective on citizenship and participation. Still each country inside the EU has different approaches which never have been brought together at the European Level.

Educitizens is based on 3 fundamental pillars – participation, citizenship and empowerment – and the share of smart

practices in educational field – formal or non-formal. It is thus important to define what those concepts mean for the project.

Participation

- ▶ Participation has to include ownership and responsibilities of a community.
- ▶ Participation should be solution oriented and methods should be interactive, motivational and giving space for engagement.
- ▶ Teaching participative methods should be based on learner-centered approaches with negotiated learning goals. They should enhance cooperative learning and team work.
- ▶ The learning should be based on shared expertise and peer learning. The facilitator should be rather a mentor and mediator than a preacher

Empowerment

- ▶ Empowerment contains the knowledge and understanding how society works and how to make as an individual a difference.
- ▶ Empowerment brings power to the people and their ideas, by valuing change and providing tools to people.
- ▶ It is a crucial part of non-formal education, where learners reflect on how to think global and act local BUT as well understand how to think local and act global.
- ▶ Empowerment should be taught simple and not too specific. It should be rather shared through facilitators and multipliers in the community than through teacher.

Citizenship Building

- ▶ Citizenship building is basically concerned with identifying common ground in a community and establishing a sense of belonging to a community.
- ▶ Citizenship building should be understood as a continuous and transparent dialogue

- ▶ It is an open educative process with the aim to enable active citizens
- ▶ Citizenship building is closely connected to empowerment, by enabling citizens to actively participate and contribute to a community.
- ▶ As a facilitator make sure that you give permanent constructive feedback on the learners role in the community.

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.

The project sought to create an evaluation grid for identifying smart practice in citizenship building and collect those practices in a method handbook. **This handbook can be understood as a tool-box for trainers, teacher and other facilitators in order to create innovative and tested instructions all over Europe and across all educational sectors.**

The project EDUcitizens was organized in a series of multinational meetings. At every meeting the partners presented

two smart practice examples of participative methods or projects in education. All methods were documented, collected and published at the end of the project. In order to identify the good practices, the partnership discusses and worked out the evaluation grid to identify smart practices.

The grid and the method handbook can be used by institutions from all education sectors in formal and non-formal learning.

Conceptual Framework for the Best Practice Cases: S.M.A.R.T.

Tunc Medeni & Demet Soylu

Yıldırım Beyazıt Üniversitesi Ankara

There are several definitions and explanations, regarding non-formal education and its difference from and relation with formal and informal education (Dib, 1988).

There is, however, still a lack and need of a comprehensive model with enough explanatory power to address the increased variety.

Similarly, SMART is a concept that could be understood and utilized in different ways. Thus this book on selected SMART practices of EduCitizens project has required a more refined conceptualization of SMART practices of non-formal learning and education.

Our team has developed one tailored conceptualization of SMART, benefiting from the rich portfolio of the practice

cases provided by the project partners. Those case articles that were ready by September 2018 were studied to determine a working classification method. After this content analysis SMART framework has been developed.

This conceptualization covers the original four EduCitizens categories (citizenship, engagement, participation and education) and can be used as case categories so that the Initials could make it S.M.A.R.T.:

- ▶ **S: Stakeholder diversity, Social inclusion and intercultural dialogue** (actor-oriented) that could cover citizenship
- ▶ **M: Mindfulness, awareness, discovery** (pre-action-oriented)
- ▶ **A: Action, engagement and empowerment** (action-

oriented) that covers engagement and participation

- ▶ **R: Reflection, self-experience and learning** (post-action-oriented) that could cover education
- ▶ **T: Technology-supported, digital, virtual** (tool-oriented)

Among the 48 cases collected which are selected for this e-book publication. Accordingly, the selected cases from partnering countries and organizations have been classified under one of these

suggested categories by our team, prioritizing to which it fits the most. (If not to the 'Others' to keep it SMART!) Then this categorized list was sent to all partners, and final changes were made, based upon their feedback.

A visualization of the SMART framework could also be found below (Figure 1). Here the relationship among the different components can also be depicted.

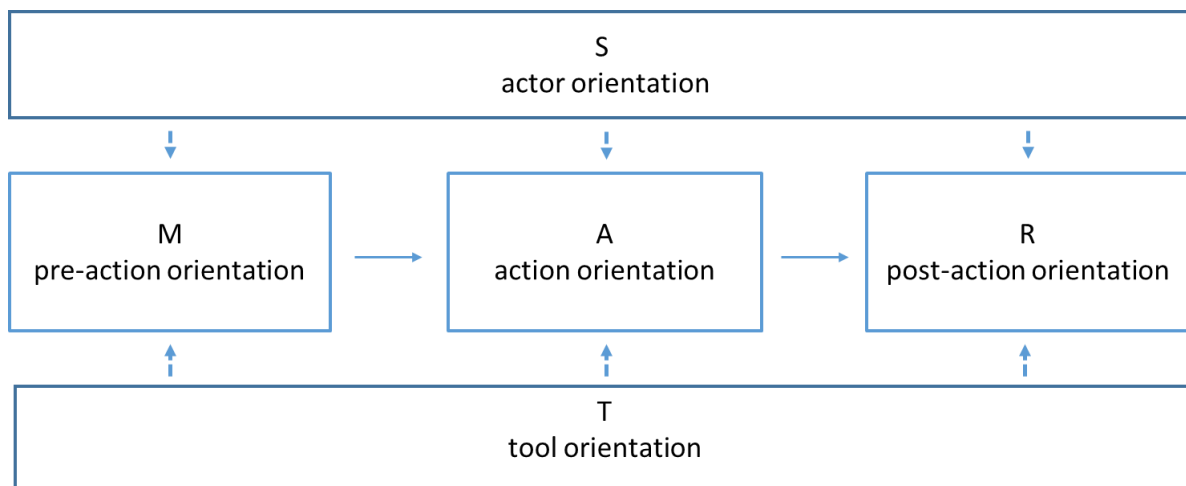


Figure 1. SMART Framework Components and their Relationships

Reflecting our assessment over best practices, this framework seems to apply to non-formal learning better than other formal and informal learning theories. The developed framework has then provided not only an intuitive conceptualization of case categorization, but also an outline flow of the book, as the following:

- ▶ **S:** Stakeholder diversity, Social inclusion and intercultural (Cases page 19 – 88)
- ▶ **M:** Mindfulness, awareness, discovery (Cases page 89-127)
- ▶ **A:** Action, engagement and empowerment (Cases page 128-184)

- ▶ R: Reflection, self-experience and learning (Cases page 185-228)
- ▶ T: Technology-supported, digital, virtual (Cases from page 229))


This resulting book provides informative and interesting cases on SMART non-formal learning practices for the reader. While most of the cases are practice-oriented, some others would be more appealing for an academic audience. We hope, nevertheless, this collection

of cases would be a valuable source of information who work in the non-formal education field.


Reference:


Claudio Zaki Dib (1988) FORMAL, Non-Formal And Informal Education: Concepts/Applicability "Cooperative Networks in Physics Education - Conference Proceedings 173", American Institute of Physics, New York, pgs. 300-315. (Last access, 20.05.2018)

Self-Assessment for identifying S.M.A.R.T. Practices




Erasmus Plus Strategic Partnership
EduCitizens







YOU ARE WORKING IN
EDUCATION AND WOULD
LIKE TO KNOW HOW
'PARTICIPATORY' YOU ARE?



1. DOWNLOAD THE
EVALUATION FORM AT
WWW.EDUCITIZENS.ORG




2. FILL THE CHECK LIST
(PART A).
IF MORE THAN HALF OF
THE BOXES ARE TICKED,
YOU CAN MOVE ON.




3. YOUR METHOD MIGHT BE A
GOOD PARTICIPATORY
PRACTICE!
FILL THE QUESTIONNAIRE
(PART B) TO FIND OUT.

ENOUGH POINTS?
CONGRATULATION, YOU
HAVE A GOOD PRACTICE!



WHY DON'T YOU SHARE
YOUR PRACTICE WITH
US VIA OUR WEBSITE?



A

Checklist for Educational Smart Practice Teaching Empowerment and Participation – Quantitative assessment

The product must reach at least half of the indicators in order to be further qualitatively assessed in the second evaluation form.

Tick Yes / No

ESSENTIAL FORMAL REQUIREMENTS	YES	NO
Participants and organization are mentioned		
Target audience is mentioned		
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		
DIDACTIC TRANSPOSITION. INDICATORS.		
Work was shared equally among all participants		
The learning goals are clear		
A common preparation process was done by the participants/students		
A common creation process was done by the participant/students		
The results had been shared by the participants/students		
Is there an evidence that the learning goals had been reached?		
The project involves several areas of knowledge		
NARRATIVE QUALITY OF METHOD. INDICATORS.		
The method stimulated follow-up activities of learners		
The approach is suitable for the participants (e.g. age groups, education background...)		

The content is clearly relevant to the theme of the assignment or topic; the message is clear		
The method leaves open space for intervention of learners		
Learner-centered approaches had been used.		
FORMAL QUALITY OF THE CREATION AND PRODUCTION. INDICATORS		
The impact of the method builds up the community capacity		
The tools/methods chosen are suitable to create discussion		
There is a careful selection of resources stimulating the learner to engage in the learning process		
The talking-ratio in the method are in favor of the learner		
The use of the resources is simple and accurate, focused on local needs		
The methods are easy reproductable by the participant/students		
DISSEMINATION AND IMPACT		
The method leads to reflection		
The method is shared		
Tools are used to measure the impact of the method		
Feedback can be provided to the learners and trainer/teacher		
TOTAL SCORE: /26		

B

Qualitative Assessment – just to be filled if the practice reached half the indicators in section A.

Part I. General information		
Name of the organization		
Number evaluation sheet		
1. Name of the method		
2. When was the method first used?		
3. How often was the method applied?	<ul style="list-style-type: none"> ⤴ More then 10 times ⤴ From 5 to 10 times ⤴ From 2 to 4 times ⤴ Only once 	Points*
4. Geographical coverage of the method – for which audiences can you use it?		<ul style="list-style-type: none"> ● Local ● Regional ● National ● International
5. How many organisations are using the method? Please describe shortly how other organisations might adapt the method (if any)		
6. Which kind of institutions perform the method?	<ul style="list-style-type: none"> ● From the governmental sector ● From the private sector ● From the non-governmental sector 	
7. Goals of the method		

8. How many educators are performing the method?			
9. Target group	1)	2)	3)
10. Number of learners with this method			
11. Which aspects of the methods have been used before/after in other context?	1) Context: Aspect used: 2) Context: Aspect used:		
12. How is/was the creation of the method financed?			

Part II. Core information		Points
1. How interactive is the method?	4) Very 3) Quite 2) Just so 1) Not really 0) Not at all	***
2. Which aspects make your method interactive?		**
3. How do you involve your participants in applying the method in their community/peer group?		**
4. How strong does the method motivate participants for further learning?	4) Very 3) Quite 2) Just so 1) Not really 0) Not at all	***

5. How would you describe the motivation of the participants?		**
6. To which age range do the participants belong? Please write the number of each group if is it possible.	<ul style="list-style-type: none"> ⤴ Under 21 years old ⤴ 21 – 60 ⤴ 61 – 67 ⤴ Over 67 	****
7. Which kind of participatory aspects does the method have?	<p>a) Is the method easy transferable?</p> <p>.....</p> <p>.....</p> <p>b) Do you involve participants with different knowledge ?</p> <p>.....</p> <p>.....</p>	*****
8. In which way does the method have impact on the participants regarding following aspects:	<ul style="list-style-type: none"> a) Participation in society b) Awareness as citizen c) Living active life d) Empowerment e) Another 	*****
9. How long was the implementation process of the method?		**
10. How does the preparation of the method look like? Do you use f. e. fixed curricula or non-formal planning?		**
11. How does the documentation of the results look like?		**
12. Which effects using the methods can you notice?	<p>A) generally</p> <p>B) on the participant</p>	*****

			
13. When are the first results/ effects noticeable?				**
14. How is the method transferable to other education sectors?				**
15. How innovative is the method?	4) Very 3) Quite 2) Just so 1) Not really 0) Not at all			***
16. What makes the method innovative?				**
17. How does the promotion of the method look like?				**
19. What kind of assessment methods do/ did you use in order to follow the impact of the method?				
20. SWOT analyze	Strengths	Weaknesses	Opportunities	Threats
Points for SWOT**	**	**	**	**

21. Describe a success story
**

Sum of all points	
--------------------------	--

EVALUATION GUIDELINES

POINTS SYSTEM

* Only question number **4 from the I. part** can get points. Number of points - from **3 to 0** (where answer: More than 10 times becomes 3 points, from 5 to 10 times becomes 2 points, From 2 to 4 times becomes 1 point, Only once get no points).

Award from **4 to 0 points, use the following parameters for the evaluation:

- 4 points (comparable grade "VERY")- the answer is comprehensive, long and qualitative, the content has a special meaning for the learning pathway.
- 3 points (comparable grade "QUITE") - the answer contains a lot of information important for the learning pathway, but you cannot say it is comprehensive.
- 2 points (comparable grade "QUITE") - the answer is sufficient but without special meaning for the learning pathway.
- 1 point (comparable grade "NOTE REALLY") - the answer describes a few aspects which are connected with the learning pathway, but not enough to give more points.
- 0 point (comparable grade "NOT AT ALL") - the answer does not give any response to this question or show any aspect of learning pathways.

*** award: Very – 4 points, Quite – 3, Just so – 2, Not really – 1, Not at all – 0.

**** award from **3 to 0 points**, 3 points if all aged groups are present in the project, 2 if 3 groups are present, 1 if 2 groups are present, none points if only 1 group is present.

***** award from **4 to 0 points**, max. 2 for answer a), max. 2 for answer b) .

***** award from **5 to 0 points**, each answer (a, b, c, d, e) can receive 1 point

S.M.A.R.T.

Stakeholder Diversity,
Social Inclusion and
Intercultural Dialogue

More guidance for adolescent migrants

#migrant
#minors
#assistance
#immigration

Iris van Beers

European Geography Association (EGEA)



Video by EGEATV

This practice is based on literature and small field research diving into the topic of young (16 to 25 years) migrants in Europe.

One of the conclusions of the research is that immigrant youth face serious problems when turning 18 and lose 'child-protection'. National law and international conventions ascribe more rights, protection and guidance to foreign minors than adults. This results in a harsh change when the person in

question turns 18 years old. Among the identified problems are: illegality (losing

Education is clearly a key issue in the context of transition to adulthood. However, while asylum-seeking children (whether accompanied or not) are entitled under EU law to access primary and secondary education (...), they often face difficulties in practice, especially those who are already nearing the majority age when they arrive in the host country. (...) Young people who have not entered the regular schooling system at the age of compulsory schooling therefore have to register in adult evening classes, or do not have access to education at all.

(UNHCR & Council of Europe, 2014, p. 30)

documents/passport), financial trouble and debts and high vulnerability on the labour market after becoming a legal adult.

The smart practice as described in this article advocates for more guidance and preparation for migrant youth in an early stage (from 16 years old) and continued guidance after the 18th birthday. Schools, as major educational institutions, play an import role and will have to invest in special programs for youth who belong to this specific target group.

The practice described in this article is hypothetical and has never been tested on a large scale. Generally it would imply a rather large policy change. The description of this smart practice therefore is based more on academic rather than practical knowledge.

Practical implementation

- Guidance until 22 or until school is finished
- Special attention at school
- Plan for future career before turning 18
- Communication about the plan with all institutions involved (school, work, rental agency)
- Early attention to prevent financial problems and debt

Reason and relevancy

In order to point out the importance of a smart practice of this kind, I would like to quote the following:

Without good guidance in the transition to adulthood, many unaccompanied adolescents find themselves in such vulnerable situations that education in the first place is hard to achieve.

Methodological aspects

The needs of adolescent migrants vary based on their personal, family and legal situations. To make matters easier, here we focus on unaccompanied minor migrants

(children under 18 that arrived in Europe without a parent or guardian) that have the adequate permits to stay.

The practice aims for more guidance for the target group in the age of 16 to 22years old. From 16 to 18 years preparations for adulthood should be implemented, while from 18 to 22 years old, access to a new organisation supplying 'young-adult care' should be put in place.

Pros and Cons

Advantages

Rather than falling in a 'gap' after turning 18, many unaccompanied minors will benefit from this new policy and the major long term problems among the target group will be reduced. Such problems include financial trouble, school-drop out, loneliness, unemployment and bad psychological health.

Disadvantages

Practically, there is a big weakness: the smart practice implies a rather large policy change that involves the cooperation of a lot of welfare and educational institutions working in the field.

A second weakness can be found in the contradiction between a suggested policy and the general European migration policy. The first is based on inclusion and special attention for a special target group while the latter is restrictive and designed to minimize immigration as much as possible.

Transferability

The legal contexts of different countries in Europe vary. In Sweden for example, regular childcare already works up to 22 years of age. Other countries often do not have anything in place after 18. In

general, a system of extended guidance would be beneficial for all countries. Depending on the existing policy and system, an extension of current youth assistance can be put into place.

A success story of the smart practice

A good example of the practice is demonstrated in Sweden, where youngsters reach the age of maturity officially at eighteen, but are allowed to stay in specific accommodation until twenty-one. A similar situation is seen in Hungary, where unaccompanied adolescents can stay in childcare until the age of 24, although only in order to finish their studies.

During my own experience as a volunteer working with the target group, I saw many good practices within the small NGO. When a family or

person decides to 'adopt' an individual, a big gap is filled up. Similar results could be found with volunteers who help out with lots of bureaucratic activities and who at the same time stimulate these young people to study and develop.

What makes it in your opinion a smart method?

Rather than just a smart practice, I believe my practice to be very necessary. Unaccompanied migrants are groups not well known by many people and they deserve some more attention!

Public consultation

#public
#stakeholders
#inclusion,
#decision-making

Sabina Bokal, Gergana Majercakova
Global Water Partnership Central and Eastern Europe



Video by GWP CEE

Public participation is not something newly established; it has existed for a long time and many organizations are using it in order to involve those who are potentially

affected by or interested in a decision.

The principle of public participation is that those who are affected by a decision have the right to be involved in

the decision-making process and not just stand on the sideline.

The added value of the Global Water Partnership (GWP) organization is that it provides a multi-stakeholder platform and a space for dialogue amongst people from different sectors, with different interests and mindsets. Therefore, the public consultation approach is one of the most common methods for approaching issues, implementing activities, developing results, etc. within the process of decision-making.

Water is a non-renewable resource that needs to be used wisely, and problems need to be solved together, through Integrated Water Resource Management (IWRM). The purpose of

public participation here is to ensure that representatives of civil society, government, private sector and the general public are involved in all phases of the planning process, and together build a common understanding of the local context and priorities. Public participation is:

- ▶ a crucial element in the environmental governance;
- ▶ is contributing to a better-informed decision-making process in water management;
- ▶ a method to build trust and the sense of community, which brings well-informed solutions and support.

The UNECE Aarhus Convention that came into in force in 2001, establishes



a number of rights of the public with regard to the environment – access to environmental information, public participation in environmental decision-making and access to justice.

The Aarhus principles are reflected in the Article 14 of the European Union Water Framework Directive 2000/60/EC:

- ▶ Access to background information
- ▶ Consultation during the planning process
- ▶ Active involvement of interested parties in all aspects of the implementation

Participatory aspects



Background

In this article we are focusing on one particular process/event which was an important part of the preparation of the Danube River Basin Management Plan - Update 2015 and the first Flood Risk Management Plan for the Danube River Basin District. The organization responsible for the preparation of the



plans is the International Commission for the protection of the Danube River (ICPDR). These transboundary plans

Facts of method

- 80 participants
- Target groups
 - Sectoral experts
 - Decision-makers
 - General public, NGOs, etc.
- 10 staff involved

are being developed based on the data, delivered to the ICPDR from all participating countries. Having the knowledge, experience and the position of a multi-stakeholder platform dealing with water management issues in Central and Eastern Europe (CEE), GWP CEE was entrusted to organise the stakeholder participation as part of the consultation process on behalf of the ICPDR.

These two plans are the central work programs for the ICPDR until 2021. As such, they have to be developed with strong involvement from civil society and stakeholders from the beginning

To ensure an active role of stakeholders in the development of these plans, a range of public consultation activities were pursued, leading up to an intense, one and a half day Stakeholder Consultation Workshop under the title

“Voice of the Danube”, held in Zagreb, Croatia, on 2-3rd July 2015. During the workshop, stakeholders had an opportunity to discuss the two draft management plans and propose ways to adjust and improve them.



Participatory aspect

For the development of the management plans, representatives of civil society and stakeholders were called to contribute their views. The people in the Danube region will be affected by the measures in place following the plans, and therefore, they were given an opportunity to have a say in their development from the beginning.

In December 2014, the ICPDR provided the draft management plans for comments. The public was invited to submit comments on the documents to the ICPDR Secretariat until July 2015. In this first round, comments from stakeholders who have sound

technician expertise submitted their comments in writing.

After the first round of online consultation, ICPDR in cooperation with the GWP CEE organized the Stakeholder Consultation workshop “Voice of the Danube” in July 2015.

Afterwards, online questionnaires were available for all interested participants who didn't express their opinion in the first round or at the consultation.

During the whole process an intensive social media campaign was ongoing, aimed at the general public that hadn't been targeted by the other consultation measures.

The final steps were: finalization (with the inputs from stakeholders) and adoption of plans; endorsement of plans at Danube Ministerial Meeting.

Methodological aspects

The whole consultation process took one year but the workshop itself took one and a half days.

In order to extract knowledge from everybody attending the workshop, the so-called “Danube Café” format was chosen. In this, the participants were divided into five working groups. Each group was led by a facilitator and all comments were carefully written down by a rapporteur, the groups spent

approximately 30 minutes on their discussions, before the facilitator and rapporteur would move and the next topic would be presented to the group. This approach guaranteed that all stakeholders expressed their opinion on every question within every topic. Discussions in small groups ensured that all participants had enough time and space to comment and ask questions.

The main topics included hazardous substance and nutrients pollution, hydromorphological alterations and integration issues, public participation and communication, flood risk management, and the financing of measures proposed by the plan. Within each topic the organizers, together with the facilitators had developed up to 5 important issues/questions to be discussed. Apart from the predefined questions, in all groups it was made sure that there is time for additional questions raised by the participants.

In addition, all observer organizations and other stakeholders had a chance to present statements, join in at plenary discussions, or raise questions in writing before and after the consultation workshop.

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ▶ Ensuring all stakeholders had the chance to express their opinion (before the consultation in writing, during the consultation in person, after the report on the consultation as remarks, via social media, live streaming, questionnaires) ▶ Exchange of technical knowledge and local knowledge between experts and locals ▶ Encourage diverse perspectives and views that have not been taken into consideration initially ▶ Allow the public to understand (in our case) plans and planned measures better ▶ Creating a sense of ownership of the plans and ensuring easier implementation (avoiding conflicts in the implementation phase) ▶ Inclusion of groups of people who may not usually be heard (women, youth, minorities, etc.) ▶ 	<ul style="list-style-type: none"> ▶ Builds trust and learning capacity ▶ Improve the environment ▶ Empower people by starting a dialogue and exchanging opinions ▶ Encourage people to work together to solve problems ▶ By early involvement of the public you can avoid problems later in the implementation phase
WEAKNESSES	THREATS
<p>Public participation can be weakened by:</p> <ul style="list-style-type: none"> ▶ lack of resources (time, money, staff) ▶ weak legal framework ▶ lack of awareness/experience of participation ▶ difficulties in gaining access to information ▶ limited consideration of the results of participation ▶ not enough public participation 	<ul style="list-style-type: none"> ▶ Public can sometimes think that the process is just a formality (that decisions have already been made) ▶ Sometimes very passionate minority can dominate the meetings ▶ Not enough time is given to make a decision or discuss the proposals ▶ Can be poorly organized without clear messages for the public (about the process, steps, goals, etc.)

Transferability

- ▶ Public participation can be used anywhere and anytime when you need to:
- ▶ inform the public by providing information to help them understand the issues and options
- ▶ consult with the public to obtain their feedback on management plans, decisions, measures, etc.
- ▶ involve the public to ensure their views are considered in the decision process, particularly in the development of the management plans (case of River Basin)
- ▶ collaborate with the public to develop decisions, options, solutions, etc.
- ▶ empower the public by giving them some of the decision-making power

A success story of the smart practice

There are a few major elements that contributed to the success of the consultation: ensuring there were many channels to collect stakeholders' opinions and comments, providing the stakeholders with a sense of ownership of the plans, bringing together different sectors and giving them the chance to understand each other's perspectives. We would not have achieved such

success with the consultation and would not have managed to engage so many stakeholders and collect their comments without one of these elements. therefore, we can conclude that the consultation should be stakeholder-centric, where stakeholders' input is highly valued, and only in this way it can be considered a true participatory decision-making process.

What makes it in your opinion a smart method?

Complex situations with far-reaching impacts generally need to involve stakeholders right from the beginning. Putting together a transboundary plan such as the River Basin Management Plan, which will influence lives of all people in one basin, is a situation where you should not forget to involve key stakeholders in the formation of the plan. Stakeholder participation done proactively, rather than in response to a problem, can help to avoid problems in the future.

The method itself is not something new or innovative but since it was used many times we know of its positive effects and the results that it could bring. However, it has to be done in the right manner, with a lot of planning before and good communication throughout the process with

stakeholders. Also, expectations of the stakeholders and their comments should be managed properly in an open and transparent way.

Artist in the kindergarden

#technology
#early childhood
#art

Laura Uusitalo

Käsityökoulu Robotti, Espoo, Finland



In the five-week project, an artist representing local arts and craft School Käsityökoulu Robotti was taking part in the daily life of a Lystimäki kindergarden in Espoo, Finland.

The project was part of the larger project by the City of Espoo hiring artists from different fields to interact in several kindergartens. The aim of the

project was to provide participation and art experiences for children who don't necessarily have that opportunity otherwise. This was the second time for this co-operation between City of Espoo and Käsityökoulu Robotti. This year there were two projects by two artists held simultaneously in two different kindergartens.

In the project, the city of Espoo gave the participating artists freedom to choose themes and content of the

interaction in kindergartens. Art school Käsityökoulu Robotti provides courses and workshops on the media and technology education in creative way. This was the theme in the kindergarten project as well.

Three groups with children from 3 to 6 years old participated in the project. Each group had one three-hour workshop every week for five weeks.

Every week the workshops had different themes. The first workshop consisted of arts and crafts tasks with LEDs, light painting with long exposure photography. Next week kids were building drawing robots from cardboard

cups and electronics. Third week the groups were shooting stop motion movies and animations and on the fourth week we made games with ScratchJr on tablets. Last meeting was a "movie night" watching what had been done in each group during the past month..

The project was carried out in the way that it would be transferable to other locations. The materials and software were chosen based on easy access and affordability and the instructions are also published online. Educators were encouraged to participate and learn the practices so they could organize the workshops later on if they wanted to.





Participatory aspects

Artists attending in the daily life in kindergarten provide access to art for children with all kinds of backgrounds. Participation in the workshops was voluntary for the children. Most of the

children were interested and motivated and wanted to at least try new crafts.

Methodological aspects

Every workshop had hands-on activities and tasks were adapted to age group. Workshops were held in small groups and each child was given the possibility to try new skills. Most of the workshops were based on co-operation and working together. Tech-education was connected with creativity and learning technology was not presented as the main goal, but as the means to realize some other achievement

SWOT analysis

STRENGTHS	OPPORTUNITIES
<p>Co-operation with the public sector and early childhood education provides the access to creative tech-education for children who don't have the same opportunities. Often technology related arts and crafts hobbies reach the children who already get encouragement and opportunities for learning technology skills at their homes.</p>	<p>Children often use technology as consumers thought the devices can also be used as tools for participation, learning and creative expression.</p>
WEAKNESSES	THREATS
<p>Continuity is a challenge. There is a threshold for educators in early childhood education to start using the methods and there are limited resources to organize these kinds of projects.</p>	<p>Safety needs to be considered when handling batteries and small electronics with children. Storing the equipment safely and keeping track of the electronics during the workshops is essential. Parents need to be advised on safe disposal of the items.</p>

Transferability

The arts and craft workshops were held using basic household materials with affordable electronics whenever it was possible. Workshops with devices were carried out in small groups and with only 1 to 3 tablets and free or affordable software. Instructions to have similar workshops are simple and there is no need to have advanced knowledge on technology to learn the tasks. Instructions can be found online and they can be modified.

A success story of the smart practice

During one workshop about 4-year-old girl didn't want to build a drawing robot, because she was afraid of it. With a little encouragement, she agreed trying to build it. After the robot was ready, she was too scared to put it on and place it on the paper. With a bit of help and time she started to interact with the robot. Few more minutes and she was playing with the robot without hesitation and explaining to younger kids how the robot worked and showing them how to use it.

Most of the children were really open-minded and eager to participate and learn new skills. However, I was happy I had possibility to let the children approach the tasks and build their

courage in their own pace. Nothing feels better than overcoming one's fears and learn something that first seems challenging and difficult. I hope this one girl will remember the empowering feeling that follows. For me, this is the reason why I love doing these workshops.

What makes it in your opinion a smart method?

- ▶ Approaching the children in their familiar surroundings and reaching the children that don't get exposed to art.
- ▶ Possibility to introduce new methods to the educators in early childhood education.
- ▶ Combining technology with art education promotes the idea that technology can be means of self-expression and aid in achieving a personal goal.
- ▶ Chosen software provide instant feedback on the learning. The kids can quickly see the results of what they have learned and start to play and experiment.
- ▶ Children use media and technology mostly as passive consumers. Technology can also be the tool of participation, learning and discovery.

- ▶ Kids become “experts” and surpass adults with their learning curve.



English language Theatre

#theatre
#English teaching
#collaboration
#affective learning

Elisabetta Nicoli/Katherine Armstrong
C.R.E. A European Youth Group



Elisabetta Nicoli, primary school English teacher from Italy, has created an afterschool English theatre workshop that runs since 2013-2014, even though she started using drama as a teaching method since 2006.

Any student attending the fifth class primary and secondary school of the Institute who want to do this kind of experience can participate in the afterschool workshop. There is also possible access to a very limited number of students from nearby schools. The workshop is free of charge for all students and it meets once a week from November to June concluding with a huge theatrical

performance at a local theatre. There is no criteria for the selection. Any student can participate but there is usually a closed number from 40-50 students for staffing reasons.

Motivation

Strengthening the English language is rapidly becoming a necessity to all the components of the school community. The English theater workshop is a privileged context not only to develop listening and speaking abilities, but also it is fertile ground for the imagination, the identification in different roles, the discovery of one's own skills and potential, for the growth of one's own self esteem.

Aims

- ▶ Promote and maintain the motivation for the study of L2;
- ▶ Stimulate cooperation and teamwork;
- ▶ Stimulate the imagination and the symbolic use of objects;
- ▶ Learn to express feelings and emotions through body language;
- ▶ Learn to express your ideas by communicating them to the group and accepting different opinions: respect and tolerance!

- ▶ Learn to deal with small frustrations and to overcome "crisis" in a satisfactory way;
- ▶ Acquire greater self-esteem and knowledge of one's own abilities;
- ▶ Feeling part of a group and with a common goal to be achieved.

Participatory aspects

Jeremy Harmer stems from the theories of the Neuro-Linguistic Programming and Multiple Intelligences and warns that "in any one classroom we have a number of different individuals with different learning styles and preferences, which means that we have to offer a wide range of different activity types in our lessons in order to cater for individual differences and needs (Harmer, 2007).

Drama allows participants to include their personal experiences, emotions and their personality into the process of learning and this is a great advantage. It is common knowledge that the involvement of students is and their



participation are essential aspects of the learning process.

Methodological aspects

The English theatre workshop takes place once a week from November to June. The methodology used is a mixed method between "process-oriented," method that emphasizes the creative process, and "Product-oriented", a method that focuses on the realization of an end "product", that is the final dramatic representation. Drama represents an ideal method of work if teachers or facilitators want to put the meaning for students into a sizeable context. Unlike in guided practice, participants are involved in real communication while they "activate language to communicate real meaning, rather than just practising language (Harmer, 2007), "and thus develop their communicative competence in a natural way, using body language, making pauses and interruptions, showing emotions, and creating relationships. Philips encourages using drama in second language teaching because "it encourages children to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions

(Philips, Drama with Children: 6)." We will speak in English as much as possible to favor the linguistic empowerment of the students. IT technologies will be used. The intervention of the author of the playscript (Dr. Katherine Armstrong) is expected, who is also a mother tongue teacher, for theater activities of improvisation, development of abilities of speech and oral comprehension, presentation of games, singing and games.

Evaluation

It is highly engaging. It allows participants to create friendships and develop skills to work in a team. The English Theatre involves collaboration with other local associations (dance schools, local choirs, musicians), parents and other members of the community. This workshop helps keep participants away from the streets or from spending afternoons in front of video games.

In more multicultural geographical areas it could really have a great social value because it will allow interaction of different cultures, and deepen in different cultural backgrounds. This method helps some participants build up their character and/or face difficulties. It promotes mutual respect.



Some of the weaknesses include that the school administration and local agencies do not finance this initiative and often show little interest in what is being done. Many times the administration discourages this type of initiative by not responding in a timely manner to requests for space or to send communication to find participants.

It is almost impossible to find volunteers to facilitate this method because it is very time consuming. The only volunteers are parents of the participating students who are a great asset for this workshop.

This method gives an opportunity to be successful to many participants who may not experience the same in a traditional English class. Children with learning disabilities and other special educational needs such as Autism and foreigners whose Italian language was very limited can participate in this workshop. In this English theatre everyone is a second language learner, therefore, others were more sympathetic. This method gives the timid ones an opportunity to open up fit greatly because they are able to express themselves better, free themselves from fears, they improve self-esteem and, of course, they also improve their English language skills.

Transferability

All aspects of this method are transferable, just create a group of Theater.



A success story of the smart practice

Every edition of this workshop has been a success, especially for the level of expertise reached by the participants and for their personal growth. Thinking about more material things, the ETW with Romeo and Juliet won the second regional prize in the "Europeans not for just one day" competition in 2014. The ceremony took place in Verona. In 2016-17 with Harry Potter, we received a merit award in Venice. Both with Romeo and Juliet and with Harry Potter, there were several newspaper articles. Furthermore, with Romeo and Juliet in 2014, we participated in the Shakespearian festival at the University of Padua for the anniversary of the birth of Shakespeare. We were the "youngest" participants together with many high schools, and we were one of

the few schools to perform a Shakespearean work in English.

What makes it in your opinion a smart method?

This method has been chosen because we strongly believe in positive value of theatre, in its explosive force able to break the fears of participants and make them "bloom", open up against themselves and the outside world. There is bond that is created between facilitator and pupils, positive energy, collaboration, and the adrenaline of being on stage.

This method is not innovative because for decades the theatre has been use in schools. However, it's innovative to add a focus to the process and not just the end result in a performance. A lot of the learning occurs during the process.



Peace Pedagogy Course

#yoga
#mindfulness
#emotional
intelligence
#psychology

Katherine Armstrong
Østfold University College



This course was first implemented by Dr. Katherine Armstrong in 2015. The course is a module of the Masters' Program "Diversity and Inclusion in School Activities" at Østfold University College.

Then it was also implemented as teacher's pre-service training in Seregno, Milan.

In a world torn with conflicts and violence, the need for peace building and peace making cannot be over emphasized. Responding to this need, The Council of Europe has underlined that education must develop sensitivity in individuals to their social environment. The concern for equality, social justice, poverty, violation of human rights and developing non-violent social system are the hallmarks of peace education. The approach to peace education is not prescriptive suggesting of dos and don'ts; rather it involves transforming the environment to imbue it with tolerance, compassion, cooperation, justice, equality etc. so that these qualities, essential for peace building are nurtured among students. Teachers, staff and other personnel in the school, contribute to the environment however; out of all these, teachers are center stage in building the

school ethos. Their orientation is most important. In view of the urgent need UNESCO has been making efforts since 1948 to inspire education systems all over the world to nurture peace related skills.

Participatory aspects

Our youth is our legacy and our future. As a parent, you want your child to have every opportunity to succeed in life. While success might look different for each person, everyone needs a basic skill set for his or her life's journey. We hope that our youth is learning and/or having these skills reinforced at school. All too often though, school is a source of stress, whether from peer pressure, parental pressure, test anxiety etc. Or, young people can bring the stress of home into school, such as poverty, homelessness, parental neglect etc.



There is a growing trend in our society to bring the concepts of mindfulness, peacebuilding, yoga into our schools.



Methodological aspects

Peace education is about not only what one teaches (content), but also how one teaches (pedagogy). This course examines various techniques, methods,

and approaches to teaching, and the educational theories behind them, that build peaceable classrooms and communities. The focus is pedagogy and practice. It starts by looking at peace education as pedagogy, and explores important characteristics and skills of a peace educator. Participants also brainstorm different approaches to peace education. In the course, participants are introduced to activities that explore peace education themes such as transforming conflict nonviolently, nurturing emotional intelligence, enabling multiple intelligences, positive psychology, community building, environmental sustainability, yoga and mindfulness, re-framing history, and life-skills building.

SWOT analysis

STRENGTHS	OPPORTUNITIES
<p>Recent studies show that children who grow up to commit acts of violence show cognitive, social, and imitative differences from their peers. The characteristics can be ameliorated most successfully through interventions that begin at an early age and involve multiple segments of the child's social experience and interactions. Children spend a lot of time at school. Therefore, if teachers adopt a peacebuilding approach to teaching, it's expected that violence be reduced, children's resilience and positive behaviors be increased.</p>	<p>This course is considered a tool for teachers to improve their practices, but at the same time is a resource for themselves to learn about their own mindfulness, problem-solving and conflict resolution skills among other things.</p>

WEAKNESSES	THREATS
-	A lot of institutions are concerned with students performance in Maths, Science or Literacy subjects. There is very little attention geared towards social problems such as school shootings, bullying, teenage suicides, depression, violence all which could have early interventions in school if teachers have the skills to transform their environments.

Transferability

All aspects are transferable as the course proposes real examples of how the activities look like in a classroom that nurtures peace.

A success story of the smart practice

During the implementation of this smart practice in Milan, there was activity called empathy session. I did this session in a foreign language. The idea was that teachers will “walk in a foreign student's shoe.”

At the end of the session, a teacher told me she had awakening experience. She experienced first hand how difficult could be for some of her students to understand tasks. She realised that she was not given her students equal

opportunities as not all students have the same level of proficient in the language of instruction.

A peaceful classroom is concerned for equality and social justice. Therefore, teachers must ensure these values. For this reason, empathy is essential.

What makes it in your opinion a smart method?

Teaching mindfulness, yoga and in general using a peacebuilding approach to teaching children is a relatively new concept for our society and has been the subject of research in recent years. This course aims to explore the benefits of introducing this approach into the classroom.

I see you, I feel you, I talk to you

#intercultural
dialogue
#stereotypes
#integration
#youth

Angela Marongiu
Mine Vaganti NGO



“Ti Vedo, Ti Sento, Ti parlo” is a project born out of the need to promote a culture of integration and intercultural dialogue. It is a project

funded by the Waldensian Church in Italy.

Mine Vaganti NGO already implemented 2 editions of the project and applied for a third one. The first edition was in 2016.

Context analysis

In 2015 there was a big increment in the number of migrants in Italy and in Sardinia too, reaching our island by the sea. Very often, migrants create closed realities in peripheral areas and they are not integrated in the local communities. The integration process is challenging in both sides (local populations and migrants). In Sardinia, the situation is quite critical because the Institutions are not always able to face the problem. Migrants are usually only hosting in refugees centers but are not integrated in the society. In schools, the number of migrant students increases year after year.

Objectives of the project

- ▶ To foster cultural integration and social inclusion between local students and migrants;
- ▶ To act against prejudice and stereotypes;
- ▶ To promote the interaction with "diversity", perceived as a threat;
- ▶ To share cultural experiences between local students and migrants in order to understand migrants' feelings and problems in the ordinary life;
- ▶ To raise awareness among the students for a more inclusive society.



The project, of the duration of 6 months, involved youngsters from 4 secondary educational schools, aged from 14 to 19 years old. The students have different educational and social background. Mine Vaganti NGO identified this specific target group because there is the need to guide youngsters in the process of learning how to become a more tolerant and inclusive citizen.

does not typically lead to certification. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. Non-formal education gives young people the possibility to develop their values, skills and competences others than the ones developed in the

Participatory aspects

The project "Ti vedo, ti sento, ti parlo" is based on Non Formal Education activities. "Non-formal education is an



organised educational process that takes place alongside the mainstream systems of education and training and

framework of formal education” (AEGEE definition).

Facts of method

- 70 participants
- target groups:
 - secondary schools
- 2 staff involved
- 2 times performed
- 4 partners

Thanks to the implementation of NFE activities, participants were actively involved in the learning process through team building, simulations, role play, and debates. There had been several opportunities for sharing experiences, opinions and different cultures. Moreover, the direct contact with migrants who lived in first person the experience of the migration to Italy and their stories of integration in a new community gave an added value to the project. For many students, this was the first opportunity to listen to the stories of migrants and to understand how they perceive the process of social inclusion.

Methodological aspects

The exercises are always designed or chosen taking in consideration the number of students and the type of school. The trainer/facilitator should be conscious that all audiences are



different and during the process, they might need to diminish or extend the time, changing some rules.

The NFE activities implemented during the projects were taken from different Council of Europe resources such as Compass and Manual for Human Rights Education. On the other hand, some innovative activities were created by the trainers. Two examples of NFE activities implemented were: Human Equalities and Possibilities (Role Play) and Backpack Reflection.

It is fundamental to take time at the end of each activity to debrief with the students about their feelings and attitudes during the all process. According to the answers, the trainer concentrates the reflection and debate

on different principles and values (social inclusion, cultural integration, act as a team, racism, etc.)

SWOT analysis

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ▶ Interactive activities based on Non Formal Education ▶ Activities can be easily organized in every context and with different target groups 	<ul style="list-style-type: none"> ▶ Students act as agents of social change ▶ NFE Activities can be easily adapted to different topics and situations
WEAKNESSES	THREATS
<ul style="list-style-type: none"> ▶ Lack of interest in participating in the activities 	<ul style="list-style-type: none"> ▶ Students can perceive some activities as simple games, without understanding the real meaning of the activities



Transferability

The project “Ti vedo, ti sento, ti parlo” can be implemented in any other place (different cities, regions or countries) because topics such as social inclusion, integration, intercultural dialogue are very current and important everywhere, especially in this historical period. Most of the NFE activities implemented in this project can be adapted to other relevant topics and can be addressed to different target groups because a particular background is not needed.

A success story of the smart practice

During the debriefing session of an activity in a secondary school, a student from Mali (arrived in that school in Sardinia only few months before) decided spontaneously to tell his story of “migrant”. He started from the beginning: the hard decision to leave his home, the arduous travel, the difficult process of integration in a new society far from home. Suddenly, listening to his words, many of his classmates started crying and felt really sorry for him. In fact, his classmates had never asked him about his experiences and story, maybe for lack of time or interest. This was one of the most touching moment in which the main goals of the project were completely achieved: the students

understood the concrete meaning of social inclusion and integration.

What makes it in your opinion a smart practice?

The project “Ti vedo, ti sento, ti parlo” can be considered a smart practice because, in this specific period, more than ever, it is important to raise awareness among youngsters about integration, social inclusion and intercultural dialogue. Only in this way, they can act as agents of social change and they can have a multiplier effect among the community. The implementation of NFE activities allow youngsters to express themselves, their feelings and emotions and to share stories and experiences in a different way.

Human Library for Equal Opportunities and Interculturality

#non-discrimination
#stereotypes
#youth

Claudia Ferreira

Porto Federation of Youth Association (FAJDP)



The “Human Library for Equal Opportunities and Interculturality” was a Porto Federation of Youth

Associations (FAJDP) itinerant campaign

It was started in 2008 with the European Commission co-financing



support. This project was an answer to one of FAJDP major issues. In 2008, FAJDP strength to work with youth organization and youth in general in matters such as equal opportunities for all, Interculturality, human rights raise, European awareness and fight against racism and other forms of discrimination.

With this project, we had the follow objectives:

- ▶ Raise awareness of the cultural diversity;
- ▶ Fostering Interculturality;
- ▶ Stereotypes deconstruction;
- ▶ Development of skills to manage Interculturality;

- ▶ Encouraging European citizenship;
- ▶ Raising awareness on political and social issues.

To do that, FAJDP used “Human Books” and an Info-Bus to work with youngster between 12 and 18 years old in schools and public places.

The “Human Books” were persons who symbolize some kind of stereotype and the goal was to put the youngster reading these books – making them questions that they always want to ask but never had the opportunity to do it. “Don't judge the book by his cover” was the moto.



Video by *fajdp*

The Info-Bus was the physical space/area where this Human Library was accommodated and also a space full of information and materials about EU and European citizenship.

This itinerary campaign was present in Porto district public schools and public places between May and July 2008, being visited for more than 26.000 youngsters. Direct readers for the Books were more than 4.200 and the Human Library was open 32 times.

This was possible because we had a very good feed-back from schools and Municipalities. Another valuable contribution came from the partnerships that were established with other organizations. To do this project we had built new partnerships and went deeper with others.



Participatory aspects

The Human Library for E&I directly involved more than 4.000 youngsters around Porto district by visiting schools and public places.

The students visited the Library with their teachers and during class breaks, where they can “read a book” and/or participated in other activities regarding Equal Opportunities for All, Interculturality and European Union aspects, like quizzes or non formal education activities.

In small groups, they can make any type of questions to the Book they have chosen by the Cover. This give them the direct power of what type of Book they wanted to read and which question were relevant to them.

The main goal was to work their empathy by curiosity in a protect environment, where they can ask anything, building a trust communication channel during the activity. In the end, it was about feel that a Book is much more than the cover.

Methodological aspects

The first aspects of this project were:

- ▶ What type of Books/prejudices/stories should we have;

- ▶ Finding the Books/persons/volunteers;
- ▶ How make this Library itinerant?

After deciding what type of books were important to have in a E&I Library, it was time to find the Books/persons. So, a roll of contacts were made to find out the right Book-volunteers. In the end, we had this Human Books:

- ▶ Immigrants from EU or others countries;
- ▶ Persons belonging to religious and ethnic minorities;
- ▶ Youth European Programs beneficiary (European Voluntary Service from Youth in Action Programme and Erasmus students);
- ▶ Young women association/organization leaders;
- ▶ Woman in Politics;
- ▶ Young people with fewer opportunities (with visual or other incapacity);
- ▶ Persons belonging to a minority sexual orientation - gay, lesbian, bisexual or transgender;
- ▶ Youth Association Book.

To visit schools around Porto district with the Books inside a Library, we had an Info-Bus – a van decorated to this specific project with different aspects regarding the E&I topics. Schools or public places were contacted by FAJDP

to present the Human Library for E&I and set a date to receive the activity.

During the activity, some students were reading the Books in small groups and others were participated in non formal activities related to Equal Opportunities and Interculturality (like quizzes or table games).

Each class spend around 2 hours in this activity, where each student could read 2 or 3 books and participated in other activities related to non-discrimination.

A debrief was always made by FAJDP team in the end of the activity and some tools were share with teachers, so they can work this topics in classroom in the future. This debrief puts together all the small groups who were reading Books, sharing their feelings about what they had experience.

Teachers were also asked to work about what students had experience in the classroom, after the activity, by pass a small quality test were student can anonymously put their opinions.

SWOT analysis

STRENGTHS	OPPORTUNITIES
By being itinerant, this Smart Practice can involve a big number of participants, it is able to work with different types of discriminations and easily put young people talking about “hard” stuff.	This Smart Practice gives people the opportunity to ask whatever they wanted to ask to the Books, challenging their own prejudices and stereotypes. This opens the opportunity to dialogue and discuss about all type of discriminations and to realize how often we judge the book by the cover.
WEAKNESSES	THREATS
Books were reading in small groups, what can make that people more shy don't participate as much as they can/want.	One major thread of this activity is to reinforce prejudices and stereotypes. So, local monitoring of the activity, as well as a post-activity monitoring are mandatory. It is also very important to work before, during and after with the teachers, sensitizing them to this reality.



Transferability

This all activity can be transferable – the Human Library concept is transferable to any kind of social reality you want to approach.

A success story of the smart practice

The Book who had more readers was the Gay Book. Normally we had a homosexual boy and girl who were read by the participants. All the groups acted more or less the same: a lot of laughs in the beginning and a serious but relax way of communication in the end.

Not only with this book – but particularly with this one – students get the idea of being something or somehow don't define all of you as a human being. And it is OK whatever you like boys or girls, if you were from other religion or a woman with a decision maker status.

One girl once said in the end of this activity: the most important thing I have learn today is that I can be and love whatever I want to!

What makes it in your opinion a smart method?

This Smart method is special because put people together, talking and reflecting about important social issues. And probably people who would never had a chance to be together.

This project had an enormous impact, both for young people involved, for FAJDP and its partners as well as the surrounding community. In terms of

results achieved we would like to refer the spread in terms of public debate. In fact, we did put people talking about those certain things that spread intolerant behaviors against minorities groups. And by that, we achieved the "Human Library" biggest objective which is Don't Judge the Book by the Cover.

It is innovative because with a cover of a Library, persons take place of Books and curiosity of the readers does the rest!

Open roads for Equality

#gender
#youth
#critical discussion
#equality

Claudia Ferreira

National Federation of Youth Associations (FNAJ)



FNAJ promoted the “Open roads for Equality” project in 2013 in the north Portugal, a co-financed project by CIG –

Portuguese Commission for Citizenship and Gender Equality – aimed to contribute in this field, based on the

implementation of concrete activities for Youth.

The project articulates theoretical concepts about:

- Equality, difference, gender discrimination, gender identity and sexual orientation;
- Ethnic /racial background, age, disability, religion and / or belief, social background and territory;
- Diversity and citizenship; roles and gender stereotypes, violence against women and against girls, violence in relationships and trafficking of human beings;
- Awareness and promotion of new social practices among youth, in a culture of non-violence and respect for human rights.

The project aims were:

- Promotion of Gender Equality, Citizenship and Non-Discrimination in youth;
- Increase knowledge about Gender Equality in youth;
- Strengthening Civil Society role as a structuring agent for Gender Equality;
- Gender Equality values dissemination through education and information;

- Gender violence prevention, including relationships violence and trafficking in human beings.

To do that, FNAJ used an Info-Bus during 2 months to work with youngster between 12 and 18 years old in schools and public places. Open Roads for Equality made 11 visits in north Portugal and received more than 2.000 young visitors. Between 4 and 6 FNAJ staff were involved in the project, participating in the Info-Bus activities.



Participatory aspects

This project directly involved young students by going to meet them in schools. The visits were pre-programmed with schools and non-formal educational methods were used to promote learning processes about Equality issues. Open Roads for Equality was a project where young people can experience different aspects related with diversity, making part in these activities:



- ▶ a) Visiting an itinerant and interactive exhibition inside an Info-Bus;
 - ▶ b) Participate in Activities and games inside and around the Info-Bus;
 - ▶ c) Workshops and Seminars for Youth and Civil Society in general.
- ▶ Concepts: Stereotypes, Preconceptions, Discrimination, Intolerance, Diversity and Equality;
 - ▶ Gender;
 - ▶ Sexual Orientation;
 - ▶ Ethnic and Racial Background;
 - ▶ Disability;
 - ▶ Citizenship, Youth and Active Aging.

Methodological aspects

The Infobus was decorated with an exhibition of 6 panels, 1 TV with videos and 3 interactive gaming tables about:

The activities were all based in non-formal education, 1-hour structured time each group to:

- ▶ Critical discussion about equality and non-discrimination after visiting the 6 panels and

- experience the 3 interactive gaming tables;
- ▶ Videos watching and collective commentary on them;
- ▶ Group dynamics about exclusion and inclusion of discriminated persons and reflection about it;
- ▶ Dissemination of materials about Equal Opportunities for All, giving teachers the opportunity to explore this issues in classrooms (debrief).

SWOT analysis

STRENGTHS	OPPORTUNITIES
<p>This project had the strength to contact with more than 2.000 youngsters about an important contemporary subject – Equal Opportunities to all.</p> <p>With different activities and approaches, everyone can easily find a way to participate.</p>	<p>This project gave FNAJ a chance to realize how young people think and act about Gender Equality and Equal Opportunities to all. This kind of information is very useful to rethink future approaches to this theme.</p>
WEAKNESSES	THREATS
<p>This campaign was too short – only 2 months with the Infobus on the road in north Portugal – so we didn't have a chance to reach more people.</p>	<p>One major thread of this activity is to reinforce prejudices and stereotypes. So, local monitoring of the activity, as well as a post-activity monitoring are mandatory. It is also very important to work before, during and after with the teachers, sensitizing them to this reality.</p>

Transferability

The use of an Infobus was a way to perform this project and this tool is transferable to many kind of projects. Also the structures and activities can be transferable and adapted to other subjects and themes.

A success story of the smart practice

A success story was to get the students to debate among themselves, that is to say, instead of being only the facilitating team to deconstruct the prejudices and stereotypes exhibited by some students, the students who disagreed were encouraged to participate in the deconstruction. This meant that not only was the process discussed in pairs, but also that discussion continued

outside the Infobus and was sometimes carried into the classroom.

What makes it in your opinion a smart method?

What makes it a smart method is that it is a non-formal learning that promotes the development of capacities, characteristics and values of young people, where they themselves are the

actors of the construction and passing of knowledge, assuming a preponderant role in their own education. In this way we promote the debate beyond the moment of awareness.

In addition, all the dynamics were designed and adapted to the needs of the students allowing, in a flexible way, awareness and learning.



Social services in library

#art
#creativity
#children
#cultural heritage

Demet Soylu

**Yıldırım Beyazıt Üniversitesi / Bornova County Public
Library**



Bornova County Public Library offers five key activities and courses on organization of shelves, plagiarism, listening and feeling sympathy, treasure hunt game, enriched reading activity.

The first activity - organization of shelves aim to enable the children to gain the competency to locate the

books in an organized way, not randomly, bring relevant topics together in accordance with visual materials in external cover, gain the theoretical knowledge in organization of shelves and perceive its importance in terms of providing library services for users, get the required perception and awareness to handle the books not only with external characteristics but with content. The activities has been based upon gamification. Gamified experience

influenced the learning behavior of the users in a positive and fruitful way during the activity and helped the participants to learn non-game context

in a gamified way. Through gamification method, children learnt how to organize the books in library environment.

Job Shadowing and Database User Training

#jobshadowing
#data
#IT

Demet Soylu

**Atılım University Kadriye Zaim Library / Yıldırım Beyazıt
Üniversitesi**



Atılım University Kadriye Zaim Library is one of the prestigious university libraries in Turkey. The library is implementing various activities in order to improve the competencies of university students and enable them to be equipped with new skills and knowledge.

Job shadowing and database training are among the activities of Kadriye Zaim University Library. Job shadowing was implemented twice between 02.04.2018 and 14.05.2018. The practice aims to create new opportunities for students to experience and get to know business world, inform them miscellaneous career opportunities in accordance with their field of interests and skills, augment their professional awareness, introduce

them with professionals and experts of the field, enable them get to know organized activities and locations, recognize various practical fields and technologies, identify the needs of Z generation and design services in accordance with these needs.

The target group of the activity was the 2nd , 3rd and 4th grade of undergraduate students studying in the department of Information Management in different universities and whose age varies between 18-25+. 17 participants attended the training in total.

16 library staff including librarians, director and volunteers **contributed** to the running of the event. The training duration is one day, it is in voluntary basis and does not need any budget. The practice is disseminated in the blog page and relevant LibGuides.

The second training provided by the library is **database user training**. It aims to enable the efficient and effective use of databases provided by the library for users, increase the qualitative and quantitative quality of the academic outputs and academic performance of the users.



Participatory aspects

Facts of method

- implemented 41 times
- 80 trainers participated (total)
- started in 2016
- target group:
 - undergraduate
 - post-graduate students,
 - academics
 - administrative staff
 - external users

whose age was 18-65+
- 300 liras (50€) per training funded by Atılım University + financial support of other stakeholders
- 45 minutes / training

Both training provides face-to-face meeting atmosphere for the participants. Participants can express their expressions and opinions. They can also make exchange ideas with their colleagues, which enables the social inclusion of participants and improves their socialization skills.



Methodological aspects

The practice is based upon interactive and reflective learning atmosphere where participants can interact with each other and exchange of ideas. Trainings have adopted user-oriented and cooperative learning method.

Evaluation

The training has been a great opportunity for participants to be informed about new business opportunities and experience business world through experiential learning. It has successfully proved to be a prosperous and educatory event in terms of using databases efficiently in accordance with the essential and core digital skills of 21st century.

Transferability

The trainings can be implemented in other universities, university libraries and public libraries, as well.

A success story of the smart practice

It has been a success story for participants. Thanks to the trainings, they were able to get to know their profession in practical terms, met professionals and experts in relevant field. It has been an excellent opportunity for them to discover their

own talents, skills and field of interest and decide upon which path they will follow in their career. Moreover, participants improved their academic capacity in terms of using databases and making efficient researches.

What makes it in your opinion a smart method?

Transferability of this method to other sectors, focusing on improving digital

and experience-based learning skills of participants is quite smart.

References

Webpages of the relevant services:

<https://atilim.libguides.com/jobshadowing/1/nisan2018>

<https://atilim.libguides.com/c.php?g=661447&p=4730238>

<https://www.atilim.edu.tr/en/library>

Tag des guten Lebens (Day of the good life)

#neighborhood
#local
#civic

**Gabriele Linde, Martin Herrndorf , Agora
Köln**



Tag des guten Lebens 2013 (photo by Marén Wirths, Agora Köln)

During the “Tag des guten Lebens / Day of Good Life”, Agora Köln, a citizen initiative, closes off parts of a changing neighborhood for cars each year for one Sunday. Thereby, a wide public space emerges for

neighborhood life, creative development, political debates or physical mobility, which is shaped and shared by citizens and neighbors.

Agora Köln (Germany), a non-profit organization, is a local citizen initiative



Tag des guten Lebens 2015 (photo by Pascal Pilgram, Agora Köln)

and an affiliation of over 130 local organizations and civic volunteers as a new kind of alliance between ecological movement, enterprises, civil society, and culture. Agora Köln is supporting the transformation of Cologne with regards to sustainable development by encouraging neighborhood initiatives to actively co-create and participate in the city's development. The initiative is legally incorporated as an association, called Institut Cultura 21 e.V.

Agora Köln has organized 'Tag des guten Lebens: Kölner Sonntag der Nachhaltigkeit' (Day of the good life: Cologne Sunday of sustainability) in **2013** and **2014** in the Cologne neighborhood of 'Ehrenfeld', in **2015** in

'Sülz' and **2017** in 'Deutz'. In **2018** the day of the good life took place in two adjacent neighborhoods 'Agnesviertel & Eigelstein' according to the motto: 'The day of the good life: The Cologne we want' (Tag des guten Lebens: Das Köln, das wir wollen).

Local "target"

As for the target group, there is a strong local focus. 'Tag des guten Lebens' (TdgL) is directed to the people in the specific neighborhood(s) the TdgL takes place in that year. Other chosen social initiatives, associations, and non-profit organizations within sustainable development and civic engagement from other Cologne neighborhoods are invited to join in. Neighbors, citizens,

and people from other places – Germany and worldwide – are very welcome to visit.

Participatory aspects

Agora Köln offers the organizational framework and the project has been **shaped by the local citizens** from Cologne and the active people in the respective neighborhood it is held in. Citizens are able to (re)claim the streets



Tag des guten Lebens 2017 (photo by Magdalena Stengel Photography, Agora Köln)

with their social and creative ideas in form of activities on the day by creating a day that shows what 'good life' means for them and how they like to shape their / our city – for 'a Cologne we want'. People can express and explore their ideas of 'a good life' in form of activities, connect to neighbors and strangers and a neighborhood can grow together over the preparing process of the project and the commonly performed day. Within the process social initiatives, new friendships and new mutual understanding with each

other and municipal authorities/practices can emerge before, during and after the event due to participating in and being involved with the project.

The practice is connected to the society in form of dealing with the **transformational thoughts** of how we do want to live together, how we are able to shape the city we live in, how to deal with future mobility / sustainability / green cities / solidarity [...] and what good life means for myself and for us as a society.

Each Tag des guten Lebens is prepared by and followed-up with **local town-hall style citizen meetings** ("Nachbarschaftstreffen"), where people can connect, prepare, discuss issues of concern to the neighborhood and start new community projects (urban gardening etc.).

The practice relies on the **activation and empowerment of the people** to take ownership of the project. It depends on municipal approvals for implementation including district administration, public order office and department of transportation, on financial support, and most of all on the willingness of the local people to participate – in the preparation & organization process before the day and on the day itself.



Tag des guten Lebens 2015 (photo by Pascal Pilgram, Agora Köln)

Methodological aspects

As planned, the Tag des guten Lebens is taking place in a **'new' Cologne neighborhood each year**. For choosing the next area, a task force carries out a feasibility analysis of potential neighborhoods before inviting all members of Agora Köln to a general meeting the members discuss and vote on the new area taking the study in consideration. Once the area is selected for neighborhood initiatives, opinion leaders and social organizations are being identified and contacted to introduce the idea to have the project take place in their neighborhood. Alliances are formed and Agora Köln starts to assemble the core organizing team of 12-14 people. A date for the event is being selected on a Sunday, preferably in summer such as in the month of July till early September in dialogue with local organizations.

From that time on, growing groups take responsibility for issues such as local finances, communication, neighborhood coordination, program planning or logistics.

The communication group sets up the underlined slogan of the year, designs flyer, poster and material for social media and a marketing campaign, as well as holding a press conference.

The neighborhood coordination team reaches out to the neighborhood and organizes neighborhood meetings for

Facts of method

- 250 participants/year (contributing own activities at Tag des guten Lebens)
- target groups:
 - local neighbors
 - local associations and social initiatives and chosen non-profit organizations
 - citizens of Cologne
- 5 times performed between 2013-2018
- About 12-14 core team members involved and about 120 volunteers
- 130 local partners
- About 100.000-150.000 visitors each year

www.tagdesgutenlebens.de



the neighbors before the day and after. A first meeting is for getting to know each other, to inform about the project, get active people involved in the process and connect neighbors with each other. Further meetings are held for getting people involved and connected, to answer questions about the process and the project implementation. It's important to inform about registration details, formal and informal code of conduct and sharing ideas of activities for the day.

Ideally, at this point the neighbors take ownership of the project supporting the core team with word of mouth and voluntary work such as the distribution

of flyer/poster, co-planning further neighborhood meetings and being active in an Agora Köln-coordinated 'free space'. The idea of a free space is to activate the neighborhood in offering a space for free/non-commercial use where they can organize workshops, lectures, social activities such as singing together, planning their activities for the day, sharing skills or being there to get to know their neighbors and build the community. It also functions as a venue for information and visibility for the public, as well as an office for Agora Köln and the core organizing team. Such a free space depends on a suitable, well located and affordable indoor space. If such a place can't be

found alternative (part-time) physical spaces e.g. a kiosk (in 2018) or others are recommended.

Follow-up neighborhood meetings will be held about 2-3 months after the event to recap the day, the process, to inform which initiatives have been formed or continued after the event and how to build and empower the community in the years to come. After each day, the goal is to establish neighborhood meetings every six months co-organized with active neighbors.

Parallel to the neighborhood coordination, the logistics team negotiates with the municipality about closing off the area for cars, getting the

event permit, organizing volunteers for the event to help at the road closure, and dealing with general logistics before and during the event. The finance team acquires sponsors and partners, collect donations – sometimes with benefit events, program planning sets up the website with communications for registration, reaches out to suitable associations to take part in the event and plans the active sites for each registered activity with the logistics team. Registration for activities at the day starts about two months before the event and close about one month before the event for activities that require free parking spaces.

SWOT analysis

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ▶ Enabling to building an empowered neighborhood community with the focus on social cohesion and sustainable & urban city development based on the core values of Agora Köln. ▶ Getting large public attention and a lot of activism for a social and sustainable change and a ‘good life’ in the city. ▶ Getting attuned within every new day project to the uniqueness of the current neighborhood. 	<ul style="list-style-type: none"> ▶ Alliances, initiatives, and lighthouse projects can shape the neighborhood substantially e.g. placemaking, positive environmental impact or inspire mobility and transport solutions. ▶ Neighborhoods where the day has taken place get to connect with each other and share same social and sustainable values to collectively shape the city of Cologne and co-create the city’s future development. ▶ Supporting people in engaging in civil-political activities.
WEAKNESSES	THREATS

<ul style="list-style-type: none"> ▶ The project has to be adequately financed (min. 50.000 €). ▶ As the event is taking place outdoors on the streets, good weather conditions are crucial for a successful event. 	<ul style="list-style-type: none"> ▶ Push-back from critical neighbors (concerns about parking space) as well as from associations, politicians, and neighbors critical of social and sustainable transformation. ▶ The event relies on approval by the municipality and its crucial departments. ▶ Too much neighborhood street festivals during the year (“not yet another one”). ▶ Commercial street festival organizers.
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Transferable aspects

- ▶ Neighborhood coordination with the strategic neighborhood meetings.
- ▶ You can adapt the selection of area (e.g. size and differentiation of closed off roads) to the specifics and feasibility of the neighborhood.
- ▶ Online registration system for the activities.
- ▶ Team- and project management structure with its departments.

A success story

To think about activities to register in 2015's, neighbors gathered around a local, neglected road crossing described as a “dog toilet”. They discussed and planned the activities for the day, bringing with them their own folding chairs and tables to the square. After the day, they regularly met at the crossing and founded an initiative to get

permanent city items of furniture such as benches and a table from the municipality. In supporting the initiative, Agora Köln and the initiative managed to get permanent city-benches and a table as well as a hedge to separate bike parking and the green area and some red currant bushes. The crossing developed into a square that is frequently used by neighbors and friends and has become a lively site for social encounters now.

A frequently told story in the initiative concerns a woman who told that before the day took place in her neighborhood she needed about ten minutes to get her ‘Sunday buns’ from the bakery. Now she needs way more time because she randomly meets and chats with neighbors she got to know because of the day of the good life.

What makes it in your opinion a smart method?

Tackling urban issues is a complex task, due to the path dependencies and the multitude of interests and stakeholders involved. The 'Tag des guten Lebens' is an example of "tactical urbanism", a method to promote urban change by working on the social fabric and the perception and relationship of people to public space.

The concept and method of establishing a car-free Sunday in a Cologne neighborhood bring people physically together before, during and after the event, engaging in social activities, neighborhood initiatives, and civic engagement.

It gets people active and aware of sustainable topics in regards to being able to shape the future of our city, our neighborhood.

The project is special because it involves collaboration between neighbors, on a small scale, and the municipality on a bigger scale. Also, the method enables people to take ownership of the project and showing and acting out what they think 'good life' means for them. New relationships and friendships can emerge; a community and new initiatives can arise, existing initiatives can be

strengthened to engage in social activities as well as in social policy. With every day, you create small neighborhood hubs sharing the same experience of planning, running and experiencing the event. These 'local hubs' can interact with each other in connecting the city's neighborhoods.

The method has been chosen because it is an important initiator to enable people to be active in their community. It is a lighthouse project which you can adapt to your city, your neighborhood, your community.

It's innovative because people can decide how they want to carry out the activities for the event. They get empowered by being trusted of the organization team that the activities are social and sustainable. Also, its collaboration between neighbors, neighborhood organizations and initiatives, the municipality and the local politics makes the method special. An integral engagement is required by many stakeholders where a mutual understanding and acceptance of each other's work ethic is needed.

Each 'local hub' emerging is intended to be supported by Agora Köln neighborhood coordinators to build on the actually incurred synergies between neighbors, organizations, initiatives and the city council.

Empowering Migrant Participation

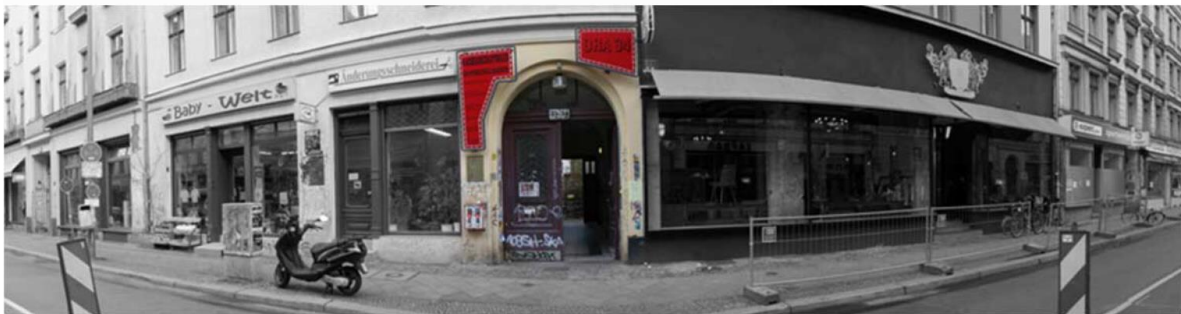
#migration
#integration
#multicultural

Hannah Heyenn, Polish Social Council
Berlin

**POL SOZIAL
NISCHER RAT**
POLSKA RADA SPOŁECZNA

HOME | DORADZTWO | PROJEKTY | W MEDIACH | ARCHIWUM | PORADNIK

o nas | dołącz | współpraca | kontakt



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Polecamy!! Legalna praca w Niemczech II mehr II
Akcja - Zapętnij polską półkę w niemieckiej bibliotece! II więcej II

Polska Rada Społeczna

Polnischer Sozialrat e.V.
Oranienstraße 34
10999 Berlin

Tel.: [0049 30 / 61451717](tel:00493061451717)
Fax: [0049 30 / 61659288](tel:00493061659288)
email: polskarada@polskarada.de

Godziny otwarcia biura
poniedziałek, wtorek, czwartek, piątek
10.00 - 16.00

terminy po wcześniejszym tel. uzgodnieniu

Dołącz



Witamy na stronach Polskiej Rady Społecznej

Polska Rada Społeczna jest organizacją użyteczności publicznej działającą w Berlinie od 1982 roku. Jej głównym zadaniem jest reprezentowanie interesów imigrantów z Polski w Niemczech. Aktualnym punktem ciężkości jest poradnictwo socjalne i socjalno-prawne dla imigrantów potrzebujących pomocy, a jego celem jest ułatwienie integracji oraz gromadzenie danych o stanie migracji w Niemczech.

With almost 2 Million people the Polish form the biggest EU Migrant group in Germany – temporary work migrants not included. As neighbouring

country with considerably lower incomes migration flow from Poland has been almost continuously positive for the last 20 years and is growing

since workers from Poland are able to take up employment in all member states from May 2011.

But the history of bilateral migration agreements between Poland and Germany extends back beyond the last century. Because of this vivid and long past the Polish community in Germany is comprised of migrants with various arrival times as well as diverse experiences and participation levels in the receiving society.

Smart Organisation - *Polska Rada Społeczna*

Formed by migrants, who took refuge in Germany during the early 1980s, this Polish migrant organisation is still working to strengthen the bridge between migrants and the receiving society today. During the founding years of the Polnischer Sozialrat e.V. / Polska Rada Społeczna (English: Polish social council) discrimination and racism against Poles was wide spread. Back then the activists aimed to disprove stereotypes and fight racism and thereby gave migrants a political home, which empowered them to speak up for their rights within the host society.

Over the years the Polska Rada has become established as a community corner stone. Still the idea of empowerment is at the center of its mission statement. Here social workers and lawyers with Polish migration background are experts on participation and empowerment through their own biographies, which sets them apart from other counselling organisations. The Polska rada counsels Polish migrants in matters of

- ▶ Social Security
- ▶ Labour Rights
- ▶ Conflicts at work
- ▶ Conflicts at home

Over 5000 consultations of Polish social workers per year take place in native language. The idea behind native language counselling is to lower the barriers for participation in a country, where migration counselling by state funded entities is by default offered in the host country's language. Additionally, native language increases trust by those seeking help and supports community building. At the same time the Polska rada offers German language courses on a regular basis to enable participation outside the community and prevent ghettoization.



Video: [VideosTGD / https://youtu.be/H4dbRi_dm5E](https://youtu.be/H4dbRi_dm5E)

Workshop „How to design projects that make our dreams come true”

This workshop was part of the larger Polish Competence Centre, a series of 36 workshops per year, running for two years (2015-2016). The Polish Competence Centre was funded by Polish State Department. The new government rejected funding for 2017. The smart programme covered a wide array of topics and target groups and aimed to contribute to the participation of the Polish community as a whole. All workshops were free of charge.

The workshop „How to design projects that make our dreams come true” is

predestined to illustrate the scope of the programme, as this workshop is encouraging participation in civil society quite directly. Applying formal and informal forms of learning, it imparts competences for participation in the receiving society. At the same time, it helps to build a social network in the receiving society in general and specific to the planned projects. Former contributes to participation opportunities, since the bigger the social network of a person, the higher the probability to take part in activities.

After an extensive round of introductions which includes project ideas, experience and expectations, the facilitator informs on, where to get

funding for social and cultural projects in Germany as well as what makes a good project. During a group phase the participants design a sample project and match it with the appropriate sources of funding.

The learning objectives are that the participants know how to design a successful cultural or social project and where to get funding for it. The reaching of the objectives is proven through the group work. In addition to the learning objectives, this seminar has the aim to not only to encourage participation, but also to increase the number of civil society projects run by Polish migrants.

Phases before and after the workshop are just as important to reach this sustainable effect on participation as is the formal content.

Before the workshop

Through inquiring the interests and integration into organisations of participants, the facilitator can choose content and incorporate special interests into the workshop design.

After the workshop

At the end of the workshop there is an informal exchange over coffee which lasts for over an hour. During this time the planning of the projects often continues informally and collaboration are formed.

In this manner participation is enabled through informal tools such as giving space for meeting collaboration partners during group work and mingling phases.

Several alumni of this workshop have successfully carried out civil society projects such as exhibitions, talks and alternative city tours.

Since "How to design projects that make our dreams come true" is contributing to the development and execution of civil society projects by migrant community, it actively supports participation of this group. With its integrated social network approach, the workshop makes a pretty strong impact for a four hour event.

KomPressJa (Com/Press/Id)

Magdalena Pająk, Wojciech Pająk,
Pastwisko.org Association

#emigration
#teenagers
#professional
orientation
#media
#regional
education



Suwałki Region known for its beautiful landscape but poor economy for young people have strong emigration patterns in the families. The idea of the project was therefore to empower young people and give some

examples of good life in Suwałki Region.

Actively.KomPressJa is an acronym:

Kom – for computers

Press – for independent journalism and new media

Ja – „me”, for selfawareness and strong identity

It's not easy to show one's loneliness. But it was necessary to come out to be empowered. So a short film was a challenge we invited all youths to take part.

The recruitment through secondary schools resulted with **10 participants** (with emigration pattern in the family or nearest friends). The main prize was the camera but all the winners were



given 6 months of interdisciplinary course – just for 10 teenagers. And another prize - new group of friends to share the life with.

Participatory aspects

New media team had a complete freedom what they want show or tell. But the inspirations came with the

relations with cultural workers. Young journalists asked the citizens on the street about the everyday street patrons, about famous Suwałki persons or architecture.

Methodological aspects

A schedule of the project shows the variety of methods used to reach the goal. Education by all senses and relations to people, nature and culture (history, architecture):

- ▶ 12 hours of journalism workshops
 - newspaper
 - radio casting
 - TV camera recording and speaking
 - mobile e-journalism
- ▶ 40 hours of computer workshops
 - graphic applications
 - blog platform
 - tools for editors
- ▶ 20 hours of editorial team meetings
 - 20 hours of editorial team meetings
 - to run the blog
 - to get the audience
 - to cwork, share responsibility, exchange experience
- ▶ 15 hours of group workshops + an individual consulting with psychologist
 - socialization/integration
 - selfawareness
 - empowerment

- ▶ 15 hours of profession advisory workshop + an individual consulting with advisor
 - *what could be my job?*
 - *what talent and limitations do I possess?*
 - ▶ 10 hours of regional education
 - *where the hell is beauty?*
 - *who wants to live here?*
 - *where is the place I feel at home?*
 - ▶ 3 DAYS of regional excursions
 - to see, touch, smell and listen to the nature...
- and human „proffessors”
- ▶ 2 DAYS of photography workshops
 - about the beauty – to find it at make it immortal



Facts of method

- **6 months** of workshops
- **10** youth participants
- budget: 19.000 €
- 1 key partner (OHP labor market institution)

SWOT analysis

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ▶ interdisciplinary approach ▶ an attractive form for young people ▶ very local ▶ “relations friendly” activities ▶ relatively cheap (when computers are available) 	<ul style="list-style-type: none"> ▶ local identity and self-awareness building brings more civic capacities in the future ▶ journalism capacities as multiplier of the result in youth environment
WEAKNESSES	THREATS
<ul style="list-style-type: none"> ▶ intensive schedule (teenagers could have a big workload from the school already) ▶ not scalable too much (intimacy needed) 	<ul style="list-style-type: none"> ▶ emigration (anyway) without return



Transferability

The project can be transferred to the similar environment. In bigger cities the

recruitment could be more difficult as the ways of entertainment are much

richer for youth people. A work in group can be also applied in schools by pedagogues and psychologists as a part of sociotherapy process.

A success story of the smart practice

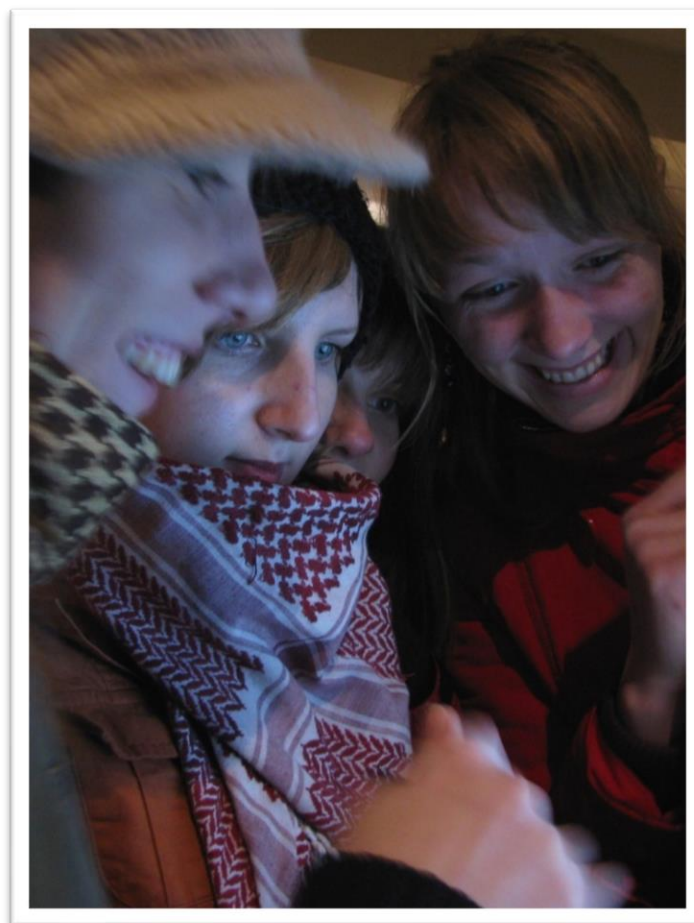
After 9 years of KomPresJa project Agata reminds:

*First I was worried that there are so many creative workshops and I am not a creative person (rather exact, logic mind). But I found out that learning IT apps is fun, easy and useful. I managed to **teach my mom** how to use GIMP for her professional posters.*

I really appreciate the workshops with psychologist and profession advisor. It was very important for me that time!

Agata works in State Sanitary Inspectorate in Suwałki. She wants to launch the Suwałki Card Games Club.

Sylwia was coming back every year, even during social working studies at university in other city. Why? She stayed the main organizer of the



Suwałki Youths Independence March every year. Now she works as a Referent in Suwałki Court.

Ela came back to work as a journalist doing news from Suwałki region for national television (about NGOs and society). She gave also lessons to teenage media fans. Now moved to Warsaw to gain some experience in new media. But she reminds:

In KomPressJa I got a first touch with media and a first thought to be a journalist.

And what about a little introverted Ania?

I learnt a lot! Tools, region, people. I was shy that time and it was very nice to meet you. I think I became more opened. And the skills were very useful later...

She became the Operation Manager of the Year of Czarna Hańcza River in 2016 in Suwałki town hall. Responsible also for cooperation of the city with NGOs. In 2017 the Specialist in Suwałki Landscape Park. In 2018 the Specialist in tourist information center and a contact person for immigrants in Suwałki. The founder of Suwałki Association of Manga, Anime, Fantasy and RPG „Dark Gild” (NGO).

What makes it in your opinion a smart practice?

It was smart because the purpose to empower was very clear from the

beginning. The target group had that need very well identified and the tools used where for that time very innovative (first phones with cameras). It was also smart because gave a lot of pedagogical feedback to our association and a “know-how” from this project (first grant, from FISE, in our history) was very useful for further educational challenges.

Such a feedback is deeper and more valuable when the relations during the project tighten and when we give the participants time to reflect. Sometimes 9 years.

Photo credits: Pastwisko.org archives

S.M.A.R.T.

Mindfulness, Awareness,
Discovery

Workshop Fair

Carola Hintz

European Geography Association (EGEA)

#workshop
#flexible
#discussion
#presentation
#active learning



Photo by [Jean Cosyn](#)

The Workshop Fair is a method that was first introduced at the Western Regional Congress in 2017, in Kiel.

Its aim is to engage participants and workshop leaders in discussion and to get people more active, both in reflecting ideas and literally moving around (which boosts thinking and keeps participants awake).

The concept works as follows: there are around 5-12 different workshops (depending on the size of the event) that put up small stations consisting of traditional posters, interactive posters in which other participants can draw or write, videos, games (no limits to creativity here) and most importantly one or more people who have participated in the workshop to present it. The rest of the participants can roam freely to see the other stations and

engage in discussions, bringing their unique knowledge (formed from personal opinion and knowledge obtained by the workshops attended) to other discussions. It is however advised to switch “presenters” who stand at the workshops, so everybody can see everything.

The workshop fair can work at any location from a single room, to a hotel lobby or outdoor spaces, only the methods of presenting needs to be adjusted. The presented media is prepared in the last workshop session before the Workshop Fair by all participants of the workshop.

Facts of method

- 120+ participants
- target groups – anyone!
- 3 times performed
- 1-2 staff involved (plus workshop leaders and participants)
- many partners from all EGEA countries

In EGEA we have 5 yearly congresses with 8-12 hours of workshop sessions, that are presented on the last day of the event within approximately one hour. After a long tradition of tiring, static lecture style presentations, done on stage by the workshop leader who had

already prepared the workshop, while the workshop participants were on stage and the rest were sitting down below listening, we decided to introduce an interactive method of learning about the other workshops. The target groups in our case were young geography students that needed a more engaging way of sharing knowledge, but this method is applicable to almost any target group, because it can be easily altered to fit any purpose.

Participatory aspects

Because the knowledge is transferred by the participants of the workshops and through discussion of the newly obtained knowledge together with participants of other workshops, this practice can be considered participatory and learner centered. Furthermore, the workshop participants go through the entire cycle of learning in a small group about the topic of the workshop (through different methods such as discussion, role play, excursions, see also: “EGEA participatory excursions”), to preparing the presentation and discussing the outcomes in different contexts and situations, which is important for holistic learning. The method is connected to society because it teaches valuable skills that are needed, especially in an international environment. Those include, but are not

limited to: listening and comprehension skills, discussion tools, presentation

skills, taking responsibility, and other communication skills.



Photo by [Jean Cosyn](#)

Methodological aspects

First of all, different workshops that will be presented are needed. For the actual Workshop Fair, there should be some media for presenting each workshop at the same time, but this can be easily adapted to the given circumstances and creativity of the participants. Of course, there should be a space to hold the Fair, but this can also be adapted to the spaces available. The method is very easy to prepare and the presentations

should be between half an hour to a maximum of three hours depending on the number of workshops and the depth of the topics. The debriefing often happens automatically through casual talk after the Workshop Fair or one can ask for feedback later on during the event.



OT analysis

STRENGTHS	OPPORTUNITIES
<p>The method is interactive, participatory, sparks discussion, engages participants, allows individuals to spend time on subjects they are interested in, is flexible in timing, space and subject and transfers knowledge in a sustainable way, ensuring participants will not forget what they have learnt in the workshops.</p>	<p>Allows for flexible arrangements and circumstances. Unique and individual outcomes of discussions and gives people space for creativity.</p>
WEAKNESSES	THREATS
<p>It might be difficult to do a follow up after the Workshop Fair because the Workshop Fair itself is already summarizing information and reviewing; challenging to reflect on certain topics and opinions.</p>	<p>It is not always predictable what the workshop participants will come up with for presenting; some language barriers might appear but through the internet and asking others those are easy and quick to fix.</p>



Photo by [Jean Cosyn](#)

Transferability

All the aspects should be transferable for different contexts and circumstances. It is especially useful when a method to share information and encourage discussions between different groups of people is needed.

A success story of the smart practice

During the Western Regional Congress 2018 in Brussels, we held a Workshop Fair in the youth hostel's lobby. The venue was very useful, because it allowed for space to stand around the stations, which were just far enough from each other to get active. My workshop group had prepared 4 posters, 3 of which were interactive for people to draw their ideal city on or write what was important to them in

“communities” and which communities they felt part of. The posters sparked discussions ranging from simple storytelling and what we did in our workshop, to abstract deep discussions of what community is, what it means to be a part of society and, because most EGEA members live in EU countries, what it means to be a European citizen in our globalized world. Because I had been in the workshop, I felt confident to talk about topics that I hadn't talked or even thought about much before, and because of the casual and open environment, I was comfortable to express my opinions.

After around 20 minutes I left my station because another girl from my workshop had just finished looking at everything. I grabbed a coffee (there's usually coffee, tea and some cookies there, because somehow it's much easier to get into discussions while holding a cup or a bite to eat in your hand), and went on a small tour myself. Other stations had prepared different kinds of posters; I got into a very interesting discussion about the mobility of the future and was able to tie in my background from the workshop that was about communities and city planning into the discussion of modes of travelling that we might have in a couple of decades. Other groups

had various kinds of games prepared ranging from memory games to quizzes and more active games, which also bonded participants in new ways.

For me it was a very successful 1 ½ hours and I'm looking forward to the next Workshop Fair at the next Congress.

What makes it in your opinion a smart method?

I think the Workshop Fair is a smart method because it engages a maximum number of participants and shifts the knowledge transfer from the workshop leader, who prepared the workshop, to

the participants, who learn much more intensively through discussion and teaching others. It can be considered innovative, because it is no longer the static frontal lecture style, but an individual experience, shaped by one's interests. It teaches not only the hard facts and knowledge, but also improves communication and presentation skills, leaving space for creativity and active learning. It can be applied in many different situations for many different target groups and brings joy to all participants.

Teaching geography with literature

#creative teaching
#interdisciplinarity
#curricula

Bernadett Csuvár

European Geography Association (EGEA)



Bernadett Csuvár presenting the methodology in Porto EDUcitizens meeting (photo by Wojciech Pająk)

The main objective of this method is to discover alternative ways to teach geography in secondary schools using pieces of

literature during geography classes.

The method has been first introduced as my Master thesis in 2017. Firstly, I conducted a short questionnaire in four classes (7-10th grade 30-35 students) to

find out what literary genres are popular among the students. According to previous surveys, fantasy series and novels are widely read in this age group and these books are full of geographical facts and descriptions. My research strengthens this idea.

Secondly, I made lesson plans about different topics according to the National Curriculum and I tested the results in these four classes. Using the fictional and non-fictional elements of these books helped students to visualize and understand geographical processes (developed and developing countries' problems, climate change, the difference between natural landscape and urban landscape etc.) and to share knowledge to each other.

The motivation behind the method was my personal experience with teaching geography. During my short and long practices, I observed different classes in secondary schools and got familiar with spectacular methods. In the meantime, I became aware of the huge lack of interdisciplinary approaches during the teaching process. Despite the fact that my students arrived at the classes with volumes of fictional literature (keep them secretly under their table) with full of geographical facts and knowledge schools do not use this as an advantage. Juvenile literature could contribute to visualize and understand

geographical facts and processes better and to develop different competencies as well. The power of literature could increase the effectiveness of understanding the world better and develop the students' social-emotional competencies and critical thinking as well.

The target groups are in my case young students between the age of 12-16. The questionnaires are translatable and the method is adaptable for various age groups in secondary and primary schools and in international level as well but you should take into consideration the local National Curriculum guidelines and your own learning group's characteristics.

Participatory aspects

Students are fully involved during the whole learning process. First of all, the lesson plans are built on the students' interest in specific books and genres of literature. The choice is in their hand via the questionnaires which are the key element before any activity. Secondly, during the classes students have many choices for example which group they want to participate and which activity is close to them. Finally, every class ended with an evaluation when they have to present their outcomes with the specific activities. The teacher is a facilitator,

keep control but do not disturb the learning process.

The books are chosen by their educational benefits but also aiming to understand processes in society better. If the expectations and students choice meets you could use books like Hunger Games for understanding the American society better or Chronicles of Narnia to experience climate change. Besides this, the whole process has its benefits and teaches many valuable skills to the students, such as listening and comprehension skills, presentation skills, taking and sharing responsibility, resolving conflicts, giving positive criticism, taking risks, staying on tasks etc.

Methodological aspects

There are many steps before you could use this method. First of all, you need to know your students/group and what you main educational aim with this activity. Secondly, you have to be aware

of the National Curriculum guidelines if it's in an official school. If it's not it is enough to know the need and taste of you students in books for keeping up the motivation. Therefore, you need to conduct a questionnaire to know which specific genres of literature are popular among them. After you have a clear view of the group needs the next step is choosing a specific book with all the geographical information you want to teach them and all of the opportunities for gaining new skills. It is advisable to make a lesson/activity plan with the list of learning aims and possible outcomes, different types of group work, tools, and devices which are needed. You should be careful about the timetable because it really depends on the group members competencies and efficiency. After the whole process, you need an evaluation session and feedback about how the whole learning process turned out, what were the strong points and what were the weaknesses

SWOT analysis

STRENGTHS	OPPORTUNITIES
<p>The method is participatory, easily adaptable, group-centered, collaborative and feedback and evaluation are the unique part of it. The teacher must be involved but the students/group members lead the learning processes.</p>	<p>Allows innovative ideas during the process from the teachers and most importantly from the students/group members. The method opens up a world of possibilities.</p>

WEAKNESSES	THREATS
It might be difficult to get every material for the lessons, and doing the previous questionnaire needs time.	Teachers need to be more collaborative than usual and they could work as a facilitator. They have to find good resources that suitable for the students.

Transferability

All the aspects are transferable and adaptable to different learning environments and circumstances.

A success story of the smart practice

During the test lessons in 2017, I have much positive feedback from the participants and from the students themselves. Students were asked to express their opinions via questionnaires at the end of the lessons.

According to the feedback, the test lessons were successful to understand geographical facts and processes better. The students felt confident in solving the tasks and were very motivated and happy to share their ideas about the topics. They also said

that they felt much more motivated and involved in the learning process because their beloved novels were in the focus. The whole lessons spark joy and excitement in the students and the end products were so authentic in many cases.

For me, all of the four lessons were very successful and I encourage teachers to change their views about their role in the classroom and focused more on their students' choices during the learning process.

What makes it in your opinion a smart method?

I think Teaching Geography With Literature is a very creative way to learn. Students feel involved in the learning process and gain many new skills as well.

Environmental Sustainability Seminar

#environmental
education
#recycling
#sustainable
development

Katherine Armstrong
Mine Vaganti NGO



This seminar is the continuity and involvement of people who work in community action for sustainable development.

It's the construction and commitment of professionals: students from the Inter-university Master program (Universities: Malaga, Seville, Granada, Cordoba, Cadiz), who are invested in the current society in all the planetary gear.

There have been more than 10 editions seminar, but in 2015 the Seminar

shifted into a more hands-on experience.

Participatory aspects

The seminar's workshops provide teachers with constructive feedback as they build their own teaching competency as the 'practice of learning to teach takes practice'. The seminar provides participants with this opportunity of "linking theory to practice" (Henry, 2001, p.24).

Methodological aspects

The seminar focused on providing teachers with hands-on activities to promote awareness among their students regarding environmental protection, to learn about our daily activities that have negative consequences on the environment so that participants could reflect on possible solutions and to allow participants to experience first hand how to use nature as a classroom. The seminar consisted on a recycling class, theatre to dramatized neighborhood problems that affect the environment and the possible solutions, informal teacher/professor discussions, Climate change and animal migration class, learning about growing a vegetable garden, poetry writing using nature for inspiration, tasting 0 km products.

Evaluation

Field & Latta (2001) are among those researchers who argue that, although the school placement (practicum) provides pre-service teachers with an opportunity to develop professional knowledge, they don't always gain practical wisdom associated with the profession. This type of seminar remind us that the practical experience provides pre-service teachers with the 'hands on' opportunity in which they develop an initial repertoire of teaching competencies, comprehend the various dimensions of environmental education experience and understand student learning.

Unfortunately, the Seminar is coordinated by different faculty each year. The methodology is not guarantee and whether teachers then implement



these lessons in their classroom is not monitor either.

Transferability



Every aspect of this smart practice is transferable as its main goal is that teachers will then transfer these activities in their classrooms. Also, the seminar can be adapted to any subject.

A success story of the smart practice

A few months after the seminar, some teachers remained in touch with me and told me about the beautiful places in the area they had found to take students on field trips. Places they did not even know existed, but during the seminar they began to research resources the community has, and some were even free.

What makes it in your opinion a smart method?

Wattiaux (2001) points out:

“good teaching is akin to weaving a fabric of connectedness between student, teacher and subject”

Teacher education programs, should provide students with “experiences from which they can construct their own understandings” (Wiggins, 2007, p. 36). It can be argued if teachers experience and engage with environmental sustainability teaching and learning constructively during their teacher education, then, they may teach constructively (Bleicher & Lindgren, 2002). When a teacher engages in environmental education with the help and support of the lecturer and peers, they construct and form their own understanding of the experience. As knowledge is a human construct, the reflection from this seminar and the reporting back to peers and lecturers are effective ways for teachers to transform education and improve student achievements. Learning occurs when there is a shared understanding and constructive feedback is given.

Teacher training for urban planning and participation

#urban planning
#in-service-training
#teacher training
#phenomenon based
learning

Heli-Maija Nevala

SYKLI Environmental School of Finland



Photo by Jouni Tormanen

SYKLI Environmental School of Finland specializes in sustainability and learning. Our ambition is to communicate and apply sustainability on a very practical level, specifically

by building working life skills with professionals in different fields. One of those fields is education: we provide in-service-training for teachers and educators on all levels

from early childhood education to high schools and vocational schools.

In the past two years, we have worked with Finnish secondary school teachers and urban planning experts, helping to build partnerships. We have trained subject teachers to use urban neighborhoods as learning environments and to cooperate with urban planning authorities in cross-curricular and participatory learning projects. This serves the interests of both schools, teenagers and urban planning. Experts reach young people, a group underrepresented in urban development. Schools gain real life learning contexts and expertise, and pupils get equal opportunities for and experiences of participation, regardless of their socioeconomic background. Young people may develop an interest and an appreciation for their environment and gain capacities and motivation to become active members of the society.

The Finnish national core curriculum is very progressive, urging schools to build such partnerships. To help teachers and other educators in their work we published a series of short videos for youth in 2018.

Participatory aspects

Participation in urban development and new types of grass root activism are a growing trend in many countries. In Finland, the citizens' right to participate in decision making is a principle well established in legislation.



Photo by Jouni Tormanen

However, engaging the public in urban planning can be challenging. The goals and time frames of urban development are complex and ambiguous, often outside the scope of everyday thinking, while most people's interests in their neighborhood are concrete and anchored in the present. This can result in conflicts. The gap is even bigger when we think about the transition to a carbon neutral circular economy, a goal highly dependent on urban development.

Furthermore, different groups of people in the society have very different assets of participation. The traditional means of participation seem irrelevant to many, especially younger generations.

Some interest groups might be very loud, even aggressive, while others remain unheard. No wonder many urban planning experts feel inconvenient, even frustrated by these challenges. Most architects, engineers and planners don't get during their education any assets to enhance participation or encounter conflicts.

Schools often use local neighborhoods as learning environments, e.g. observing and collecting data. However, they usually don't use this material for participatory purposes, or the urban development authority can't see what to do with it. To overcome this gap, they should plan interaction together.

We see the challenges of participation as a matter of communication, motivation and learning. In fact, participatory learning is closely related to participatory design.

Methodological aspects

The starting point of the teacher training is a hands-on workshop, based on playful and co-operational learning. It brings together local urban

development experts and laymen, in this case secondary school teachers of different subjects. Shared experimenting and discussions build trust and encourages co-operation, not only between schools and urban development experts but also integrative approaches between school subj

After the workshop, the teachers discuss the curriculum, looking for connections and overlapping contents and learning goals. They talk with their students, finding out what interests / concerns / annoys / cheers them in the school neighborhood. The discuss with local urban planning experts and city authorities to find out, how the school could be involved in developing their neighborhood and, in fact, help the urban development in their job.

Based on this information, the teachers plan together a learning and participation project that is rooted in the pupils' daily environment and experiences, combines a variety of school subjects, in accordance to the curriculum, and has the potential to have impact in the neighborhood



Photo by Jouni Tormanen

SWOT analysis

STRENGTHS	OPPORTUNITIES
<p>Teachers' experiences and feedback of the training were very positive. They felt that the school neighborhood and the pupils' experiences as a starting point for learning was motivating and valuable for both pupils and teachers. The neighborhood served as a concrete phenomenon on which different school subjects and cross-curricular learning goals could be integrated. They felt this type of co-operation with their colleagues was something new and rewarding.</p>	<p>Schools could help educate citizens who are motivated and capable of participation in their home town and society. Urban planning could gain valuable data from schools. Together, they can provide youth with personal experiences and insights of how our society is built and how they can be a part of it.</p>
WEAKNESSES	THREATS
<p>We still underestimated the amount of time and support that schools and urban planning authorities need in order to really overcome hindrances and cultural</p>	<p>Even if more ambitious co-operation between schools and urban planning experts and authorities was encouraged, in many cases it didn't evolve much beyond traditional forms, such as excursions and</p>

<p>differences and build genuine partnerships.</p>	<p>experts' visits to school. It seemed that, in the typical secondary school context, even cross-curricular co-operation within the school was an effort for the subject teachers. Challenges arise from siloed subject teacher education, a strong working tradition of independent teacher-individuals and the organizing of school work in secondary schools. However, many schools stated that the project served as an inspiration for further development work.</p>
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Transferability

The idea of partnership, participation and learning in urban environments can be adopted anywhere, as long as local curriculum and education system allow such approaches.

A success story of the smart practice

In one of the cities, Lahti, a city of 120 000 inhabitants in Southern Finland, teachers from participating schools agreed that they did not only want to develop project learning on school level. Instead, they decided to create a learning path from the first school year

to matriculation, building on learning and participation in the child's and youth's living environment.

What makes it in your opinion a smart method?

The method is flexible and allows the teachers to take into consideration unique local situations and the youth's interests in their neighborhood. It seeks to build partnerships between schools and local authorities and experts and to provide genuine opportunities for participation for all youth of the age group.

Monthly Theme – Assembly

#self-organization
#local community
#integration
#youth

Inês Carvalho

CREFA/Catapulta E6G



Based on a community-based CREFA / Catapult started its work with children and young people between the ages of 6 and 19 at risk of social exclusion

The monthly intervention is defined with the youth after an assembly where they can present proposals, discuss processes, design their implementation and the form of presentation to the local community their work.

Participatory aspects

The technical team facilitates the process but seeks to intervene as little as possible by seeking a democratic space for participation. What led us to start this model was based on the experience of the intervention, meaning that the young people became more involved and involved if they connect with the themes. The aim is to work on the themes and to produce final products for presentation to the community with the results of the intervention.

Methodological aspects

This methodology is based on Paulo Freire in that we must learn to do together, trying to establish the transformation of reality that mediate the young people, make them aware of their learning process. This methodology works in parts:

- ▶ Campaign for election of president, vice president and secretary of the Youth Assembly
- ▶ Youth Assembly Secretary convenes the meeting via social networks at least 48 hours before

- ▶ Assembly wheel with phases: what has been done; what went well, what went wrong, how we are as young people in our community, what do we want to change, what do we want to know, how are we going to do it? decision of the theme to work.
- ▶ Weekly team meeting with activity planning
- ▶ Design of the intervention, presentation to the group
- ▶ Intervention focused on the production of an end product
- ▶ Return work to the community through social networking and e-mail to partners.

Facts of method

- 200 participants
- target groups:
 - children
 - youths
 - local community
- 15 times performed
- 4 staff involved
- 15 partners

[More info](#)

SWOT analysis

STRENGTHS	OPPORTUNITIES
Involvement, participation, awareness, impact of intervention	Production of knowledge and final products.
WEAKNESSES	THREATS
It is sometimes difficult for young people to express themselves because they are not used to having a voice.	Young people find it difficult to express what they draw and create individual frustrations.



A success story of the practice

For us, an example of success in applying this practice and accompanying a youngster with immense learning difficulties and severe (sometimes violent) behavioral changes who at the moment is able to think up an idea, share, execute and motivate

the younger ones to do the same with him. Being able to participate in youth exchange and affirm: In CREFA / Catapult I learned to think and to see the world!

What makes it in your opinion a smart method?

It is a methodology that focuses on the individual based on the promotion of ideas development, security and learning spaces of the design logic. The young people allows to experience the experience of idealizing, designing, explaining, planning, executing and producing an end product. Staying with the ability to autonomously perform tasks and self-empower.

Network Nest Meeting

#NGOs
#youth
#identity
#responsibility

Claudia Ferreira

Porto Federation of Youth Association (FAJDP)



Since 2016, FAJDP organize House of Associations Open Day event. This activity allows FAJDP to promote Youth Associations work as well as promoting 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.



Participatory aspects

Network Nest Meeting is an important moment because it allows Youth Associations to actively participate in House of Associations management. We embrace this activity because it's important:

- ▶ 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.

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



SWOT analysis

STRENGTHS	OPPORTUNITIES
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.	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.#
WEAKNESSES	THREATS
This specific meeting only runs once a year.	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.

Transferability

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.

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!

A success story

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

participate. It is a work still in progress born in 2018 Network Nest Meeting.

What makes it in your opinion a smart method?

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.

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

Magical Wish Box Social Responsibility Project

#genealogy
#equality
#integration
#IT
#family

Demet Soylu

Yıldırım Beyazıt Üniversitesi



The project aims to alleviate the traumatic situation of these disadvantaged children and enable them to meet in the same platform, feel empathy for each other, reveal their

oppressed feelings and identify them.



Magical Wish Box is a social responsibility project including the children of 15th July martyrs and ghazis from Çankaya, Altındağ, Pursaklar, Keçiören, Mamak, Etimesgut, Yenimahalle, Kahramankazan counties, whose age varies between 9 and 13. It was supported and funded by Ankara Development Agency, Ankara Yıldırım Beyazıt University, Bolu Geredeliler Cooperation Organization and Digit-al Magic Youth Group. It was designed as two-day children festival which had interactive educational, social and cultural activities such as Interactive Library Games, Living Library, Professional Lego Workshop, Interactive Digital Workshop, Story-telling Activities, Traditional Turkish Children Games, Psychodrama Games, Music and Dance Activities, Animation Movies Session.

Within the frame of the project, disadvantaged children were trained through non-formal methods, use of games such as SANGALA and Legos and they had the unique opportunity to interact with each other in a reflective and refractive learning atmosphere (Medeni and Medeni, 2012).

Children were enabled to interact with each other and trainers.

Participatory aspects

The practice is based upon interaction, reflection and non-formal methods which facilitate the easy inclusion of children within the educational atmosphere. Participants are engaged in team-building activities, theatrical activities, psycho-drama activities, outdoor activities, ice-breaking games, warm-up games.



Methodological aspects

Activities, games, exercises, dynamics embedded within the cultural and educational festival are engaging the participants in the active learning process. Cooperative learning, process-oriented learning, student-centered approach has been adopted.



Evaluation

The practice successfully enabled the children to meet in the same platform and interact with each other. They took part in Interactive Library Game and learnt the importance of organizing books and collections in the library and how to organize the books in accordance with the library guidelines. In Living Library game, children listened to the trainers telling historical stories and depicting them in a vivid way, which helped them to gain historical awareness. Professional Lego Workshop enabled the children to reflect their inner world to the Lego Design, improve their imaginary and design skills. Digital Workshop augmented the computer and digital literacy skills of children through specially designed game, SANGALA. Psychodrama games helped to identify the psychological problems of children. However, as the event took place only for two days, it has been quite challenging to solve out the problems of children. Also, the practice has proved to be a good opportunity for children as they got to know university atmosphere and met academicians, gained recognition and awareness about university. Their families, relatives accompanying also had the chance to observe the activities performed. The support of municipalities in Ankara for

the educational festival has contributed to the dissemination process.



Transferability

Curriculum can be used for students attending state and private secondary schools and primary schools, public libraries providing children with the opportunity of training.

A success story of the smart practice

Thanks to the success of the practice, children had the chance to attend a variety of activities based upon digital workshops, technology, social interaction, psychodrama games, library games. They have gained new literacy skills and improved themselves. They met other children who have been experiencing the similar psychological problems and they reported their positive feelings and attitudes about the event.

What makes it in your opinion a smart method?

Integration of digital workshops and social events and use of miscellaneous educational methods and tools encouraging creative abilities and minds of children have contributed to the implementation of the smart practice. Activities sparked the interest of children and got them interested and involved. It can be said that participatory educational and training atmosphere, seamless learning environment, combination of community, space, context and use of artefacts have made this practice a smarter one. Another point is that thanks to the digital workshops, students had the chance to get to know Web 2.0 Tools and Web 3.0 Semantic Web Tools.



Follow up (sustainability)

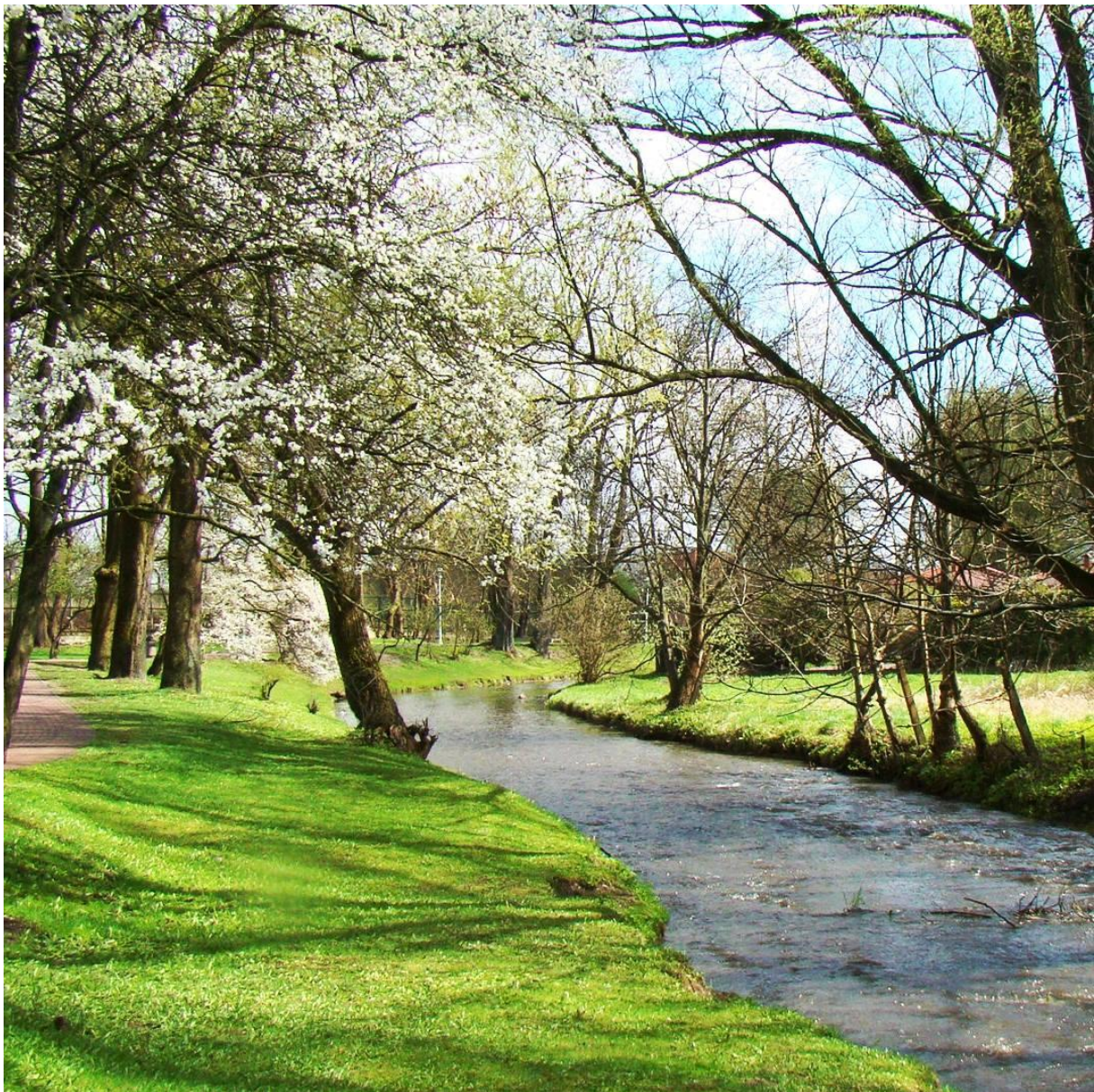
In order to enable the sustainability of the project activities, important steps were taken. Success story of Magical Wish Box Project has led to the initial ideas of establishing a Children University in Ankara by Ankara Yıldırım Beyazıt University. In accordance with that, curriculum, educational program and methods of Children University have been prepared and negotiations are being made with possible partners in current circumstances



Year of Czarna Hańcza River

#environment
#ecology
#policymaking
#nature

**Wojciech Pająk, Pastwisko.org
Association / Suwałki City Council**



In 1976 two first landscape parks were created in Poland. They were Suwałki Landscape Park and Wigry Landscape Park in north-eastern Poland. To commemorate this fact, 40 years later, the members of City Council in Suwałki took a resolution about the Year of Czarna Hańcza River. That is the river that joins these two parks and go through Suwałki city.

Goals of the Year were:

- ▶ Joint promotion of the region with the common river,
- ▶ Empowering the role of Czarna Hańcza in citizenship identity building of Suwałki city.

The main role of the river in sustainable development of Suwałki was already stated in City Strategy for Sustainable Development until 2020. But the trigger for celebrations came from the teenagers projects related to the river and from the anniversary.

The river theme used to come back in many school projects but still Czarna Hańcza was more a nationwide known kayaking route than an important



Deputies to Children and Youth Parliament 2015 from Suwałki (source: [Facebook](#))

landscape and entertainment element of the Suwałki city.

The project of new boulevards by the river were on the desk of urban planists that time, waiting for better time to get funds to start river's revitalization.



Justyna Toczyłowska's river/flower project (source: [Youtube](#))

With such a perspective some teens took the river in their hands and made it nicer place to visit on their own.

That was a big mandate for the City Council to accelerate the efforts related to Czarna Hańcza's revitalization.

Facts of method

- **35** events and associate actions in 8 months of 2016
- **11** meetings of Comitee consisted of:
 - City Council members,
 - The representatives of muni-cipal institutions,
 - The officers of the town hall,
 - National parks' representa-tives,
 - The river amateurs & lovers.
- target groups:
 - citizens
 - tourists
- budget (municipal): 23.000 €
- more than 20 local partners (including schools and kindergartens)

More on Facebook page:

<https://www.facebook.com/rokczarnejhanczy/>

Participatory aspects

Participation of citizens was on the basis of all the challenge. Actively everybody could have introduced the ideas to the

organization comitee. And all the cultural and social events were broadly opened to the public. The variety of these events prepared by the partners ensured that everybody will this year "touch the river" and have a chance to start a relation with this a little hidden but natural and beautiful part of Suwałki city.

The logo for the Year of Czarna Hańcza has been selected through the open contest. The winner was an artist from Spain, born in Suwałki:



The logo by Jolanta Mazurczyk Tavera

The art contest, city walks, theatre events, bike hikes, workshops, lectures and many more had a participative formula. That was one of the biggest successes of this practice but very difficult to measure (no lists of presence nor tickets).

The participation of nature and culture related institutions with town hall officers gave also new know-how and



Weaving the river - workshops

the network of professionals that can work together further for the common good of the river and local community

Methodological aspects

Thanks to great engagement of cultural institutions and "Nie Po Drodze" Artistic and Social Activity Association (NGO) the mixture of ideas related to the river was very fruitful and gave many pedagogical results among children, youths and adult citizens and tourists.

The list of most active partners of this events is a great illustration of this palette:

- [Suwalski Ośrodek Kultury](#)
- [Stowarzyszenie Aktywności Społeczno-Artystycznej „Nie Po Drodze”](#)

- [Biblioteka Publiczna im. Marii Konopnickiej w Suwałkach](#)
- [Muzeum Okręgowe w Suwałkach](#)
- [Ośrodek Sportu i Rekreacji w Suwałkach](#)

and jubilee parks:



A flower in the ice cube - workshops



- [Wigierski Park Narodowy](#)
- [Suwalski Park Krajobrazowy](#)

Plenty of schools, kindergartens and associations of seniors also had a great input into the success of the Year of Czarna Hańcza River

SWOT analysis

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ➤ easily applicable in any (more or less) natural river environment ➤ flexible budget and scale (2017 was the Year of Vistula River, mostly in Warsaw) ➤ participative methods ➤ synergy effect in the steering committee (wide expertise) 	<ul style="list-style-type: none"> ➤ great chance to build a nature related partnerships ➤ long lasting results of educational impact (including local identity) ➤ good region's and city's promotion nationwide
WEAKNESSES	THREATS
<ul style="list-style-type: none"> ➤ needs bigger budget for wider impact on environmental changes (cleaning and revitalizing the river) 	<ul style="list-style-type: none"> ➤ if the river is not cleaned before the reception of open events could be bad ➤ the goals of the celebration could be not clear for every stakeholder



Transferability

The project could be transferred to any city, town or village community where the river is a visible part of the landscape. The other means and needs are easily scalable.

It can be also applied as a 100% civic initiative but without local authorities' support the networking of institutions could be not as effective.

A success story of the smart practice

The Year of Czarna Hańcza River initiative has been spotted by the officers the Podlaskie Voivodeship Marshal's Office (regional authorities) and submitted as a good practice of community-driven river conservation

contest organized every year in Poland by Gaja Foundation. It was accepted and Czarna Hańcza had its own campaign for the title of the River of the Year 2016. The contest's result depended only on Facebook voting of the rivers' lovers.

In this nationwide contest Czarna Hańcza has won with the biggest Vistula



river. Gaining over 5000 fans voting via Facebook the river was announced the most beautiful and cared river of Poland

in 2016. It was a big prize for all the citizens and tourists that loved Czarna Hańcza for its beauty and natural advantages.

The prize was handed in during the International Tourist Fairs which meant a free wide promotion for the river and the city all over Poland. Another prize was awarded by jury to Suwałki local authorities for the best river-caring actions undertaken that year.

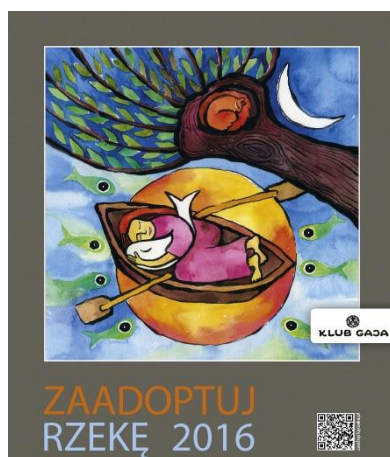
What makes it in your opinion a smart practice?

It is smart because of its participative character clearly related to the common good. It engages people of any age. Clean water is today a human right but

the awareness that the one from the river is not as clean as the one from the tap in our houses is still not big. Education by practice is the best way to start the change – first in minds, later in common decisions taken to preserve the water and natural river environment of local community.



Photo credits: Wojciech Pająk and Anna Szulc



S.M.A.R.T.

Action, Engagement and
Empowerment

Fishbowl Discussion

Swen Schmitz

European Geography Association (EGEA)

#discussion
#participation
#engaging
#structured
#diverse

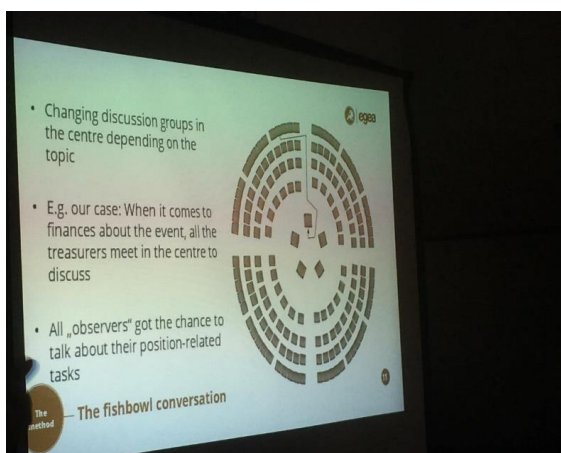


The Fishbowl discussion is a method to lead and organise group discussions and include as many participants as possible. The method is widely known and used in different participatory events such as conferences. It was first used in EGEA during the

‘Intercultural Dialogue – an European Adventure (IDEA)’ seminar in 2013 and slightly adapted and applied at the ‘Contact Person Training’ event in November 2017.

The method is aimed for any group discussions with at least 15 participants. A circle is created with some chairs in

the middle, where speakers have to sit. Depending on the current topic of the discussion, participants from the outer circle/audience can step up and join the conversation in the center.



Participatory aspects

It is key to create an environment where every participant can contribute to the topic. Participants from the audience are allowed to step up and join the discussion in the center whenever they feel that they can contribute to the current topic. A moderator leads the discussion and makes sure that all aspects of the topic are covered. With a wide range of aspects inside of the topic, participants with different backgrounds and expertise are invited to give insight from their perspective.

An open, inclusive and active discussion environment is created, which focuses on one topic at a time and makes it easy to follow for the audience.

Facts of method

- Discussion method for participants with different backgrounds and expertises
- 23 Participants:
 - 4 different countries
 - Age 19-29
 - Students
 - Young people
- 1 Trainer/Moderator

Methodological aspects

A circle with chairs is built up for the audience. In the center of the circle are 4 or 5 chairs for the discussion, depending on the size of the group. A moderator needs to prepare the different aspects of the topic, so that she/he can lead the discussion properly. Additionally, somebody is needed to instruct the group and explain the rules of the method.

The moderator should set a time limit before the discussion starts. When time runs out, she/he summarizes the content and closes the discussion

SWOT analysis

STRENGTHS	OPPORTUNITIES
The method is easy to set up; it doesn't require extra materials. It is very inclusive and encourages an active, diverse, open and creative discussion without pressuring individuals.	Depending on the group, the discussions can be very creative and innovative. Due to the fact that every individual from the audience can participate, there is a wide spectrum of input for the topic.
WEAKNESSES	THREATS
The follow-up might be difficult, as it is only summarized by the moderator at the end of the set time. A lot of work lays on the moderator, as she/he has to be informed about the topic beforehand, has to lead the discussion and has to do the follow-up.	There might be some shy individuals, who still do not feel comfortable speaking in front of others and that could delay the progress of the discussion.

A success story of the smart practice

During the 'Contact Person Training' event in Iglis/Innsbruck, the fishbowl discussion method was introduced in a slightly adapted way. The topic was to find ways of cooperation between different associations and stakeholders and organise a large fictional event together. The participants had fictional positions in their organisations which were all connected to different tasks. The discussion was first started unmoderated without any instructions. After a couple of minutes it was interrupted by the moderator and he asked the participants for the progress of the discussion. Many participants

expressed their voice and said it is not going well, so a change was needed. The moderator then explained the fishbowl discussion method and gave clear instructions about the next one and a half hours. He also started leading the discussion and touched on every topic, which was related to a fictional position covered by several individuals of the associations.

The discussion became a lot more structured and efficient. Every individual of the group was included at one point during the conversation and everyone could contribute to the fictional organisational process.

The participants found it a very good way to organise and structure a group

discussion. The outcome might be fictional, but it was more about the soft skill aspect of learning.

What makes it in your opinion a smart method?

The fact that, with this method, it is possible to collect many different ideas which makes it unique and valuable. With the inclusion of many participants, it can create an open environment of informal discussions that leads to a lot of input from different individuals. The low pressure, but highly engaging circumstances encourage participation, focus, creativity, diversity and activeness. The efficiency of the fishbowl discussion method is what makes it unique. Conversations in larger groups are structured, organised and properly led.

The outcomes include opinions, statements and conclusions from a wide variety of participants.

EGEA Mentoring and Project Coaching Programs

#mentoring
#coaching
#alumni
#networking
#learning

Lukas Bösl

EGEA Training Committee Representative



Mentoring and coaching practices in EGEA, 2017

The EGEA Mentoring and Project Coaching Programs are two practices conducted by the Training Committee of the European Geography Association. The EGEA Training

Committee is the group responsible for promoting soft skill development among the association's members and



EGEA mentoring project (EGEA Training Committee 2017)

also responsible for conducting member development programs.

The EGEA Mentoring and Project Coaching Programs both aim to empower EGEA members in achieving their personal career goals. This is accomplished by connecting them with experienced members and EGEA Alumni. The mentors / coaches provide support and guidance on the requested topic.

The EGEA Project Coaching supports the association's members on any kind

of goal within the organisation. It may be to develop and implement a new project, to organise an event or to take a leadership position. The coaches are experienced current members or young alumni who possess many years of experience in leadership positions within EGEA.

The EGEA Mentoring Program connects current members with EGEA alumni and provides support for university or occupational career aims. It may be advice on possible occupation opportunities, sharing of experience

when moving or working abroad or guidance when entering the job market.

As an international association with 3000 current members and 30 years of experience in international youth work, EGEA has a strong network in almost every European country and the EGEA alumni community includes professionals from various professional fields. Yet this potential has not been fully used for a long time. The knowledge gained while actively contributing to EGEA, and in the years after, has only been passed onto younger members to a small extent.

Both programs aim to close the gap of knowledge transfer and to strengthen the connections between experienced / former members and new members.



Mentor and mentee meeting in Hanover, 2018 (photo by Jirka Konietzny, EGEA)

The EGEA Mentoring Program was launched in January 2017 and is currently in its third semester of implementation. The EGEA Project Coaching was launched in February 2018 and is still in its pilot round.

Participatory aspects

The practice is highly participatory. Both mentoring and coaching require active participation by the mentee. Both processes are based on the personal aims of the mentee and during the process these aims are followed by the mentees being requested to participate and to fulfill the assignments set in the mentoring / coaching sessions.

Both programs are also highly relevant for the participants' later contribution to society. Student associations like EGEA provide great learning opportunities on how to participate, how to get engaged and how to develop projects in an international environment. With the help of the Project Coaching Program, students learn how to successfully organise a project in an international environment. The Mentoring Program provides great opportunities for the mentees to build up a professional network when entering the job market or even before.

Facts of method

- 25 participants
- Target groups:
 - university students
 - members of international student associations
 - young professionals in Geography related fields

Methodological aspects

The core elements of the practice are the meetings of the mentoring / coaching tandem. Yet the practice includes more.

The mentees are asked to set personal aims at the beginning of their mentoring / coaching and those aims are followed up during the mentoring. At every meeting the tandem decides on concrete assignments as next steps for the mentee and at the beginning of

the next meeting the assignment will be evaluated.

The mentors and mentees meet on average every two to three weeks online and during the mentoring process the personal aims can be changed.

The EGEA Training Committee evaluates the Mentoring Program every six months in separate online meetings with mentors and mentees. The first evaluation of the EGEA Project coaching took place in May 2018.

SWOT analysis

STRENGTHS	OPPORTUNITIES
<p>The learning opportunities fit highly to the needs of the participants as they can choose the topic of their mentoring / coaching.</p> <p>The practice enables learning on both sides; mentors / coaches and mentees all learn and develop skills.</p>	<p>The programs provide learning opportunities beyond national and cultural borders and provides students and young professionals the opportunity to learn from role models with various backgrounds.</p> <p>Experienced / former association members have the opportunity to stay engaged in a</p>

<p>Both programs are easy to implement and can run without any financial support.</p>	<p>senior position, allowing them to pass on the experience they gained. The Project Coaching is an effective and easy way to implement HR programs for international student associations, providing the opportunity to foster knowledge transfer between different generations.</p>
<p>WEAKNESSES</p>	<p>THREATS</p>
<p>The practice requires a pool of available and suitable mentors / coaches. As the program participants are located in different European countries, personal meetings between mentors / coaches and mentees are not easy to organise.</p>	<p>As the mentors / coaches are not required to have an education in mentoring / coaching the support provided might not be as professional as hoped for. The program is based on volunteer engagement, therefore it is possible for the participants to end / interrupt their engagement at any time. As all communication takes place online, the monitoring of the program is more difficult.</p>

Transferability

The practice is transferable to any kind of student association. NGOs with a different structure might still be able transfer the aspect of personal one-to-one consultation / mentoring for their youth work.

A success story of the smart practice

When the Mentoring Program was launched in January 2017 it could not be foreseen how big the interest in such a program would be and how long the participants would be working with each other. By now the Mentoring program is

well established within EGEA and we receive new applications for mentees every semester.

Not only did 100% of all mentees recommend the mentoring program on the last evaluation round, but one mentee from the first round of the program has finished her own mentoring program and has applied to become a mentor herself.

What makes it in your opinion a smart method?

The practice had been chosen to illustrate how NGOs, especially student associations, can utilise the potential of

their alumni community to empower youth to actively participate in society.

Mentoring and Project Coaching provide a triple win situation. The mentees receive the opportunity for mentoring / coaching on their personal aims. The mentors / coaches can stay connected to their former association and pass on

the knowledge and lessons learned. For the association it's an easy way to support their members with their personal aims, to get them prepared for leading the association, to keep alumni included and to strengthen its valuable network.

CIRCULA

Circular Economy and Entrepreneurship Game

#circular economy
#sustainability
#play
#entrepreneurshi
#collaborative
learning

Heli-Maija Nevala

SYKLI Environmental School of Finland



Photo by Manu Hakala

Circula Game was designed to inspire Circular Economy and Entrepreneurship learning.

The game played in a workshop setting, and it is aimed for high school and vocational school students as well as universities of applied science. It was developed by SYKLI Environmental School of Finland, in cooperation with

Facts of method

- 100 participants
- Target groups:
 - Vocational students
 - High School Students
 - Students of Universities of Applied Science
- 5 times performed
- 5 staff involved

their partners. The game, accompanied with pre and post workshop activities and a teacher’s curriculum, is published and disseminated on national level.

The learning tool aims to familiarize young people with circular economy, and to empower them in shaping their personal future and a sustainable future for the world. The game also teaches entrepreneurship and demonstrates opportunities to create value and livelihood in a sustainable way.

In the game, players make teams of 4-5 students. Guided by game rules and playing cards, they set to explore their personal characteristics and skills, learning to recognize and appreciate their different strengths. Combining the team members’ capacities and material resources provided to them in the form

of playing cards, they set to start a circular economy enterprise. The material resource cards include excess materials and goods, useless to their previous owners.

The goal is to create a business that helps solve environmental and/or social problems, uses resources in an innovative, sustainable way, and is profitable. To inspire and encourage them, the players learn from existing circular economy enterprises and business models.

Along the way, the teams get different challenges. They also have to cooperate with other teams and share their resources – whether material assets or personal capacities – to obtain their goal.

In the end, the teams pitch their business ideas. They are asked to demonstrate how their idea is helping to solve problems and explain why it is circular economy. The teams get feedback, either from a professional jury, or from other teams in a structured and supportive way.

Participatory aspects

The method is learner-centered and helps participants to identify and value their personal capacities while also cherishing those of others. The game setting provides a framework for



Photo by Manu Hakala

learning and cooperative innovation, where the participants can act with a lot of freedom, developing their own ideas. The teacher's role in the game workshop is to facilitate the game, encourage the teams and guide reflection of the game and learning results.

The method has been developed with JA Finland's (Junior Achievement Finland). The players are encouraged to move forward with their visions after the game, e.g. by creating their own JA business in one of JA Finland's entrepreneurship education programs.

Methodological aspects

The game consists of a game board, game rules, four sets of playing cards (skill cards, personal strength cards, resource cards and chance cards), and circular economy flyers, introducing real life circular economy enterprises and business models. Printable materials are available with no cost, and the teacher can print them or have them printed professionally.

Furthermore, there is a teacher curriculum with icebreaking activities, variations to the game, as well as pre and post activities. Pre-activities include easily approachable materials, such as videos and quick tests, to orientate the players into central themes, sustainable consumption, circular economy and entrepreneurship. The game workshop itself takes about four hours.

Feedback

The feedback from students and teachers is very positive and enthusiastic. The game provides the players with encouraging visions of a sustainable future, with concrete opportunities for action by both business and consumers. It brings together sustainability education and entrepreneurship education goals and actors.

To bring good learning results, the participants should orientate to the central topics before the game. The teacher must be willing to step out of their traditional role. The workshop takes a relatively long time (several hours).

We are planning to mix the game with real life, e.g. using real excess materials from local companies as a starting point, or helping a local business find opportunities to shift to circular economy. This kind of approaches will be piloted in Autumn 2018.

Transferability

The game is designed to be easily available and adaptable to different groups of students. Furthermore, the game materials could be translated to other languages and make them available in other countries.

A success story of the smart practice

The game has been designed iteratively, with numerous pilot groups

during Spring 2018. Some of the groups have consisted of students with difficulties in their studies and in their personal life. However, they participated all day enthusiastically in the workshop and achieved very nice results. Their teachers were very satisfied, and a little surprised, with their commitment and the outcome.

What makes it in your opinion a smart method?

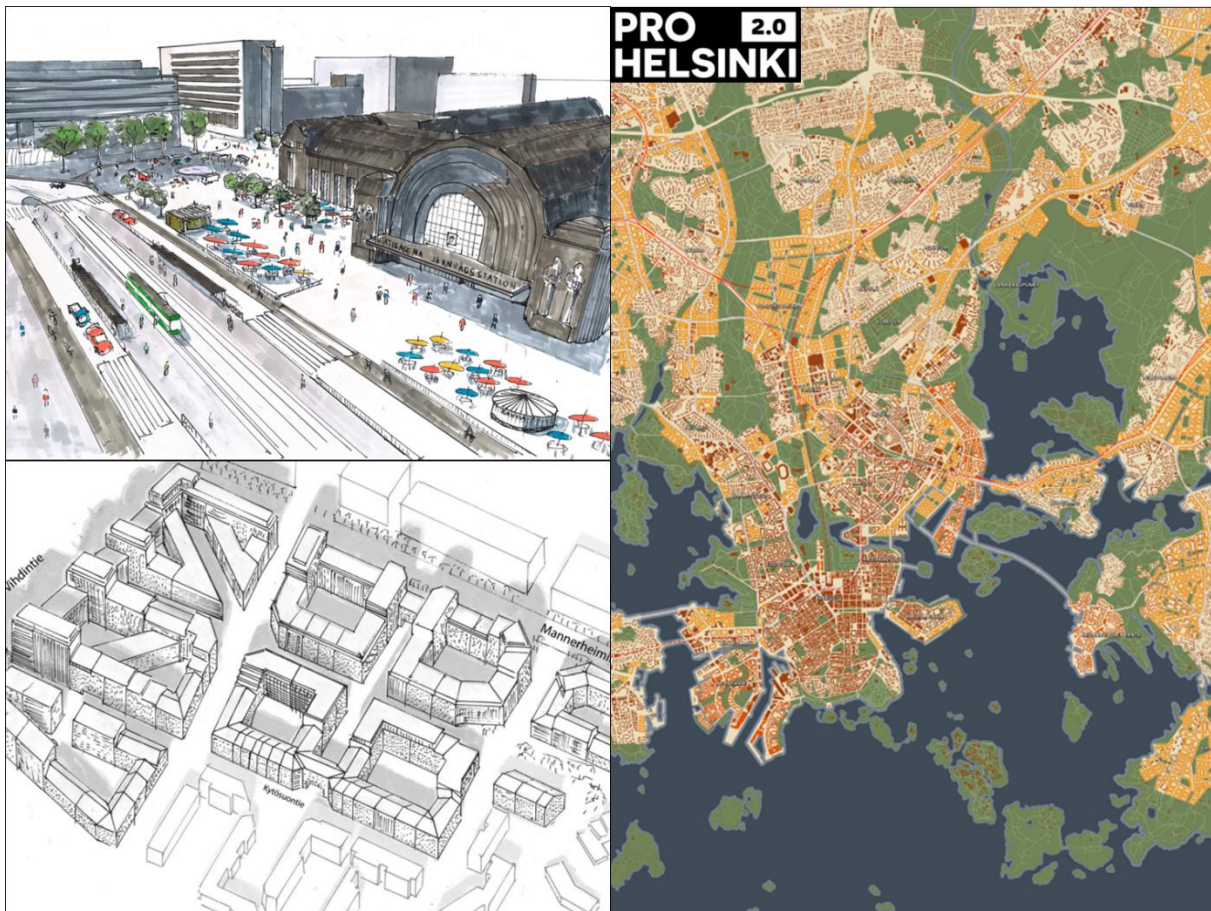
The ecological crisis causes emotions of concern and powerlessness. The game helps the players to gain more optimistic visions of future, with a realistic alternative for production and consumption patterns. Active participation in the game arises emotions and a sense of connectedness, which is known to lead to better learning results. The experience can empower the participant to adapt more sustainable behavioral models.

DIY Urban Planning

Timo Hämäläinen

blogger (www.urbanfinland.com)

#urban planning
#learning by doing
#do-it-yourself
culture



DIY planning materials. Images by Niilo Tenkanen and Urban Helsinki.

Do-it-yourself (DIY) urban planning is a method that grassroots movements can use to overcome the barriers of public participation in the

urban development context. In essence, it is the work of drafting urban plans (visuals and text) that are similar to official documents and plans,

publishing them for public discussion in relation to the real plans, and using public exposure to begin a dialogue with planners and decision makers.



Photo by Antti Auvinen

The forerunner in to use this method in Finland is Urban Helsinki, an independent group of seven urbanists who have created numerous DIY plans. The group's flagship project from 2014 is [Pro Helsinki 2.0, the alternative master plan for Helsinki](#). The project was featured in multiple media outlets, widely endorsed by the public, discussed among politicians, within the planning profession, among researchers, and other grassroots actors.

Participatory aspects

The creation of Pro Helsinki 2.0 was a highly interactive process that required the involvement of various stakeholders

beyond the core team. The contents of the plan needed to be co-created with the urbanist community to ensure they endorse the ideas and have a feeling of ownership, and various interest groups (e.g. environmentalists, strong NIMBY groups, and chamber of commerce) needed to be involved to see that the plan is not in conflict with their interests. The plan was also made in dialogue with the urban planning department, which was working on the official Helsinki master plan at the same time, to keep the DIY plan synchronized with the official planning process. After the plan was published there was a process of public involvement to validate the plan and do corrections where necessary. Also, a long period of idea exchange with a variety of actors began.



Photo by Jan Ahlstedt

Methodological aspects

The work process for creating Pro Helsinki 2.0 was to gather in occasional work meetings and then separating to work each member on their own on agreed elements of the project. Between meetings a Facebook group acted as the primary discussion platform. Each member was assigned to work on elements that reflect their previous expertise or interests, allowing

them to develop their skills. At the meetings together (and otherwise) members had the chance to learn from

Facts of method

- 7 staff involved
- working mostly online

the work of others (e.g. geographers how architects work and so on).



Photo by Myyrmäki-liike

SWOT analysis

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ▶ Low-cost and effective way of participating in city development ▶ Endless opportunities for developing and learning skills ▶ There is a tangible result/outcome (the plan) that proves application of skills 	<ul style="list-style-type: none"> ▶ Projects are engaging and stakeholders are willing to assist and/cooperate easily ▶ Media and other high-profile actors find the approach interesting and may promote it
WEAKNESSES	THREATS
<ul style="list-style-type: none"> ▶ Requires some prior understanding of a specialist topic (urban planning) ▶ May be difficult to begin on your own (a team/various skills required) ▶ Takes a lot of time ▶ Based on voluntary work and there is little framework (not a structured process) 	<ul style="list-style-type: none"> ▶ Other grassroots groups may find some aspects threatening to their cause and they can begin working against your project ▶ Due to unorganized nature of the group, the process is fragile and any unexpected event (e.g. a member loses interest) may halt the work ▶ Outside world finds the work is not representative of something (topic varies) and choose to ignore

A success story of the smart practice

Following the completion of Pro Helsinki 2.0, it has been needed to be showcased and disseminated at various events and to different audiences. Besides connected to my studies at university, I had little needed to do public speaking. But Pro Helsinki 2.0 has given an opportunity to do it on a regular basis and this has helped me improve my skills in conveying a message in a presentation and in public

speaking generally. Currently I get invited to speak professionally at events or act as a moderator.

What makes it in your opinion a smart method?

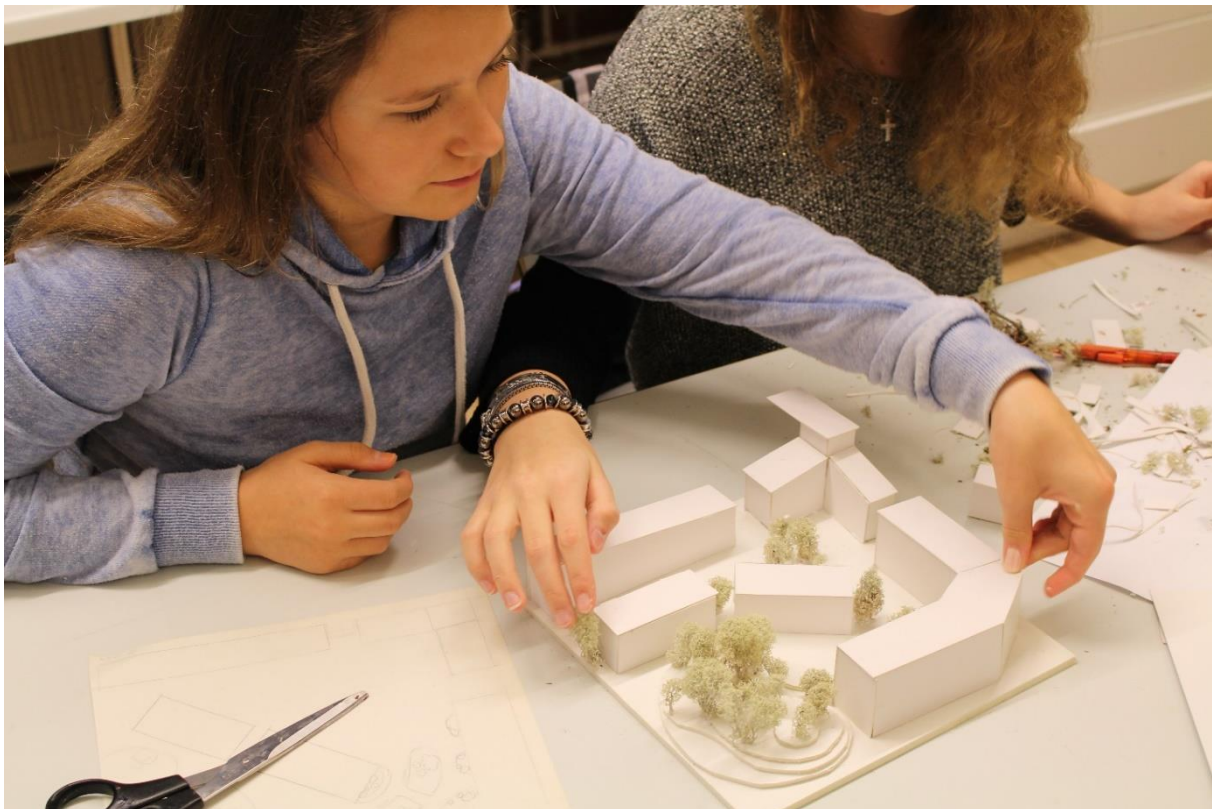
DIY urban planning is a great method for exploring and learning about the world of urban planning at your own terms. It is learning by doing and trains practical skills as well as improves your knowledge base. Plus, you can influence the future of your city.

Architecture and the build environment as a multidisciplinary module

Eeva Astala

Arts Promotion Centre, Finland

#urban planning
#cross-curricular
#phenomenon
based learning
#architecture
#transversal
competence
#integrative



The new Finnish basic education curriculum emphasizes interdisciplinary teaching and phenomena-based-learning. Participation and life-skills are also

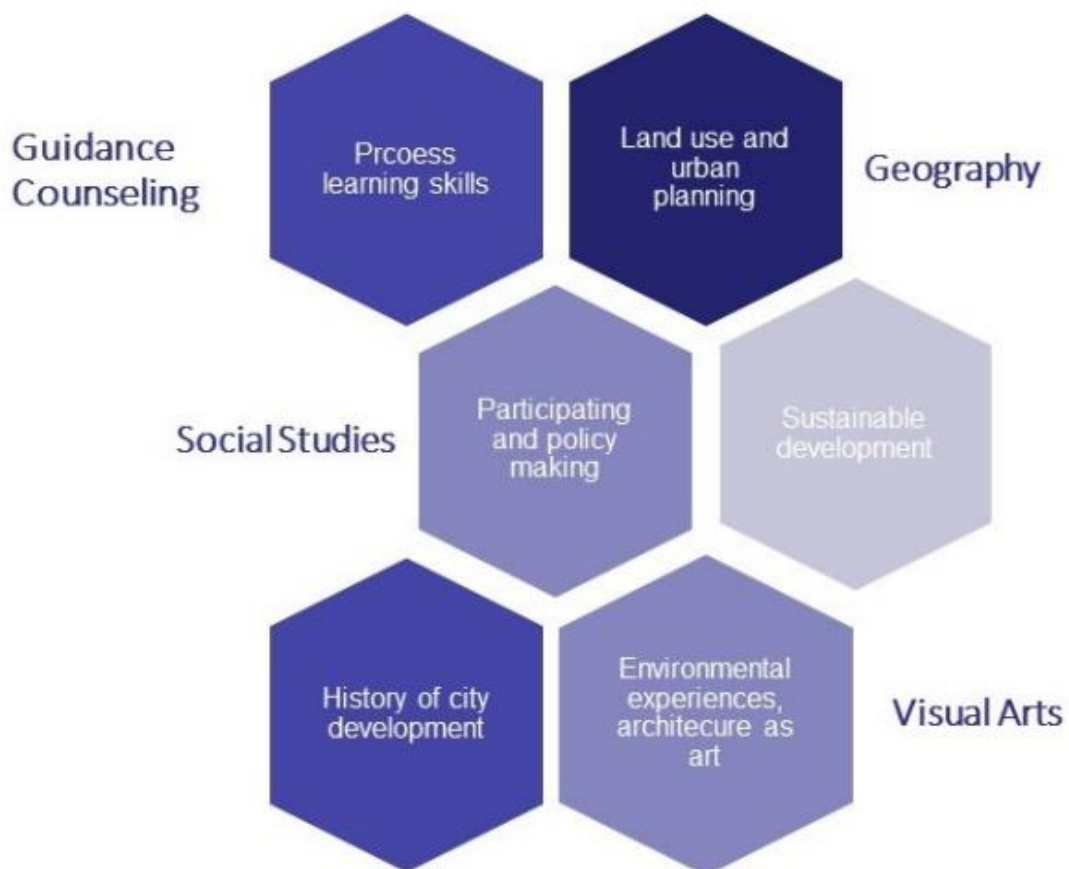
important – learning not for school but for life!

A multidisciplinary module is a new mandatory way of teaching in schools: Every student takes part in at least one module per year. The clue is that the pupils study a specific phenomenon from different points of views of different school subjects.

Architecture and the build environment is a great cross-curricular subject, because it is so interdisciplinary thing to begin with. Architecture is about science, history, social studies, and arts – the whole world.



In this project the key idea was, that instead of teaching about things related to the build environment separately in every subject, we put all the contents on the table and constructed a new kind of teaching / learning project.



The project was conducted in collaboration with selected schools and the urban planning offices of 4 different cities in Finland in the years 2016-2018. Each project was from 20 to 30 hours long, depending on the school.

Participatory aspects

In the project the design task in hand was always a real urban planning case in the city. Before starting the project in schools, we contacted the urban planning office to find out in which planning challenge they would like to participate the children and youth in. A real-life case brought the structure for the whole project. It made it easy to discuss many of the issues related to the different school subjects' curricula.

During the project, the schoolchildren were in contact with the planning officials and the discussion was ongoing. The idea was to participate pupils in real life planning situations and to make local governance listen and comment on the pupils' ideas and questions.

Methodological aspects

The learning process followed the planning process of an architect. First, the students researched the background, then analyzed their research findings, brainstormed ideas

and came up with a plan. They worked the same way an architect would, if he / she was given a planning task / assignment.

Firstly, the students were told about the whole project, its goals and how it is going to play out. Then they started a period of research – they examined old maps and got to know the history of urban development both in Finland and in their own city.

Then they got to know the urban planning processes of today and also how to take part in the planning. They for example interviewed the planning officials or and read news articles. The pupils learned to read real documents. They also visited the site, documented it and experienced it with all their senses.

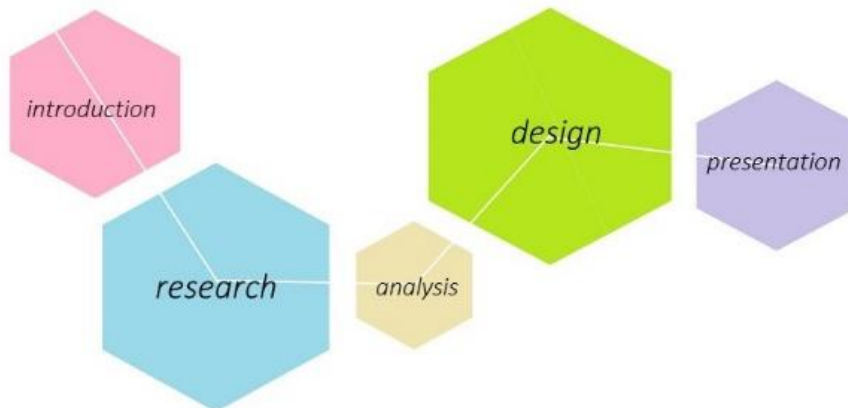
Then they gathered all the data and brainstormed ideas. The ideas were made real, readable and understandable through the planning



and visualizing in ArchiCAD or through scale model work. The results were presented in a fair or an exhibition – the

planning officials of the cities came to talk with the kids to exchange final ideas, thoughts and feedback.

The learning process simulated the design process of architects



SWOT analysis

STRENGTHS	OPPORTUNITIES
Taking part in a real life design challenge is motivating for the pupils. Working with professional urban planners gives new kind of expertise to regular schoolwork.	Through a design challenge pupils can learn about design thinking: Gathering interdisciplinary information and coming up with structured, justified solutions connected to real life problems is rewarding.
WEAKNESSES	THREATS
A project like this takes time to plan. A cross-curricular project that involves outside help (the planning officials of the city) takes more effort from teachers.	Although the design task should be quite open, it is important to guide the pupils through the process and give them smaller tasks to keep the project going. Teachers in different subjects need to stay connected. Lacking structure is a thing to look out for.

Transferability

Contacting your own city's planning officials and suggesting a participatory project with children and youth is a good way to start! Keep it real – it is important for the pupils to know that the design challenge they are asked to take part in is real and actually, an issue the city officials are struggling with. Work with colleagues from different backgrounds: The build environment is connected to different kinds of school subjects – bring out the best of it by working in interdisciplinary teams.

A success story of the smart practice

"If I now see a building out there, I realize that it just didn't come out of nowhere, but there were all these plans and surveys made."

Tomi 14 yrs

"Good urban planning is good for the humanity and so on. It helps people and creates better living conditions."

Musab and Vinski 14 yrs

These comments that were said after a project in a school in Helsinki state that the pupils participating in the project learned what the purpose on urban planning is, why it is important and why / how to take part in it. Understanding about the society and one's part in it is lesson for life – not just the school.

What makes it in your opinion a



smart method?

Through architecture education (and participatory projects linked with real urban planning challenges) children and youth:

- ▶ learn to see and experience their environment more intensively and learn to appreciate their surroundings.
- ▶ gain knowledge about their build environment and how its being planned – they also learn how to take part in planning.
- ▶ learn creative design skills.

With all this – they are more willing, more understanding and more able to participate in the processes of development of the build environment now and in the future

La Nuova Villa Trabia

Antonella Contini
Palermo Youth Centre (PYC)

#youth
#inclusion
#creativity
#volunteering



Video by *PYC Palermo Youth Centre*

Some young people from Palermo, united by the desire for participation and sharing ideas, decided to create an informal group of people and

associations to engage in the care of the common good.

The association presented a redevelopment project named "La Nuova Villa Trabia". The project was approved and The Factory and CSF, the two main associations, decided to take the first steps for the birth of Palermo



A study visit of EDUcitizens participants in PYC (photo by Antonella Contini)

Youth center. In May 2014 the Palermo Youth Center was born, the self-financed and youth-managed Youth Center in the city. The Youth Center was managed by a group of 30 volunteers aged between 20 and 30.

Participatory aspects

The Palermo Youth Center is an aggregation center managed by young volunteers. They carry out activities targeted at young people and inspired by ideals of solidarity, voluntary work and integration.

The associations decided to take advantage of a public space of historical value, Villa Trabia, with the aim of valorizing a piece of local history and at the same time offering young people an opportunity to aggregate and develop their skills.

The PYC involves various youth associations that share the values of care for the common good and active participation. The partner associations make use of PYC's spaces as a staging ground to meet and plan together concrete initiatives to bring about social change in our community.

SWOT analysis

STRENGTHS	OPPORTUNITIES
<p>The main strength of the practice originates from its being rooted on a bottom-up process of cooperation among youth entities concretely engaged in the community. The participatory dynamics which characterize the use of the PYC (which is carried out in cooperation with other local entities sharing a core of community-engagement values) makes it a highly inclusive initiative and ensures a constant take-up of the dynamic needs and instances rooted at the community level.</p> <p>The practice is also established in a location (Villa Trabia) carrying a recognized historical value, thereby enhancing the identity and the easy identification of the PYC at the level of the community.</p>	<p>The participatory management arrangements and operation arrangements characterizing the PYC may be extended to encompass more organizations representative of the multifaceted civil society in Palermo.</p>
WEAKNESSES	THREATS
<p>An aspect of weakness is connected to financial sustainability, further compounded by the volunteerism characterizing the service of human resources within the PYC, which may hamper the continuation of its operation in the longer term.</p>	<p>No immediate threats can be identified. At the same time, financial/administrative issues leading to the change of hands of Villa Trabia and/or problems connected with unavailability of human resources (mostly volunteers) may possibly emerge in the future.</p>

Transferability

The experience can be transferred to different urban realities wherein issues of requalification of historic spaces (as Villa Trabia in Palermo) are present and

a landscape of locally-committed association/groups are seeking for opportunities to revitalize the foregoing spaces through offering joint socially-oriented initiatives.

Citizens science

Angela Marongiu
Mine Vaganti NGO

#science
#inexpert citizens
#collect data
#research



Citizen science is an approach that allows public participation in science.

The Oxford English Dictionary defines Citizen Science as a scientific research conducted by members of the general public, often in collaboration with or under the direction of professional scientists and scientific institutions. The term was first defined in the mid-1990s by Rick Bonney in the United States and

Alan Irwin in the United Kingdom. Alan Irwin, a British sociologist, defines CS as "developing concepts of scientific citizenship which foregrounds the necessity of opening up science and science policy processes to the public".

From 2016 to 2018, Mine Vaganti NGO implemented the project "[Together for Tavolara](#)" using the Citizens Science approach.

The project was born out of the need of raising awareness about the importance

of native plants and animals and the



dangerousness of invasive species in the Marine Protected Area of Tavolara - Punta Coda Cavallo (Sardinia), enhancing active participation in the field of environmental protection. The best way to reach this important goal is to involve actively citizens (youngsters and adult) in the conduction of scientific research and monitoring of the protected area, guided by experts. After the research and monitoring activities, experts verified data collected by common people and used these data to monitor the health condition of the sea

and the beaches. The project "Together for Tavolara" involved three different target groups: students from secondary schools and University, citizens of the surrounding area and tourists who visited the area for the first time.



Video by [Under Mediterranean](#)

Participatory aspects

Citizen science is described as a **participatory monitoring** and **participatory action research**. In the present smart practice, the participation of nonscientists guided by scientists/experts in the process of gathering, using and interpreting data is fundamental. There are different levels of citizen participation in citizen science. In fact, the citizen acts first as a sensor, then as a basic interpreter and finally contributes to problem definition and data collection and analysis in collaboration with scientists.

Methodological aspects

Citizen Science approach has been used in the project “Together for Tavolara” in the following way:

1. THEORETICAL PART: the experts of the Marine Protected Area provided training to explain the scientific process of data collection and technical terms. The tools used were: slideshow presentations, pictures, videos, simulations with technical tools;

2. PRACTICAL PART: the experts guided the citizens during monitoring and scientific data collection activities. Different actions were implemented: snorkeling, diving, cleaning of beaches, eradication of invasive alien species (IAS);



3. DEBRIEFING: after each activity, the experts summarized the main points of the activities together with the citizens.

4. EVALUATION: the data collected by the citizens were then verified by the experts before inserting them as official evidences in the GIS Platform.

SWOT analysis

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ▶ The possibility to involve inexperienced people in scientific data collection, contributing to science in a fun and easy way; ▶ Collection of a huge amount of useful data for the experts; ▶ Transfer of scientific knowledge to common people; 	<ul style="list-style-type: none"> ▶ Enhance active participation of the community ▶ Raise awareness about environmental protection ▶ Empowerment of common people;
WEAKNESSES	THREATS
<ul style="list-style-type: none"> ▶ Misidentify rare or alien species 	<ul style="list-style-type: none"> ▶ Errors made by citizens in data collection

Transferability

This participatory approach can be used in different research disciplines and

issue areas – such as science and education, arts and humanities, health research. Moreover, citizen science approach can be used with different target groups: children, youngsters and adults. In fact, a specific background is not needed.

Facts of method

- 500 participants
- target groups:
 - students
 - citizens of surrounding area
 - tourists
- 15 staff involved
- 5 partners

A success story of the smart practice

Participants, adults and students, had been involved in different actions (snorkeling, diving, cleaning beaches, monitoring marine environment) in which they had collected scientific data. All the activities had been very useful and they were strongly appreciated by the participants who were interesting in learning important information about the places they see every day but from a different point of view. For many citizens, this was the first opportunity to

see the seabed and to discover the multitude of marine species. It was also interesting to see the reaction of many students when they discovered that many plants in the beaches, even if very beautiful and vivid, are invasive species and are very dangerous for that specific ecosystem and they had to be eradicated.

What makes it in your opinion a smart method?

The Citizen Science approach is special for many reasons. Not only because scientific methods are used with inexpert people in an easy way, but also because it has a strong impact on the participants. Being directly involved in scientific activities make the participants feel more active. As a consequence, they are more sensitive about environmental problems and more careful to the environmental protection.



Young Ambassadors for Sport and Volunteering

#sport
#volunteering
#youth
#healthy

Angela Marongiu
Mine Vaganti NGO



“Young Ambassadors for Sport and Volunteering” (YASV) is a small Collaborative Partnership in the field of Sport started in May 2017. The project, coordinated by Mine Vaganti NGO, aims at disseminating the Education Through Sport methodology in Europe.

The project, lasting a total 24 months, promotes volunteering in Sport, equal opportunities and awareness of the importance of healthy lifestyle through increased participation in sport for all. The main work phases, dedicated to local actions, are related to the promotion of sport culture and raising awareness about the importance of being physically active, and the promotion of volunteering, its values and its benefits for society.

YASV engages 4 organization from Italy, Bulgaria, Poland and Denmark, creating a team of 20 Volunteer Sport Ambassadors, which operate on local level with the support of the organizations.



Context analysis

The involvement of volunteers in sports is a key factor to the success and long term sustainability of sport clubs, organizations and events. Sport organizations and clubs all over Europe play a crucial role in encouraging and engaging people to get physically active. Unfortunately, the level of civic involvement in voluntary activities related to sport is still low. An EU Barometer survey indicates that generally only 7% of the EU citizens are engaged in volunteering activities in sport.

YASV activities involve students from 14 to 18 years old. The activities are implemented in different schools and in different countries.

Participatory aspects

YASV foresees the direct involvement of volunteers in Sport activities in two steps. As first step, volunteers had been trained by experienced trainers during the International training course in Bulgaria at the end of May 2017. The training course contained sessions on delivering workshops, principles and values of volunteering in sport but also it served as a team building practice between teams of ambassadors. As second step, volunteers have acted in first person. They have planned and implemented local activities to promote Sport and Volunteering in schools, youth centers, local associations.

Methodological aspects

Sports combined with NFE methodologies is an educational instrument of youth / adults/ NEET / migrants' development and inclusion. The use of NFE and Sport is a good tool for education, social inclusion, mutual understanding and leadership. Sport elements are educational vehicles for improving social competences, soft skills and learning skills. The project YASV foresees 2 main events:

- ▶ Training Course for 20 Young Ambassadors in Bulgaria

The international training of the teams of ambassadors had the aim to fully prepare them for operating on local level during the project duration and afterwards. The teams of young ambassadors had benefit of an international training, delivered by experienced trainers/ experts in the fields of sport, volunteering and youth work. The ambassadors were trained regarding how to use Non Formal education and Education through sport for work with other youth, youngsters with

fewer opportunities and NEET etc.

- ▶ Local events promoted by YASV Ambassadors

After being trained during the international TC and being prepared for the project activities to be held on local level in each country, YASV ambassadors started to plan and organized local different activities to promote Sport and Volunteering.

SWOT analysis

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ▶ The possibility to involve different target groups (children and youngsters) ▶ Activities can be organized easily and can be addressed to a large number of people. 	<ul style="list-style-type: none"> ▶ Transfer values such as social inclusion, integration, volunteering, healthy lifestyle in a practical way.
WEAKNESSES	THREATS
<ul style="list-style-type: none"> ▶ Participants can show low interest in the activities at the beginning because they usually don't play any sport. 	<ul style="list-style-type: none"> ▶ Low participation in the activities (rarely).



Transferability

The use of sports combined with NFE methodologies can be easily transferable to any target group and can be implemented in any country. In fact, most exercises of YASV do not foresee an age limit. This approach is open to individuals of all ages (youngsters and adults). It is always necessary to adapt the exercises to a specific age group and people with fewer opportunities.

What makes it in your opinion a smart method?

YASV is a project that wants not only to promote voluntary activities in sport, but also to link sport activities with social inclusion, equal opportunities and awareness of the importance of healthy lifestyle. The idea of creating a team of 20 Volunteer Sport Ambassadors which operate on local level with the support

Facts of method

- 20 Volunteer Sport Ambassadors +around 60/70 participants per local event
- target groups:
 - students from 14 to 18 y.o.
 - youngsters with fewer opportunities and NEET15
- 10+ local events in each country
- Staff involved:
 - 5 ambassadors per country
 - 4 staff members (1 per country)
- 4 partners from 4 countries:
 - Mine Vaganti NGO (Italy)
 - Bulgarian Sports Development Association (Bulgaria);
 - Regional Volunteer Centre of Kielce (Poland);
 - Tik Volley (Denmark)

of the organizations, is a good way to enhance the peer relations between all ambassadors and the collaborating organizations from the different countries and allow them to share best practices and to implement them at a local level.

Capacita.te – Local Training Plan

#youth training
#municipality
#local youth
policy

Claudia Ferreira

**Porto Federation of Youth Association (FAJDP) & Porto
City Hall Youth Office**



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 “Enable Yourself” or “Capacitate”, giving the idea of “To Train” and is the answer for the Local Training Plan developed by Porto City Hall Youth Office and executed by FAJDP.

Portuguese Young people feel - too often - that political decision-making

structures are working away from them. This felling includes local power structures as City Halls as well.

Through training sessions, and with close involvement of local power agents, 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.

Participatory aspects

Since 2015 we have planned, together with the Porto City Hall, a Training Plan for Youth, Youth Workers and Associative Leaders. 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...

Methodological aspects of smart practice

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.).

- ▶ In 2017, the Capacita.te plan was about:
- ▶ 11 March: Leadership and volunteer management
- ▶ 29 March: Communication in Youth Association
- ▶ 03 April: Project management with young people
- ▶ 08 April: Accounting for Youth Associations
- ▶ 19-21 May: Capacita.te Boot Camp
- ▶ 04 October: Gender Equality / No Discrimination



- 21 October: Basic life support
- 11 November: Europe and world mobility

Last year, in the middle of the Plan, we had the Capacita.te Bootcamp activity.

During one weekend, in Baião (Porto district but more a rural area rather a city), a group of young people (with and without knowledge about Youth Associations or Youth Policies) and a team of FAJDP and Porto City Hall

facilitators, were together to work about Participation, Citizenship and what role Youth Associations can have to promote it.



SWOT analysis

STRENGTHS	OPPORTUNITIES
This Training Plan is open to everyone who wants to participate, without need of specific background.	Promote the exchange of knowledge between different groups of people – specially during the Bootcamp – is an opportunity to share different points of view.
WEAKNESSES	THREATS
Only 7 or 8 hours of training per theme is not enough time to explore and experience everything.	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.

Transferability

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.

A success story of the smart practice

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 met him in these activity – to become a Community Facilitator in a specific project for youth, promoting peer education.

What makes it in your opinion a smart method?

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.

This Training Plan is a smart method because it involves youth with formal

city hall politicians and support people. It also involves non-formal education approaches with formal themes as Youth Policies. And, in the end, involves Youth with different backgrounds who can share different knowledges.



EUrbanities Empowering Citizens through Game Based Learning

#jobshadowing
#data
#IT

Krisztina Keresztély,

Comparative Research Network



EURBANITIES is a pedagogical
method developed in the frame

of a three year-long
transnational project financed

by the ERASMUS Plus program between 2015 and 2018. The main objective of the project has been the realization of a game-based pedagogical curriculum for empowering civil participation in neighbourhood level development.

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

1) Construction of a set of local experiences representing different situations of citizen participation in European urban neighbourhoods.

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

entire development process and its outcome.

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

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

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

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

1. Our Neighbourhood's Heroes: a handbook containing 20 stories of

existing experiences in local participation.

2. Eurbania game: an online serious game to be used as an educational tool but also individually as a storyline for neighbourhood participation.

3. Eurbanities Training Handbook: the description of the learning method based on the use of the two previous materials.



Eurbanities – a learning method based on participation

Eurbanities method is generally targeting all citizens willing to intervene for a positive social change in their neighbourhood by providing them general knowledge and practical

support for planning and implementing their actions. More specifically, three modules of the learning method have been worked out targeting three different target groups:

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

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

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

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

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

- ▶ Gamification or game based learning is a process that itself generates participation. Gaming does not only let educators to transfer information to the learners in a funny and playful way. Gaming in itself teaches participation through the following elements:
- ▶ Interactivity: certain board games or video games are based on the interaction of players who have to find common solutions or compromises in order to achieve a goal.
- ▶ Strategy making: Games teach us how to take risks, how to deal with the consequences of our decisions and how to sum up and reorient our actions.
- ▶ Evaluating/Monitoring: Gaming is a permanent repetition, offering the possibility of experiencing different scenarios, different solutions for the same challenge. Repetition permits the consolidation of the mastery.

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

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

The main pedagogical elements of Urbanities curriculum

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

As identified by Wikipedia, "Blended learning is an education program (formal or non-formal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace." The use of blended learning method in teaching can vary from the use of digital tools in a classical face-to-face teaching environment through the variation between online and offline teaching till

the more classical online courses. Depending on these variants, blended learning might be a way to support individual learning (permitting to the students to use the digital tools in the frame of online courses) but it might also be used as a form of participatory learning when, in the frame of a class, the digital tool is shared between the students (learners) and the teacher.

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

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

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

B: Youth educators and teachers in formal education: this module is designed for civic education in the frame of classical teaching environment. It concentrates on the transfer of concrete conceptual and

practical knowledge related to local democracy, local development and participatory processes.

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

The modules vary according to the main expectations related to the learning outcomes as described above. Four main components are identified and used in different ways or with different intensity in the three modules.

1 - Introduction to the concept of participation for social change in neighbourhoods

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

when the learners are in general aware of the concepts and processes.

2 - Role play

Once the main concepts clarified, the learners will be led to discover the concrete challenges of citizen participation in neighbourhoods. The aim of this part is to help learners to identify themselves with one specific case, either by using their own experiences or by using the experiences described and analysed in the handbook. In order to do this, a role play is organized, when the participants are divided in groups, each group forming an NGO preparing a strategy for the defense of the cause selected from the book. In the first part of the

role play the participants will present their strategies in front of a commission simulating the main stakeholders in the city (the mayor, the NGO sector, the private sector and the media) and, independently of their results, they will fail because of the intervention of an outsider, an investor who will offer a better opportunity to the mayor. This artificially generated failure provokes a shock for the participants who are then invited to take part in a training aiming at empowering their skills of self-organisation and strategy making. Through this shock, the training intends to simulate the often fragile situation of local NGOs face to other, more powerful stakeholders in cities.



Screenshot from the Eurbania game

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

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

3 - Blended learning with Eurbania game

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

from their lived experience. The sections cover the main activities of participatory processes as revealed by the experiences analysed in the beginning of the Eurbanities project as follows:

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





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

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

Between the four elements, the third (blended learning) and fourth (reflection on the exploitation of the learning outcomes) are compulsory parts of the Eurbanities training,

whereas the first (introduction to the concepts) and second (role play) are optional, according to the needs of the learners. In the case of some of the elements of the training, Eurbanities curriculum also proposes variants and extra activities such as:

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

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

SWOT analysis

STRENGTHS	OPPORTUNITIES
<p>The method is constructed on the base of solid, commonly validated facts linked to participation and co-design. The training is based on existing experiences analysed according to a grid and method identified by the partners. The training has been tested several times in various publics before the creation of the final curriculum.</p>	<p>Eurbanities project is based on three pillars such as:</p> <ul style="list-style-type: none"> a) Research; b) Storytelling, gaming and other participatory processes; and c) Non formal education. <p>The project outcomes can therefore be used for a wide range of purposes, and in a wide range of public, permitting also the combination of methods and objectives (for instance those of traditional research with storytelling) leading to real innovative results.</p>
WEAKNESSES	THREATS
<p>As most of the serious games, Eurbanity game can rather be used as a storyline supporting the curriculum whereas its use as an independent game is more limited: the financial and organisational limits of the project did not permit the creation of a game with a large number of variants.</p>	<p>The target group of the training has been consciously identified to be as wide as possible as the topic itself concerns practically all citizens. This is the reason why the curriculum offers different modules and variants to be used according to the needs of the specific learning groups. The identification of the target group is therefore a task of the trainers before each training. Some misuse of the training elements might occur in case if trainers cannot identify the adequate elements of the curriculum for a given learner group.</p>



Transferability

Eurbanities method has a wide transferability. First the combination of social research with storytelling and gaming can be used in any projects aiming at bringing research closer to citizens. Further the use of real existing stories/experiences gives scientific credibility to both the game and the training curriculum. This method could

therefore be useful in the construction of any training curricula dealing with diverse challenges of our societies, such as migration, land use, climate change etc.

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



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

Eurbanities – a method for participatory education

As a method targeting citizens and local communities, Eurbanities clearly

represents the main aspects of participatory education.

The method's main innovation is the mixed use of different approaches such as social science, storytelling and gaming. In this way, Eurbanities learning tool is based on a solid knowledge, approved by participants representing a different backgrounds and perspectives related to social change.

Temporary Culture House

Agnieszka Dragon, "Nie Po Drodze"
Artistic and Social Activity
Association/LIFT Project

#art
#international
#DIY
#neighbourhood

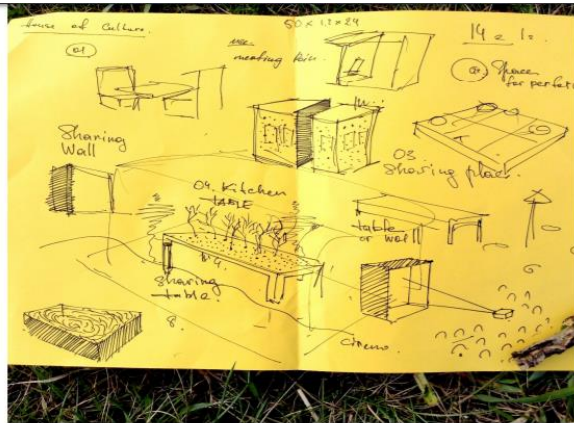


The Temporary Culture House was a 2-weeks community art and participatory project in the North District of Suwałki, Poland. The aim was to temporarily build pavilion and recycle scene with a program of workshops, events and activities. In the same time it

was a Youth Exchange between "Nie Po Drodze" and Lift.project (Yaroslavl, Russia). What was possible and what happened from this match?

The reason of these activities were:

- ▶ to empower local community through artistic activities
- ▶ to reclaim the common place



brainstorm

invite local actors

inform the neighbours



hands-on involvement



▶ to exchange good practices

activities in the neighborhood with local activists, partners and residents.

How was it done? "Nie Po Drodze" made a diagnosis and summarized previous

They also found a good partner to exchange the knowledge and inspirations, especially about DIY architecture.

webpage, social media page. The result was extraordinary!

Participatory aspects

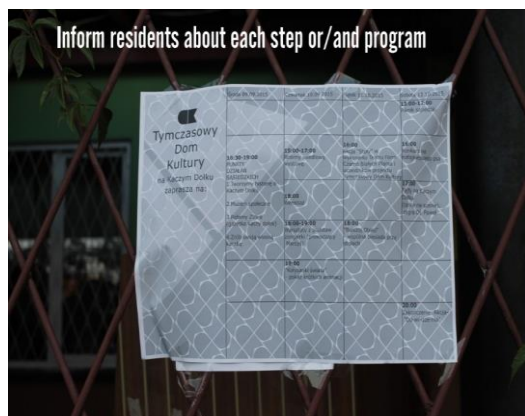
Methodological aspects

A temporary culture house could be called a method itself. It is a



The residents were invited to cowork and participate in every activity. Because of the complex structure of the project a complete information and many communication channels had to be prepared: posters, radio announcement, invitation card,

constructive variant of Hyde Park method. Such a standalone pavilion is a shelter, photo studio, gallery, chess or board game table, cinema screen and an object for any other purpose that was invented and designed by and with local community.



SWOT analysis

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ▶ gives a good insight (local diagnosis) ▶ open structure of the project (cooperation and participation as a main goal) ▶ variety of activities that could be processed with citizens ▶ surprise in the landscape – “wow” effect ▶ empowering by DIY philosophy 	<ul style="list-style-type: none"> ▶ artistic pattern of the meetings can bring further reflection ▶ open stage can be a basis for talent development ▶ very attractive topic for media
WEAKNESSES	THREATS
<ul style="list-style-type: none"> ▶ temporary (well, yes, temporary!) character of the construction in the neighborhood landscape 	<ul style="list-style-type: none"> ▶ language barriers ▶ non-standard cultural offer can bring frustration to people that got used to standard cultural activities ▶ needs some professionals or experienced DIY constructors to build the safe and cosy house

Transferability

The project can be transferred to the similar environment – a neighborhood with an open space and some culture-oriented volunteers and animators.

A success story of the smart practice



Dominik was a student of architecture in local higher school. He joined the project as a volunteer, worked from the initial phase till the end of the project. For him this international and local meeting of other ideas, of people needs (functional, usable objects) was a real adventure and a first step in professional specialization. He is now keen on social issues as an architect and always ready to help other NGOs in such a projects.

What makes it in your opinion a smart practice?

It was smart because the participation was a process - starting with a small gift (a common picture or a cinema entertainment) and finishing on construction works and taking care of the house later. Next year there was a nice group of stakeholders ready to participate again in another

Facts of method

- 2 times performed
- ca 50 participants for each edition:
 - children & youths
 - students of architecture
 - adult architectures, animators
 - elders
 - other neighbors
- minimum 1 international partner and many local non formal relations



S.M.A.R.T.

**Reflection, self-learning and
experience**

EGEA Open Space

Valentina Vrhovec
EGEA Ljubljana

#self-organization
#open invitation
#blank agenda
#purpose driven leadership



Group Discussion at the EGEA Annual Congress 2017

EGEA Open is a session conducted during the Annual Congress of the European Geography Association for students and young Geographers.

This session is based on the Open Space Technology facilitation method and aims at creating an friendly and

inviting environment for 200+ participants to express and contribute to each other ideas. The session has become a tradition for EGEA Annual Congresses since 2009.

As most of the european associations for youth, EGEA organises an annual congress designed as a platform that encourages its members to learn, participate and cocreate. We have identified that an event with over 200

motivated new and experienced participants is a good opportunity to make them brainstorm creative ideas that potentially bring improvement and new projects to the association.

We decided to use the Open Space Technology due to several characteristics of the method: its versatility in terms of the number of participants (from 5 to 2000), the open invitation for all to participate and there is no need for a preliminary agenda. Other than that, the method is a very

good fit for solving complex issues, real or potential conflicts or when some topics need urgent attention.

Participatory aspects

The Open Space Technology is a participatory method by offering the possibility to different levels of involvement. Participants can propose topics or ideas for the discussion, they can contribute to other people's ideas or they can choose to just listen and give their brief feedback to the group.



Congress EGEA Open report presentation at Annual 2016, Switzerland

The smaller groups format allows participants to take different roles by leading, moderating, contributing or by listening to the discussion. Giving the

chance to propose topics in a group of motivated same-minded young people that have concerns about environment, intercultural dialogue, cultures,

democracy, tolerance, personal and professional development is an opportunity to collect creative ideas about how to solve important and critical societal issues.

The method foresees a diverse group of people with many interests and with different levels of engagement. Therefore the active people will become even more active but passive people may not always be entirely activated and the mix of ideas may not always cover the interests of all present people. In EGEA Open this is rarely an issue since the group of participants is rather easy to activate with this method.

Methodological aspects

The method starts by describing the scope of the meeting: to propose a discussion agenda and to self organize in an open space. One has to mention that it is an open invitation for all to participate. The rules of the method will be made clear:

-
1. *Whoever comes are the right people*
 2. *Whenever it starts is the right time*
 3. *Wherever it is, is the right place*
 4. *Whatever happens is the only thing that could have, be prepared to be surprised!*

5. *When it's over, it's over (within this session)*
 6. *Law of two feet*
-

The law of two feet means that the participants do not have to stand at one group only but that they are allowed to visit more groups and contribute where they feel their input is valuable. They can identify as:

- ▶ “bees” – important role in the dynamics, because they represent the space of freedom of the process and perform the task of cross-fertilization, helping groups to overcome creative blocks, inspiring them with fresh views or sharing solutions they already saw in another group.
- ▶ “butterfly” – helps the participants feel safe in the space by tending to its own needs and passions. Often some butterflies gather with deep thoughts about the purpose of



the meeting with ground breaking and paradigm shifting inputs

The Facilitator will usually moderate the brainstorming allowing the participants to note their ideas on a "Bulletin Board". Each individual proponent assumes the responsibility to clearly state the idea, to post it on the bulletin board, to allocate it a space and time for discussion and to show up at the proposed space and time in order to start the conversation and to take notes.

The allocation of time slots and "space" is made using a timetable with representations of the separate discussion places/locations. At EGEA

Open we usually gather 12-15 topics which we divide into 2 sessions. That gives the possibility to proponents to join also other group discussions they might be interested in or to prolong their topic into a second session.

Each discussion will have a final report made by the proponent. All the reports will be made available to all the participants at the end of the session. Besides presenting the outcomes of their group work, the participants will get the opportunity to reflect about the way their discussion went, their struggles and peak moments and how they handled it as a self-organized group.

A perfect moderator for the Open Space Technology method is “present but invisible” meaning that they must ensure the self-organization of the groups happens but without participating in the group discussion.

Facts of method

- 150-200 participants
- Target group:
 - students
 - graduates
 - and young professionals
- 9 times performed
- 1-2 facilitator(s) / session
- 28 countries

SWOT analysis

STRENGTHS	OPPORTUNITIES
The Open Space Technology is a very attractive participative method since it allows the participants to decide on what topics they bring up, and decide to which extend they want to get involved in the discussion.	The self-organizing aspect of the exercise should be explored and applied to more methods that aim at identifying leaders, ways to problem solving and conflict resolution.
WEAKNESSES	THREATS
The method requires intrinsic motivation from the participants, passion about the topics and very good facilitation. Without these the market will appear chaotic and end up with a dropping number of participants.	Some of the proposed topics may be too narrow or not that attractive for the participants leaving the proponent with an unsolved topic.

Transferability

The method is easy transferable to different sized groups from international to local groups. It has

potential as a problem -solving tool or as a creative ideas generating tool which makes it a good fit in organisations of different profiles and interests from education institutions

and public administration to political organizations and non-profits. The self-organizing nature has potential to be applied to groups of different ages: from children to adults as an empowerment tool and a way to identify actors of purpose driven leadership.

The role of the facilitator in this method is exemplary as its focus is centered on the participants learning points and not on the content of the discussion.

A success story of the smart practice

During the so far 8 sessions of EGEA Open, our association has seen a lot of creative ideas that contribute to or challenge our vision. Some of the outcomes of the EGEA Open is the “EGEA Green project”. This idea came out during the Annual Congress 2012 in Leuven Belgium and aims at providing recognition to event organizers that respect the “green guidelines” which translates into a lower carbon footprint and lower impact on the environment: less plastic and waste, more reusable or

recycled/upcycled materials, less meals with meat, selective waste bins, more regional products and resources and so on. The project has been a great success and it raised the sustainability standards for most of the events organized within EGEA.

Other popular projects that have their origins at the EGEA Open method are: EGEA Travel Book, EGEA Hostel, EGEA Mentoring programme and the Membership Criteria for active and less active local entities.

What makes it in your opinion a smart method?

The smart element of this method is first of all the acknowledgement of the diverse group of participants: they have different needs and they will take what they can from the exercise playing the role of the leader, of the bee or of the butterfly. With such a set of rules participants feel accepted in the groups and are more motivated to participate in the discussion even when at the starting point of the meeting lays a blank agenda.

Participatory Excursions

#excursion
#research
#exploring
#autonomy

Michael Witte

European Geography Association (EGEA)



After a workshop about the area, the students get to lead the excursion

This method can be used in all fields of education to explore a topic through space. The main aim is to let the participants of an excursion make their own experiences and discover their own findings to generate a

more diverse range of perspectives.

Usually one experienced person, who guides a big group through a variety of stops while explaining the topic on hand, leads an excursion. During participatory excursions, the experienced person only facilitates while the participants are split up into

several smaller groups to discover a topic on their own. Each group receive different tasks with an open outcome e.g. talk to 3 elderly people in parks, gather 5 plants from a river bank etc. Later the findings are compared with the findings of the other groups. This creates a diversified range of opinions, which the participants themselves can be proud of.

Participatory aspects

Compared to normal excursions, the participants are more involved in the process of gaining knowledge. Rather than being presented with prepared content, they themselves have to discover it. By doing so they learn important skills during the process and develop a multi-perspective mind-set while also being able to draw their own conclusions.

Methodological aspects

1. Phase: Preparation for the Facilitator

The Facilitator needs to know the topic and how the topic can be explored. E.g. In which environment do the participants need to go? What kind of methods do they need to use?

2. Phase: Context/ Background information

Providing background information to the participants is key! They need to know what they have to look out for and how they can put it into context.

3. Phase: Clear Task Definition

Participants need to know which area they have to go in, what they have to do and how to document their findings.



4. Phase: Excursion – Monitoring

The facilitator monitors the different excursion groups by staying in contact with them.

5. Phase: Evaluation

This part becomes more relevant in participatory excursions than in normal excursions. It is important that everybody is able to share their experiences and findings with the group and to put all the different outcomes together. This can be done through discussions and visualizations, such as posters.



SWOT analysis

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ➤ self-reliant ➤ active participation ➤ diverse results ➤ engaging 	<ul style="list-style-type: none"> ➤ pride for own result ➤ trying new methods ➤ new results can come up
WEAKNESSES	THREATS
<ul style="list-style-type: none"> ➤ need the right environment ➤ independent participants ➤ outcome is open 	<ul style="list-style-type: none"> ➤ unsafe areas ➤ language border

Transferability

Actively promote students to follow their own curiosity and enable them to

discover the world on their own instead of telling them how the world is.

Facts of method

- 6-30 participants
- Target group:
 - students
 - youths
 - explorers
- 1-2 staff involved

A success story of the smart are easily accessible and inaccessible for people with physical disabilities as well as talking to people if possible. Their results were great and very diverse. Best of all was that one group discovered that the main train station, which was just awarded a prize for

being the best train station in Germany due to its inclusive concept, was the worst place for 2 blind people to get around in the city. All participants were proud of their own findings and were thankful for the experience.

What makes it in your opinion a smart method?

It is smart because the participants are not just learning but experiencing new knowledge in their own ways.

During a workshop about inclusive city planning I sent my participants out to take pictures of places that

Participatory Theater

Virpi Valtonen
drama teacher

#applied drama
#process drama
#community
theater



The present form of participatory theater developed in the 1970s, when the former colonies of England worked to build a national identity and community.

The participatory theater appears as an activity, as a practice, as an event

where the collective nature of the process is of particular interest. Main aims in participatory theater are learning from the theater, learning at the theater and learning through the theater.

Participatory aspects

People are at the center of a participatory theater, but the topic can

be related to the activities of the community or society and the relationships between them. Aims are pursued through an aesthetic form, which often involves dramatic elements, space and time allowing a participant's comprehensive experience (Ventola 2013, 90.)

Participatory theater as a social activity

Participatory art can in various ways support the participation of people in democratic activity by providing critical reflection places to understand reality. Participatory theater offers a form of reality, where we watch as a collective our everyday life experience.

Participatory theater as a pedagogical phenomenon

Pedagogy is involved always in all activities somehow because learning is continuous.

Participatory art come close to everyday reality, which does not always look beautiful and good. Beautiful, good, and truly participatory theater may have to pass through "the ugly touch" before it is complete. Participation in experience can show that "good". At the same time, the experience can be civilizing, and supporting your own growth.

Participatory theater as a being, exploring life

People are getting in touch with themselves, others and their surroundings.

It reveals its playful nature. The participatory theater also invites adults to take care of the ability of imagination, play, and emotional intelligence. Participatory theater gives means of self-understanding and they teaching same time living together.

Methodological aspects

In participatory theater as a learning environment, you can call it drama process. There is basic things, example contract, inspiration, and ownership that form a framework for working. The drama facilitator and group agreed to do something together. They agree to time usage, attendance etc. The commitment to working with the group is done literary or verbally. Facilitators' enthusiasm as a starting point. Ownership arises when participants believe that they can make decisions and influence the flow of the drama story.



Methods of work

There is a huge number of methods what we can use in drama processes. Beginning the process, we always use warming and activating methods, games and plays. Small group discussion, discussion of the whole group, and self-reflections include the process every time. Building a character together with a few materials is very useful and fun way to get deeper in your subject. In drama processes has always interventions: they have a name like "slow motion", "sound landscape", "role on the wall", a "hot seat", "image statues", "head sounds physically", a "correspondence message", a "freeze image that goes to life", "hiding thoughts".. In the end, there is always group reflection and there should be enough time. Each participant must understand what happened and have the opportunity to express their own opinions and feelings in the group.

Transferability

- ▶ Areas of participatory theater are everywhere. Drama as a tool is transferable to every corner in society. Examples:
 - ▶ Health, rehabilitation, therapy
 - ▶ Socio-cultural work, well-being
 - ▶ Education, participatory theater as a learning environment
 - ▶ Liberal adult education, general education, spiritual growth, art education, sustainable education
 - ▶ Working life, well-being at work, ethics, creativity
 - ▶ Civic activity, democratic decision-making
 - ▶ Innovation processes, productization, creative business

What makes it in your opinion a smart method?

Drama workshops can serve as social laboratories in which a variety of strategies, future images or service activities are being tested. The methods of participating theater have been used in organizations to strengthen various creativity-related abilities. Now they are also linked to the starting point of the learning organization to explore encounters in the midst of science and art. Big global issues such as climate change have been start to explored through participatory theater. Art-based participatory research is increasing all the time.

Art of Paper Marbling

Demet Soylu

Ayvalik County Public Library

#art

#creativity

#children

#cultural heritage



Art of paper marbling “painting on water” is one of the key activities of Ayvalik County Public Library in Ayvalik, Balıkesir.

“Marbled paper is the art of floating pigments and dyes on water, and transferring those patterns onto paper. The marbling artist uses the mobility of the water and suspended pigments to create free form shapes or combed

patterns. The marbling artist can transfer patterns onto the same paper more than once, thus layering and deepening the marbled pattern” (Smart Art, 2018). Art paper marbling is particularly popular in turkey and Central Asia. The practice was carried out by a librarian who has expertise knowledge in art.



The practice was first applied in 2013. It continued for 5 years and it was given for 8 months each year.

Housewives, retired persons, students and residents of Ayvalik were among the target group of the practice. Primary schools, Provincial Directorate of National Education, Provincial Directorate of Culture and Tourism, Ayvalik Directorate of Public Training Center, teachers and students cooperated. 150 persons, some of whom are students, attended the course.

Implementation of the practice helped to the library to increase the quality of the services, to be an attraction center via creative services and provided citizens with the opportunity of meeting art craftsmen and art masters. Furthermore, traditional Ebru Art was

introduced to the participants and they were informed about historical background of paper marbling.

Participants gained artistic skills and felt positive feelings about the library services. They also reported that implementation of paper marbling as an activity in the library established an emotional bond between the library users and provided services in the library.



Participatory aspects

The practice enabled the library users to make brainstorming, cooperate and reflect their ideas to each other. They

had the opportunity to discuss and share their emotions, ideas and first impressions about the practice. Practice contributed to the social involvement of library users and arouse their interest. The practice is based upon trainer-user interaction, mutual discussion, question-answer, brainstorming, reflection and refraction.



Methodological aspects

The smart practice is based upon artistic trial with artistic fabrics such as

paint and brush. During brainstorming session about the performed art, visual images were described with the unique contributions of the participants. They put forward their ideas and comments about the messages piece of marble art conveys.

Participants were gathered around the table, they were requested to observe, and discuss about the disadvantages and advantages of each artistic attempt and its possible results. Practical demonstration has been used as well to show exactly how practical implementation of paper marbling can be done. Furthermore, the group has been given the chance to analyze the progressive development throughout time. In accordance with this, they made discussions about their improvement as a group. Group mood, group concentration and use of informal



method contributed a great deal to the successful implementation of the practice.



Evaluation

Importance of libraries in artistic trends has been put forward. The library began to design other artistic courses in accordance with the demands of the users

Perspective of the user towards library has changed in a positive way. Participants began to demand for new services and they have recognized the importance of libraries in creating artistic awareness. Participants reported that they learnt through mutual interaction with the educator.

Transferability

Curriculum can be used for students attending state and private secondary schools and primary schools, NGOs, providing citizens with the opportunity of training. It can be implemented by art organizations, who have more expertise knowledge and experience in the relevant field to enable the

involvement of citizens in social and artistic activities.

A success story of the smart practice

This training which provided the users with both historical information about the development of the arts of paper marbling and practical experience was truly a success story. Library users gained new artistic skills and they got inspiration from creative and interactive learning atmosphere. They reported that in each training day they were motivated to learn new methods, learn how to use paper marbling materials, discover and new themes, observe the artistic works of other users, learn from their reflections. In the training course, participants both learnt and had an enjoyable time. This non-formal and informal artistic workshop arouse their interest for library services and creative ideas. In addition, it was a kind of psychological relief for the participants to attend these courses. This branch of art enabled the library users to come and attend the library services with great excitement, which had a positive impact on the work performance of the librarians, as well. According to the report of the library director, even though some users were at an old age, they stated that they wanted to attend the course for another 2 years and they

demanded to be involved in artistic activities for mental and psychological relief.

What makes it in your opinion a smart method?

Inclusion of library users within social life through artistic dialogue and implementation and alleviation of their inner psychological problems with art is the smart aspect of this practice.

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Public Newspaper Small Authors

#civic
#media
#literacy

Demet Soylu

**Trabzon Provincial Public Library / Yıldırım Beyazıt
Üniversitesi**



Trabzon Provincial Public Library provides a service of public newspaper for its users and this public newspaper is created with the contribution of

library users who are under 21 years old.

Social problems in local are handled within the frame of the newspaper. It is one of the inclusive and cultural-based

best practices of public newspaper which encourages young writers to develop their writing skills and be sensitive to the social and cultural occasions in their local surrounding.

It also aims to increase the awareness of young writers and it supports the integration of the students with the public by introducing cultural activities and cultural institutions in Trabzon. It enables participation in society, empowerment of young writers. The event outcomes are disseminated through the support of local media, national radio channels, social media tools and web page of library. The second service provided by the library entitled as “small authors” aims to enable the small authors to improve their writing and imaginary skills.

Participatory aspects

Trainer-user interaction, mutual discussion, question-answer, brainstorming were adopted and used. Young authors are enabled to interact with each other in a reflective atmosphere. In newspaper creation activity, they cooperated with each other and contributed to the cycle through co-work.

Methodological aspects

“Public newspaper” method was first used in 2017 and it has been applied

from 2 to 4 times since then. Teachers, librarians, authors and journalists contributed to the running of the event actively. Target group is college students. The number of students having attended the training is over 32. Required expenses have been covered by the library.

The method of “small authors” has been applied from 2 to 4 times in local level. The method was first used in 2013 with students who are under 21 years old. The second practice has been implemented with the support of librarians, teachers, journalists. It required no budget.

Evaluation

The method of writing a public newspaper and small authors training course has been influential experience for students to discover their creative skills.

Which aspects are transferable?

Method can be used for students attending high school or university, NGOs, secondary schools, information centers, libraries, museums.

A success story of the smart practice

Library was proved to be an information center which improves the media literacy skills of children. It also became an attraction center for children where they learnt how to prepare a newspaper. It put forward its key role in enabling the children to gain skills and experience in collecting and assessing the news. Following the implementation of the method of preparing and publishing a newspaper, children have become motivated as they gained skills in newspaper creation cycle. Library began to change their lives in a positive way and they gained consciousness about public library, world of books and they began to feel interest for writing. They also conceived the importance being authors and they

had the chance to meet authors who have profound experience. Library has begun to diversify its user groups who feel interest for various activities.

Final summary: what makes it in your opinion a smart method?

The method has proved to improve the imaginary and creative skills of young author. It has motivated them to learn how to create and write articles for newspaper. It has been an educative experience for students to be part of newspaper production and creation cycle.

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Bilingual by doing – helping families to live in two languages

#bilingual
#integration
#families

Elzbieta Skladanek,

Kukuryku! e.V. Berlin



Kukuryku e.V. is a non-profit association founded by Polish-German families in Berlin. The aim is to promote multilingualism, multi-lingual education, and is working especially in the Polish-German context.

For the start Kukuryku found a bilingual Polish-German kindergarten in Berlin-Lichtenberg. While another German association, which runs 8 other German kindergartens manages the day to day business, Kukuryku is helping to develop the curriculum. The bilingual Polish-German kindergarten is unique, as it is the only of this kind in Berlin. The parents are not just the founders but engage actively in the everyday life. Kukuryku for example is working together with the kindergarten, by preparing a theatre with a drama teacher, organising family meetings in the nature or in museums, organising



sport lesson, making experiments with the children, learn Polish and using methods of wilderness pedagogy.

Partnership

The second partner is the "Charm of horseshoe" education farm, situated in Poland, close to the border with Germany in Kostrzyn. The farm is run by Agnieszka, an art therapist, graduate of trainer school, master of organisation and tourism management, who is currently studying painting and Robert who is an instructor in recreation and horse riding and last but not least a farmer.

It is an ecological farm with a total area of 10 hectares. As a fully working farm, it produces, grain, fruits and goat cheese. It consists out of meadows and grazing land for horses, chickens and goats. Soon the farm will add a mill to produce self-made flour. As a rural tourism farm, it can host in 5 rooms, 15 people for activities.

As an educational farm it organises workshops based on the facilities, plants and animals in the farm, focusing to maintain and stimulate the curiosity on the world around, focusing on passion, constant learning and in accompanying children in learning and answer their curious questions. The aim is reached by outdoor workshops,

linking the experience of the children to nature but as well to producing, eating and enjoying their own products, like baking bread with self made flour.

Why do we do bi-lingual education?

The key is to support bilingual children to learn and live Polish. However, the approach is to , create conditions that enable the children to learn without teacher by themselves.

The goal is to encourage natural language acquisition of the second native language. Many of the bilingual children growing up in in Berlin do not have much contact to the Polish language and culture. In kindergartens and schools or with friends, at the doctor or shops, they are used to speak every day German.

The target audience for the methods are thus the children of polish parents and their parents .



The Polish parents speak often Polish only at home or with friends. Just as their children, they communicate, especially in bilingual families, often German. They are attracted by the methods, as as well them are interested in talking in their language, but as well exchanging experiences, ideas and concerns on bilingual education. As well the methods address the German parents who learn through the methods actively or passively Polish and help to provide the children a space of comfort, where they feel safe and good to use Polish.

What do we do?

The workshop usually take place In an ecological farm in Poland, where during one weekend, families can combine education and recreation. During this family workshops, the whole family spends the time together as a bilingual family but in the company of other Polish-German families. This creates a string where the family is in the second language environment (Polish) and have to communicate in both languages.

During the weekend The group takes part in the farm's activities – like meals, interaction with locals, animals, nature, educational workshops (ecology, village life), rest and relaxation, playing together, boredom, doing nothing,

spontaneous conversations – shortly the whole range of everyday life.

However, the workshop is designed to support bilingual language acquisition in various ways:

The role of authentic teacher and places

The teacher is a companion, languages learning is not understood as hierarchy but as an flexible, authentic process. Thus the facilitator should have passion on bilingualism and encourage natural interactions and conversations.

This means the teacher or should be open for the group, the individual participants, and their needs and abilities. This contains flexibility and the ability to adjust to the moment and to reacts to group dynamics.

The place of the workshop should not be a school, but a real world location - where we live not learn. It should be a place, where not knowledge, but the experience connects to the children. As



the task is not to implement a school program, but to stimulate the child to learn by their own experiences via a task, or a common exercise divided into stages, like e.g. baking bread: leaven, making a pastry, preparing the baking trays, baking, enjoying of the self-made bread.

The experimental part will make it easy to reflect again on the process, meaning that When we eat the bread at home, we go through the baking process again talking but as well thinking about it. In this way the second language can be embedded in the everyday of the children and increase their vocabulary with words, which are not used during ordinary everyday conversations.

Kukuryku see learning as a holistic approach. School learning by subject is artificial and against the natural human need to learn and explore what individuals are interested in.

As well the school with its traditional approach introduced an artificial division: learning is divided into subjects.

But a human being naturally learns holistically – when we go for a walk in a meadow and to a lake and we watch the surrounding plants and animals, speaking the language at the same time, is it a Polish or a Biology lesson?

If we paint silk using plants and we weigh colouring material, stain wood and prepare the textile, is it chemistry, biology or maths?

Learning by experience and experiment - David A. Kolb's model of experimental learning

I experience empirically, try, experiment and reflect – in this way the methodology is based on Kolb's circle for experiential learning, which Kukuryku adapted from adult education.

The key notion is that observation leads to reflection and contemplation.

Meaning regarding the family workshops:

We put grain in, mill it and get flour. Questions coming up are how does it work? Then we see others milling, so we want to try it ourselves. We talk about it, adapt it, improve it and gain a new experience – not just by practice but as well by talking and learning new words.



Theory and practices work holistic together. On theoretical level we are constructing the holistic picture of the process in which we participate. We follow „instructions for use“ – recipe for bread, instruction of use for dresser, mill. But in practice we introduce rules into life, and check if proposed solutions bring results.

Will they work out in our case? Do we have the right ingredients? Do we mix them in the right way? What kind of bread will we get? How will it taste? How will we do it next time? I will verify and adjust it myself.

A language (vocabulary, grammar, phonetics) keeps constantly and unintentionally authentic activities company.

Those activities should be understood as e.g. walking around the farm and looking for signs of spring, milking goats, baking bread, moving goats to pasture, playing, walking with a dog.

Those activities and a language are both a goal and a tool at the same time. In this way, children learn Polish without thinking about it and being conscious of the learning process and learn not even knowing about it.

Learning by curiosity, enthusiasm and discovery

The pedagogic background is further based on Gerald Hüthers and Andre

Sterns concept of “without school education”. The best learning is when we have delight on something that we discover in our world. This learning is like a fertilizer for the brain. When we have fun our brain produces neurotransmitters which are needed to feel happiness and joy. This is similar when we receive experiences related to positive emotions. They positively affect the learning process.



In their Research they pointed out that children experience delight every 2-3 minutes. Unfortunately, adults only 2-3 times a year, as a result of the adults attitude, habits and lack of contact with the inner child.

Therefore, it is easier for children to learn than for adults. Children take delight in the fun. Fun is the best way

to learn as children's fun reflects and processes their experiences, knowledge, ideas and fantasies.

Thus putting families in a common learning environment, we retain the sense of being a child, we guarantee that we always keep curiosity and admiration. As this causes the ability to learn throughout life: lifelong learning.

An example of the power of curiosity is how during a workshop the great discovery of the fanner happened.

Agnieszka noticed that Julian was looking into the barn and he was curious about some old, strange machine. She convinced Robert to demonstrate it, though it was not in the workshop plan. It turned out that it is a great discovery for everyone.

The machine was old, but it was working: it produces the wind that cleanses grains. There had been many questions after the demonstration from both: children and adults. All participants of the workshop memorise fast the strange difficult word wialnia (fanner) and many other information about farming.



Learning by boredom: I don't have anything to do

A further concept of the workshop design is that boredom can be productive. Free time and boredom is necessary for humans. It supports activity and creativity of children and it leads them to understand themselves better, as when I am bored, I look around and have no idea, what I want to. I want to do something, but no one is here, to give me a job. So I start to play, I discover, search, think about something and the result can be e.g. the city of snails, producing and exploring unforeseen objects.

Learning by senses

During the workshop we do not use typical teaching material. Everything we use, exists in the real world. We learn through touching, tasting, smelling, hearing.

We walk barefoot, cover our eyes and listen, in this way we stimulate different senses.

For so called free play children use natural materials founded on the farm like stones, sticks, plants. Also, animals take a part in a play, e.g. integration of goats and horses into knights game.

While playing in the farm, surrounded by nature and peaceful animals, children's behaviour becomes harmonious, tensions disappear. Which in total help the children, the parents and the families as a whole.



Learning in a community: „community education“

An important part of the activities is the community and relation building. In Berlin the participants do not live close to each other, the workshop by is thus a very special time for learning polish and support bilingual language acquisition.

But further on the group meet at the countryside and create a new community. The common language is Polish, but everyone speaks also German. So the children choose the language, they want to talk in, but the

answers are in Polish and even German parents, try to talk and learn Polish.

It is like in a new Polish-German bilingual village, the families do everything together, help another and show the children the best motivation to speak Polish in Germany – to build a community!

Gerad Hüther, the famous German neuroscientist said:

“It needs a whole of a village to bring up the children”

Kukuryku says: it also needs a whole community to support the bilingual language acquisition. The goal of the experiential, bilingual family workshops is to create a common place where all can feel like a part of the community, that they are valued for who they are and all participants can develop the sense of community – during the weekend but even more in everyday life.

Circular Economy Tours

#circular
#economy
#tourism
#responsible
#ecology

**Arianna Nicoletti,
FutureFashionForward e.V.**



Circular Economy Tours (CET) is a Berlin based project and it started in 2017 as collaboration between two organizations working in the field of educational tours on different sustainability topics: Green Fashion Tours and GreenMe Guide.

CET aims to educate and inspire people through guided visits to local projects and actors involved in circular economy practices (such as product designers creating recyclable materials, upcycling fashion, urban gardening, hydroponics / aquaponic farms, circular cafés, zero waste food projects, reused urban

spaces, experimental communities, cradle to cradle architects etc...).

Changemakers and sustainable innovators are spread everywhere in the city, but for citizens it is difficult to find them. At the same time the concept of "Circular Economy" itself is mostly perceived by people as too abstract. Through CET, participants not only get to understand the principles of "Circular Economy" and its best-practices, but they also realize that as consumers they are part of the system and their actions can change the way the industry works.

The project target group is quite diverse and it varies from tourists, who want to see something different in Berlin, to

Berlin citizens, who are interested in sustainability, over organized groups from NGOs, governments, corporations and startups.

At the moment CET focuses on local projects in Berlin, but it has a viable potential to be transferred to other cities and countries.



Sensoric Exploration – let citizens use their senses

Circular Economy Tours offers the participants a personal transformative process.

The tour format is based on interactivity between the guides, the participants and the projects visited.

CET believes that, what citizens need in order to start reflecting more about the way they consume and live is, on one side, understandable information and, on the other side, strong emotional connections.

They need to be surprised, to be amused, to experience something positive that they will remember in the future.

The guides and the people involved in presenting their work must be very good in storytelling: At the end is the story behind the product or the project reaching directly to the participants' emotions, helping them to understand that circularity is all around us and that, with their small actions, they can be part of fostering positive change.

During this explorative journey into different circular practices, the participants can ask all their questions and also get personally involved into practical activities, such as fermentation "tastings", the making of seed bombs, or feeding worms in composts.

At the end of the tour there is always a zero waste lunch or dinner. In this final phase of the participatory practice, the participants get to know each other and the interaction becomes more personal and conversations can deepen.



Peer talks – Experts become teacher

The pedagogical aspects behind CET are to be found on different levels.

First of all the guides are experts in the field of “Circular Economy” and are trained to interact with the participants more than to educate them from the top. This means that the information transfer happens through open questions or through the stimulation of personal reflections and conversations between the participants. It also ensures that nobody feels “preached upon”, the impression is rather one of exploring and growing on eye-level.

On another level, the changemakers behind the innovative circular projects do education through their emotional storytelling. The practical examples also help the audience to understand what is “Circular Economy” in the praxis. Here, the guide and the changemaker also work together closely, i.e. the guide supports through prompting questions and helping direct the story. Hence, the guide equally has a deep understanding of the project and its background.

Furthermore, the guides themselves are trained to talk about their everyday life stories connected to circular economy in order to create in the participants a sense of identification with similar situations they live in their everyday life.

At the end of the experience, during the lunch or dinner, the participants get the chance to introduce themselves, to get to know each other and to discuss what they have just experienced. This is the moment when people start to feel really part of the bigger picture, because they realize that everyone around them shares the same visions and values. They realize that they are not alone and that they can change something.



SWOT analysis

STRENGTHS	OPPORTUNITIES
<p>We see the strength of CET mainly in the passion that can be passed down to the participants by guides & project founders. Another important strength is the personal interaction of participants within the group and with the visited changemakers.</p>	<p>CET gives us the opportunity to experiment with a world of different new activities, which can be combined to the tour itself: workshops, card-games, interactive city maps, etc.</p>
WEAKNESSES	THREATS
<p>The format of guided tour can become difficult if:</p> <ul style="list-style-type: none"> ▶ the people behind the visited projects have to cancel / don't have time ▶ the people presenting their projects are not good storytellers and are not able to keep the attention of the participants high ▶ the participants are not interested in the topic (e.g: school or university classes, where the teacher or professor planned the tour for the students without asking them) 	<p>One thread for CET is to get copied by others businesses, who do not work with the same positive values and are not interested in collaborations with CET. A further thread is represented by the fact that some Circular Economy Organisations could shut down or decide to not accept our tours, because they don't see a direct economic benefit.</p>

Transferability

As long as there are enough interesting initiatives and organizations in one place to visit, everything in this practice is transferable. From the guide training to the creation of new interactive formats over the communication with the participants, there is nothing that can be made only in one location or only by one specific group of people.



ScieCitizens re-discovering coffee mugs

Shortly after launching the project, we got requests and bookings from high-impact organisations, such as Scie-Citizens, the Dutch government or HiveEurope.

During our tour with Scie-Citizens, participants were so positively impressed with one project presented (Kaffeeform, cups made from recycled coffee grounds), that they bought a large amount of the product to bring home. This is not only proof that our partner projects are innovative and can surprise even professionals immersed in sustainable issues. It is also a beautiful way for us to give back and strengthen the circular scene here in Berlin through helping promote their work.

On our tour with the Dutch government building agency, we visited Ulf Geyersbach, a very talented upcycling furniture designer and author. On our first visit in winter 2017, Ulf was already telling a good story, but was still slightly shy and the guides supported with moderation. When we came back in spring 2018, his storytelling had completely transformed and he shared his journey and values in a very engaging, emotional way that captured everyone. Not only do our tours engage participants from around the world with

the concept of circular economy, they also help our partners find and shape their story and amplify their message.

Finally, during one of our public tours with around 14 participants, most of them built up such a strong connection during the tour - and especially during the following zero waste dinner - that they founded a private meetup group called the "Circular Circle". The group is still meeting up regularly to exchange about their latest findings in circular economy, do readings of the book Cradle to Cradle or share skills about composting or fermentation.

What makes it in your opinion a smart method?

The format of "guided tour" is of course not new, which has been very helpful in the establishment phase of CET. In fact, people are used to this method of discovering new places and choose it in a very uncomplicated way.

Nevertheless, CETs are very unique in their way of creating a route and guiding. The very diverse journeys through the city become immersive experiences between practical examples and human connection. All the tour stops are carefully selected in order to show an ideal mix of different concepts and fields where the circular economy principles can be adopted.

At the same time we present a mix of various entrepreneurs with their peculiar personalities and their distinctive ways of creating social businesses based on circular economy.

The smartness of CET is also to find in the real transfer of passion for more sustainable lifestyles & products and in the involvement of the participants as vital part of the presented revolutionary world.

The interaction and the creation of an intimate connection between

consumers and pioneers of change is the core innovative element of CET.

The opportunity of talking with entrepreneurs and creative minds, to ask them questions and to hear personal stories of success and failure, makes the tour participants feel special and close to each other. This state of mind is the key to the development of self-reflection and of positive criticism.

School Board Games Club

#play
#schools
#teenagers
#integration

Paweł Osiecki,

Pastwisko.org Association



Board games as an alternative
entertainment to
smartphones?

That was the challenge that Paweł Osiecki has taken as a teacher in public school in Suwałki (Poland) where the overdose of smartphones' usage started to be a real problem in school society.

It is not easy to forbid the access to media in entire school as the habits of entertainment make teenagers focus on smartphone screens. But it's not only about fighting with bad habits. The goal of board games is also to strengthen interpersonal relations and teamworking as well as develop



Facts of method

- around 100 (up to 50 per event, 3-12 in regular meetings)
- target groups:
 - school students (8-16 years old),
 - non-formal teenagers groups,
 - families
- 2 times performed
- 1 staff member involved
- a game shop

creative skills, imagination and abstract thinking.

What is needed? A teacher or a leader, a safe place to meet and get focus on

the game, sanitary facilities (as some games take more time), few colleagues and free time.

Posters with events organized could also be hung in the city during holidays. The organizers could send invitations to schools and/or run a webpage. That it is what Paweł and his pupils did.

Participatory aspects of smart practice

The most of board games and the events based on them (like tournaments or leagues) have an open structure and everybody from the social group is invited to take part and have fun.

The club had the meetings regularly during the winter holidays in one the

primary schools in Suwałki (Poland). There were some regular meetings when children learnt how to play new games. And later there were some tournament meetings with larger group of players. Paweł as a teacher organized the board games but the students could have also brought their own games they wanted to play in such a company.

The game is always an adventure and fun that is easy to share with others. Every player have his/her input in the game which make it less predictable. It helps young people to accept and feel the value of differences in characters of other people.

SWOT analysis

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ▶ small costs ▶ with variety of stories and game's mechanics it is attractive for everybody ▶ it develops imagination, creative thinking, solving problems, teamworking etc. 	<ul style="list-style-type: none"> ▶ it's an universal "ice-breaker" in mixed groups (by sex, language, age or skin color) ▶ it helps the group to know each other better (integration)
WEAKNESSES	THREATS
<ul style="list-style-type: none"> ▶ it needs time to read and understand the games' rules ▶ some games are very competitive ▶ team work values are not always clear for the teacher 	<ul style="list-style-type: none"> ▶ as most of board games need time and focus it is not recommended for very young kids or children with patency problems ▶ too much of board games could bring the habits of stationary entertainment without physical activity so necessary for young people to develop in sustainable way

Methodological aspects

Depending on the age of players a supervision could make the meeting more productive. A teacher could suggest a game to new or very young players, could help with understanding the rules. But the responsibility for the game, winning and losing should be from the start till the end on the shoulders of a child. It's a play but also a great lesson of life and a psychological training.

The methods used in this practice were generally: discussions, group playing and tournaments.

Transferability

The project could be transferred to any school or institution working with children in two patterns:

- ▶ a game board club
- ▶ or a game board free shelf & table.

The second solution has been applied in other primary school in Suwałki. I succeeded because playing board games during the school breaks has created an alternative to media usage (smartphones).

What makes it in your opinion a smart practice?

It is very interactive method of education. It motivates participants for further learning (for example games based on history or geography).

Very important is feeling as a part of an active group. It is fundamental for further participation and development of the young person.

Decision making by the member of the club (about playing this game, when and where do we meet next time etc.) empowers to continue the club and/or game playing in different group. On emotional level winning the game can also be very encouraging.

Finally the students in schools use more games to entertain and less multimedia.



Suwałki Cultural Paths

Wojciech Pająk,
Pastwisko.org Association

#city
#tourism
#history
#media
#regional
education



Suwałki Cultural Paths is a long-term project based on cooperation between local community and authorities. The result is a touristic and educational/cognitive city pathwalk that gives a wide knowledge on the history, culture and architecture of Suwałki. It started in 2006, has

been finally installed in 2012 and has been still reused and developed as an open project.

Suwałki were considered a city in the middle of the Lakeland but without touristic attraction in the city. Golden age of the city has passed in 19th century and only some apartment houses and offices remind these times.

That's why a group of local cultural activist started a project to mark a trail

that could show this history: by the details of classical architecture and histories of people and places in Suwałki. This idea was granted a main prize in Innovation Circle international project (2006). It was also very popular and attractive for many people locally (it helped to gather experts to fill the content of the path boards and to put it in Internet first) but in the same time it was a legally hard challenge to install the boards on the buildings to bring the paths to happy final. Not all the houses were municipal.

Finally there was an agreement between Suwałki municipality and NGO that legalized all the efforts. Which NGO?



Participatory aspects

From the beginning the participation and open form of the team work was very important. Thanks to this approach from the informal group of few experts we got to 15 people and founded Pastwisko.org Association.

Later in every period of the project and our NGO's development new partners joined the initiative: regionalists, museum workers, teachers, IT experts, youth volunteers.

The mentioned agreement allowed us design the boards, create new website, new audio records and guidebooks.



Methodological aspects

Methodology of the project was full of regional education issues: city walks, interviews, working on the website www.sciezki.suwalki.pl and [Facebook page](#). The analytical abilities and synthesis could have been developed by all the committee working on the histories to tell by the paths. It led finally to two pathwalks: Classicism and Strolling Path. Without teamworking it wouldn't be possible!

Thanks to attractive history discoveries some spin off projects have appeared. Pastwisko.org has memorized the creator & animator of the most popular Polish cartoon dog – Reksio. Lechosław Marszałek was born in one of the houses on the path. Thanks to this beginning Reksio is today a pupper-hero on one of the murals in Suwałki.

Other association has produced an updated guidebook with two pathwalks from Pastwisko.org and a new one, consisted of some stops already existing in the area (new Jewish Path).

SWOT analysis

Facts of method

- long term project
- 2 paths with 32 information boards in Polish and English
- target group:
 - youths
 - Suwałki city lovers
 - tourists
- extensive legal issues (for NGO)
- partners: Suwałki municipality, owners of the buildings, regionalists

More history in [presentation](#).

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ➤ oriented on local places ➤ empowering with the stories from the past ➤ universal (very wide target) ➤ long-lasting results 	<ul style="list-style-type: none"> ➤ attracting youths and elders, amateurs and professionals ➤ as an open project it can be developed and reused (mobile apps, city games etc.)
WEAKNESSES	THREATS
<ul style="list-style-type: none"> ➤ very complex realization/implementation in 	<ul style="list-style-type: none"> ➤ need a support from local municipality ➤ the results are delayed in time (youths can be not so patient)

Transferability

The project can be transferred to any city or even village that has a group of its lovers. On the rural areas the paths can be extended into the longer trails.

What makes it in your opinion a smart practice?

The universal and long-lasting results of making an “average place” a “special

place” makes this practice smart. It empowers not only the founders of the paths but a great audience of stakeholders: youths going for a walk with their classmates, elders and so on. I makes the city more interesting to live and visit.

Thanks to QR codes and putting the virtual reflection in internet this solution is ready for any city games or other entertaining way of non-formal education that future may bring.



Photo credits: Pastwisko.org archives.

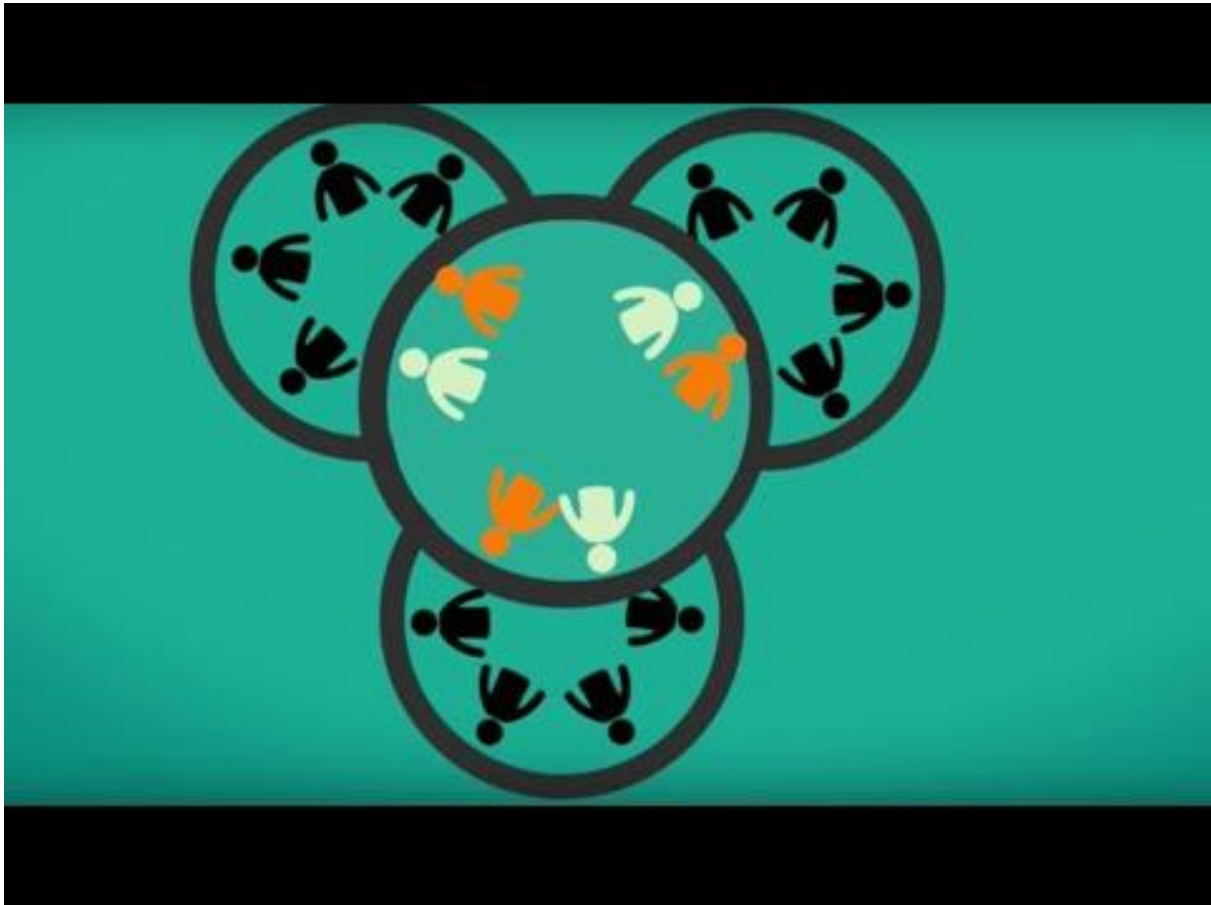
S.M.A.R.T.

Technology supported,
virtual and digital tools

Sociocracy

Gaye Amus

#cooperation
#inclusion
#effectivity
#transparency
#equality



Video by [Jerry Koch-Gonzalez](#)

Sociocracy, also known as dynamic governance, is a system of governance which seeks to achieve solutions that create harmonious social environments as well as productive organizations and

businesses. It is distinguished by the use of consent rather than majority voting in decision-making, and decision-making after discussion by people who know each other. It

is an effective method of organising.

Facts of method

Project: Children in Permaculture
www.childreninpermaculture.com

- 17 members
- target groups:
 - permaculture designers & teachers
- 36 times performed
- 3 years
- 7 organisations
- 5 different countries: UK, Romania, Italy, Slovenia and Czech Republic.

It was coined in 1851 by French philosopher Auguste Comte, as a parallel to sociology, the science that studies how people organize themselves into social systems. The Sociocratic Circle-Organization Method (SCM) was developed in the Netherlands by electrical engineer and entrepreneur Gerard Endenburg and is based on the work of peace activists and educators Betty Cadbury and Kees Boeke and is a recent instantiation of the approach.

Sociocracy is for all, ie. it can be applied in a workplace, schools, homes,

organisations and is transferable to national, international and local focus.

Participatory aspects

Sociocracy is a method where everyone's voice can be heard which makes it participatory. It uses transparency, inclusiveness, and accountability to increase harmony, effectiveness, and productivity.

Its principles and practices are very different from parliamentary procedure and majority rule. Majority rule can lead to a divided society and promotes competition and dominance instead of cooperation and equality. This practice promotes more inclusiveness, participation, equality, self-determination and responsibility in the society.

Methodological aspects

Authority is distributed to the most "decentralized" level possible and held by circles (an organizational unit or team). Policy decisions are made by consent. A decision is made when no one in the circle has an objection. Consent is the mainstay of sociocracy, an embodiment of equivalence. Whoever is part of a working circle can express their need in the policy process, either in proposals or in objections to proposals. That way, the needs of the each member can be heard and tended

to locally. Roles can be defined and filled by consent, giving individuals freedom to act in a fast and self-responsible manner.

Learning is embodied by different tools providing a feedback-rich environment and active reflection (open elections, meeting evaluations, role improvement, policy reviews.)

It is good to start by all the members of the team taking an Introduction to Sociocracy course as pre-preparation.

For the question of “How long do decision making and discussions take” - the group is able and willing to discuss together long enough to resolve objections.

SWOT analysis

STRENGTHS	OPPORTUNITIES
<p>It establishes a dynamic leadership structure involving all members of the organization, enabling it to benefit from the energy and creativity of all its members. Distributing power and leadership to individuals and groups converts tension, dysfunction, and failure into the power to respond and correct, to self-organize. It gives groups the ability to quickly adjust to new situations because decisions can be made where and when they are needed.</p>	<p>One can include volunteers when there are less people in a circle or find more people who are interested in the subject and would like to be part of the community.</p>
WEAKNESSES	THREATS
<p>There needs to be enough people in a circle to have a representative and leader. If there aren't enough members then there might be too much responsibility for that group.</p>	<p>It is profound and is best learned both theoretically and practically. Without taking the workshop and actually practicing it for at least a year it might not work. There will be challenges throughout the process however when they do appear, they are learning opportunities. Transparency in sociocracy which may be perceived as a threat is valuable learning.</p>

Transferability

Sociocracy can be used as a tool with children as well as adults. With children

some aspects can be transferable to education when children want to make decisions for example about their

school, or if there are conflicts between themselves.

A success story of the smart practice

The Children in Permaculture project is a success story in the way the team members connected in the 3 years and managed to make decisions together in meetings that took place face-to-face or online. Loomio was the tool that we had

used online to make agreements. It worked well.

What makes it in your opinion a smart method?

The fact that it requires discussions, listening to each other, coming to a common agreement is inspiring all in all to adapt in any context anywhere.

PhotoVoice

#citizens
#visual tool
#perceptions
#communication

Angela Marongiu
Mine Vaganti NGO



Photovoice is a group analysis method combining photography with social action. *Photovoice* was developed in 1992 by Caroline C. Wang from the University of Michigan, and Mary Ann Burris, Program Officer for Women's Health at the Ford Foundation headquartered in Beijing,

China. The idea was built on the foundation that images and words together can express communities and individual's needs, problems, and desires.

In 2016, Mine Vaganti NGO implemented a project called "*Photovoice Olbia*" funded by the Municipality of Olbia, in the north of Sardinia (Italy). The activities were implemented by two collaborators of

MVNGO: a Trainer expert in Non Formal Education and a Facilitator.

"*Photovoice Olbia*" involved students between 16 and 18 years old from 2 classes of a secondary school in Olbia.

By using communication media as photographs and videos and through group discussions, they developed their creativity and their own points of view regarding the world surrounding them. The language of imagery, easily accessible for young people, was combined with text language through digital tools as smartphones and cameras, bringing into being an original and innovative methodology of research and analysis about urban contexts and ordinary life experiences. It contributed to the development of the critical thinking of the youngsters involved.

Participatory aspects

Photovoice is a participatory, collaborative process from the beginning: participants are part of the planning and implementation of the project. Using the PHOTOVOICE method, participants can represent their communities or express their points of view by photographing scenes that highlight research themes (social problems, environmental problems, public health and education). These

photographs are collaboratively interpreted and explain how the photos highlight a particular theme. Thanks to this method, the participants can denounce problems of their community and city where they live.



Methodological aspects

Photovoice is a participatory method by which people can identify and represent different kind of issues of their community through a specific photographic technique.

The first step is to identify the target group. In this project, a group of students from a secondary school was involved.

Then, it is important to explain how **Photovoice** works as a research methodology, introducing also the objectives and purposes of the project. At least 2 technical workshops on the basic techniques of documentary photography and the use of the camera or smartphones are needed. It has to be clear that they are going to use

digital instrument as a critical tool, so it is important what and how they decide to photograph. They should be good at capturing the identified problem with their own critical point of view. After this theoretical part, there is a practical session: the participants should shoot photos to represent problems that are relevant to their everyday lives, in their city. Once the learners have shot the images, they should return the images to the facilitators. Facilitators should print the images.

The last part is the debriefing session, the discussion phase of the process.

SWOT analysis

Each participant should tell the story of the photo, describing the identified problem. The facilitators should encourage a group discussion to analyze the issue, make the participants expressing ideas and opinions. It could be also a good idea to plan a concrete action, such as an exhibition of the pictures, to show the final outputs publicly.

The method does not need many materials. The most important are cameras or smartphones.

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ▶ The method can be used for different topics and with different target groups. ▶ It is easily accessible to everyone and it does not need many materials. 	<ul style="list-style-type: none"> ▶ Develop empowerment and give voice to marginalized people. ▶ Encourage critical consciousness. ▶ Involve young people in active participation in society. ▶ Encourage community members to identify problems from their points of view and use them as a tool of social change.
WEAKNESSES	THREATS
<ul style="list-style-type: none"> ▶ People could have some problems at expressing their own critical point of view of a fact by using cameras or smartphones. 	<ul style="list-style-type: none"> ▶ People could not succeed in expressing their points of view through photos/videos.

Transferability

Photovoice method is easily transferable to every level: local, national and international. Photovoice projects can have many different forms and can be used with people from many different backgrounds and circumstances.

- Children and Youth in general;
- Schools and other organizations that work with children and youth;
- People with disabilities;
- Members of racial, ethnic, linguistic, religious or cultural minorities;
- Marginalized people in general.

A success story of the smart practice

The participants were strongly motivated to express their point of view about the society and the problems of their city. In fact, people understood that they could be protagonists of social change, denouncing and finding solutions of the identified problems. During the implementation of the project, participants also learned how to use different programs to edit pictures, acquiring new skills and competences that they can use in their daily life.

Facts of method

- 30 participants
- target groups:
 - students aged between 16 and 18
- staff involved - 2 collaborators of MVNGO:
 - a Trainer expert in Non Formal Education
 - a Facilitator

What makes it in your opinion a smart method?

Photovoice attempts to bring the perspectives of common people into the policy-making process and also it is useful as a means to raise awareness in the community. The innovative aspect is that, during the project, trainers and facilitators used a combination of photography and group discussions with students in order to stimulate ideas and identify problems that affect the community. It is very useful because participants, in particular youngsters, are more willing to express their own point of view with this participatory and interactive way.

Participatory Video

Angela Marongiu
Mine Vaganti NGO

#digital tool
#participatory video
#teamwork
#youth
#adult



Participatory video (PV) is a methodology based on fostering social participation, aiming to involve a group of people or a community on the process of design and make a video.

The making of this product is a very effective way to make the participants explore themselves, share their concerns and their interests and tell

their own stories. The first experiments in PV were the work of Don Snowden, a Canadian who pioneered the idea of using media to enable a people-centered community development approach.

Mine Vaganti NGO used this method during the implementation of a Erasmus Plus - KA2 project called [REC-Think: Fight against isolation through participative IT tools: the Participatory Video](#) in 2016.

This method was used in order to involve young people from rural areas facing depopulation in the process of rethinking themselves and their role in the future of their localities, to promote empowerment, participation and integral development of rural youth in



Participatory aspects

Participatory Video is a methodology based on fostering social participation, aiming to involve a group of people or a community on the creation of audiovisual and multimedia contents. It is a very effective way to make the participants explore themselves, share their interests and their own stories and generate new ideas.

PV is also proposed as an educational activity based on peer to peer learning: an exchange of knowledge between equals where the traditional role of teacher does not exist. PV is a PROCESS: from the basis of active participation, empowerment, teamwork

Europe through the participatory video tool.

The project REC-Think focused on young people from rural areas facing depopulation, interested in develop innovative initiatives of social entrepreneurship and on playing an active role in the social, political future of their communities. The method of Participatory Video can be easily adopted to any target group and can be transferable to different levels: local, national and international.

and personal motivation by using dialogue, group discussions and collaboration to the development of audiovisual products. The goal is not to make a collective video but a participatory video. Difference between them lies on where you set the focus: PV is not output focused, but focussed on the social community process of collective creation. It is about social participation, so it must be guaranteed the time required by the group to reflect, to agree, to discuss and to think ideas through. Learners are the protagonists, the communicators. They decide the topic, how to express it, what tool uses (camera or smartphone) and then they start to film and edit.

Methodological aspects

PV starts always from some training activities about ICT and filmmaking, aiming at developing new abilities and gaining some acknowledgment in order to create a film while strengthening community link and encouraging participation and social transformation. It is a learning process which implies having some pedagogic objectives and undertaking some formative activities.

Filmmaking, participation and active learning require time. In RecThink all the activities were running in three months following an blended mobility methodology: some of the activities where face-to-face while another where run online. Face-to-face units were planned for debates and reflection, decision making, practices and team building, and online units were focused on theoretical aspects and practices that could be done individually or in small groups. First step was to organize an informal meeting to meet the group and arrange logistic aspects such as time, dates, places. After finishing every training day, it is recommended having some time to watch all that was filmed during the day.

PV is a tool that improves the implication of the group on the project and also generates spontaneous conversation, fun, informal evaluation or even taking important decisions. For PV is necessary a video-camera or a smartphone.



General steps to make a video

STEP 1: PLANNING

- ▶ Planning the Idea: what do you want to tell?
- ▶ How will you tell the story?
- ▶ Production & Logistics

STEP 2: ACTION

- ▶ Filming
- ▶ Preview
- ▶ Edition: transfer all this instructions into one single video
- ▶ Showing and sharing

SWOT analysis

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ▶ It's an attractive way to involve actively youngsters in expressing their ideas and points of view, proposing plans and strategies; ▶ Audiovisual language is the predominant mode of communication in contemporary society. 	<ul style="list-style-type: none"> ▶ Learn and develop ICT skills; ▶ Learn how to work in group; ▶ Peer to peer learning process.
WEAKNESSES	THREATS
<ul style="list-style-type: none"> ▶ Problems derived from completed different opinions or slow motivation of the participants. 	<ul style="list-style-type: none"> ▶ Avoid the tendency to focus all efforts on the final output and try to keep a balance between the process and the output.

Transferability

In the Participatory Video all aspects can be transferable and used in different fields with different target groups.

What makes it in your opinion a smart method?

This method was chosen because it perfectly represents a way to involve actively participants in a process of assuming a role in the community. In the Participatory Video the most important thing is the process that participants do and that lead them to the creation of a video. It's a learning process.

Facts of method

- 100 participants
- target groups:
 - secondary schools
 - young people from rural areas
 - associations
- 20 staff involved
- 4 times performed
- 4 partners from 4 countries:
 - Mine Vaganti NGO (Italia),
 - Solidarité des Jeunesses (Francia),
 - YUPI (Portogallo),
 - Contextos (Spagna).

Associar+: Youth Information

#youth
#communication
#dissemination
#marketing

Claudia Ferreira

Porto Federation of Youth Association (FAJDP)



We live in times where there is information everywhere. Nobody can't say in our days that suffers with lack of information.

In best case scenario could say – theirs is too disperse information and I am lost, without find what I really need. **Associar+** is a FAJDP structured way to communicate with different target groups and it's about the importance of

communication to foster youth participation.



ASSOCIAR + Youth Information is a project that arises through the identified need to concentrate, organize and facilitate the dissemination of relevant youth information.

Therefore, the project proposes to create several different platforms to make communication easier and available to young people.

*More and Better Communication
= More and Better Participation*

- It is a concept about a set of services aimed to disseminating and providing clarification to young people and youth associations, divided in four fundamental areas:
 - Youth Associations,
 - Mobility in Europe and the World,
 - Employment / Training,
 - Youth Health.

Depending on the type of communication that is intended to be done, a greater or lesser number of young people can be covered. This method is active since 2014 and every year is evaluate in order to be better and an answer for young peo ple needs.

If something is related to youth in general, we spread the information via email and social media so we can reach more people. If it is something more specific, a smaller group can reach the information they need by contact House of Association reception, for example.

FAJDP staff and board direction are involved in different project phases.

Participatory aspects

Our methodology aims not only to inform youth about initiatives, activities and opportunities but also to take them to an active participation in society.

That's why we not only spread and disseminate information, but also promote direct interaction with youth to reinforce information. What to do and how to it is available to all, as long as they want to participate.

Methodological aspects

How we do it?

Through 3 essential tools:

- ▶ Magazine (2 times/year)
- ▶ Social Media
- ▶ Youth Information Desk

Associar+ Magazine

The magazine has about 800 copies circulation and is made twice a year and a digital format is also available.

(example:

https://issuu.com/fajdp/docs/revista_a_ssociar_n9)

Without a fixed timetable, totally made by young people, we always launch a new number when we have initiatives



that bring together a large number of young people, such as:

- 1) ENAJ - Annual Meeting of Youth Associations;
- 2) FAJDP Open House of Associations Day;
- 3) Regional Meetings or Local initiatives/activities;
- 4) European Seminars or Meetings.



The articles that make up the magazine are always focus on youth and provide recent information on activities, interviews with youth actors and FAJDP initiatives. Youth political approaches are also spread by FAJDP board direction.

Social Media

FAJDP website – www.fajdp.pt – is the main Associar+ tool to spread all the juvenile information and we used it daily. Not only for our information but mostly to spread Youth Associations news or activities.

FAJDP Facebook – www.facebook.com/fajdp – has now more than 5000 likes and it is really interactive with people – we don't take long to answer to our messages!

The news spread in our website are then posted in our Facebook and the Magazine is also spread here.

FAJDP also uses Instagram:

<https://www.instagram.com/explore/locations/876960557>

and we have an YouTube channel

<https://www.youtube.com/channel/UCcAwNHJ00gieNSj1dqWjinQ>

and an available app.

On the YouTube channel we share our videos from activities or relevant moments – as the FAJDP 30 years anniversary documentary.

Youth Information Desk

The House of Associations reception area is used as an Information Point. Besides all information you can get through flyers or consulting one of the PC's, we give direct support to other questions:

- ▶ Administrative support;
- ▶ Associative Coaching;
- ▶ Juridical support;
- ▶ Accounting Support;
- ▶ Support for Project Development

SWOT analysis

STRENGTHS	OPPORTUNITIES
To have structured information – we don't only spread information. We know how to deal with the information we spread and we give support and answers to youth questions and doubts.	Dealing with so many different types of information reinforces our natural networks which can promote new partnerships and projects.
WEAKNESSES	THREATS
Sometimes there is too much information and young people can feel a little lost, without knowing how to select the best information for what they are looking for.	The challenge is to keep it simple – as simple as possible for youth consumption.

Transferability

To have a proper communication and tools as a Magazine and Social media is possible for any project or NGO.

An Information Desk is more challenging but not impossible to transfer to other realities.

A success story of the smart practice

Specific at Associar+ Information Desk placed in House of Associations is possible to have the beginning of a success story.

For instance, some people heard about the possibility for Erasmus+ European Voluntary Service in our Social Media or

Magazine. And afterwards contact with House of Associations.

For some, this is the first step to an international opportunity!

What makes it in your opinion a smart method?

Associar+ is a Smart Method because it is not only about spread information.

We had reflected about how to make all this youth information available in a way that young people can use it and really do something if they want too.

We are totally open to suggestions and new approaches, making the Associar+ a participatory method to everyone.

E-Government Family Tree Record Query Application

#genealogy
#equality
#integration
#IT
#family

Tunç D.
Yıldırım Beyazıt Üniversitesi

Medeni



In Turkey, E-Government Gateway is the main service portal for citizens to benefit from electronic government services as a single point of access. More than 37 million users are registered to use more than 3 thousand services (and more than 1 thousand mobile services) from over 400 central and local government institutions.

In 2018, a new service called “family tree record query application” has been launched at the gateway. The service

provides a record of family tree, which can then be shared within personal or public community. The new service has become intensively popular, even had to cease due to unmanageable demand for a while, then has resumed again.

For many, this official/formal electronic information service incidentally has become a transformative non-formal education tool for the public, cultivating understanding for intercultural interactions against racism.

Participatory aspects

The citizens have become motivated by applying what they have gained in their ordinary life and doing online transactions easily. Sharing information

learnt from the usage of this service in social interactions has been another source of motivation. The below figures provide examples of the selected sharings and related comments in social media.

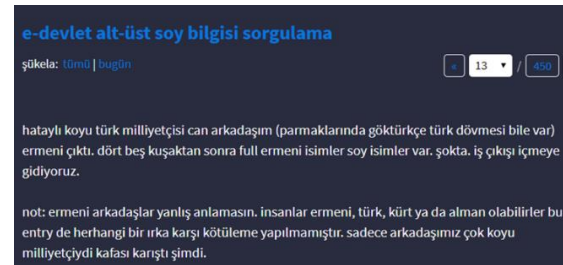


As these figures illustrate, different experiences for and reactions from different users were perceived: some

were very surprised and others made fun with the results in social media.

Methodological aspects

As an incidental but major learning outcome, some people who were not tolerant to other ethnic groups learned that their ancestors were from other ethnic groups¹².



As a consequence, it is thought that the system will (surely) contribute to decreasing racism in the long-term³.

Evaluation

As a strong aspect, cost is negligible for the user (other than the Internet subscription fee). As a 24/7 accessible service, the implementation is also continuous. It has the opportunity to involve 35 million users, possible to

¹ <http://www.mynet.com/haber/foto-analiz/e-devlet-soyagaci-sorgulamasinda-ortaya-cikan-iliginc-isimler-3736412-1#6638579>

² <https://eksisozluk.com/e-devlet-alt-ust-soy-bilgisi-sorgulama--5565948?p=1>

³ Interview with Serdar Korucu by Fehmi Taştekin in: <https://www.al-monitor.com/pulse/tr/contents/articles/originals/2018/02/turkey-turks-become-obsessed-with-genealogy.html>

reach the whole population, considering the families of the users, mostly disseminated by social media. As an incidental, personal initiative, the lack of an officially involved partner or supporting stakeholder could be seen as a weakness. Ensuring data security is critical, as there could be possible threats related with sharing private information in social media.

Facts of method

Observation, informal interview and content analysis from publicly available resources on Internet are used to develop this case. According to one open source, over 3 million family three records were produced in one day after the service was resumed⁴.

Transferability

Self-discovery and social learning are the key dynamics of this case. Accordingly, the case confirms that non-formal learning can be incidental and suggest that it could rise from unexpected formal occasions or even from co-incidents.

A success story of the smart practice

The expected long-term results for decreasing racism is to be measured as a part of longitudinal impact assessment methodology.

With respect to more general practical and conceptual implications, however; there are several definitions and explanations, regarding non-formal education and its difference from and relation with formal and informal education⁵⁶ but there is still a lack and need of a comprehensive model with enough explanatory power to address the increased variety of non-formal learning. This incidental learning case successfully exemplifies how enriching this variety could be.

What makes it in your opinion a smart method?

Accordingly, a useful model is worth-noting to explain (smart) non-formal learning practices. The model is based on the suggestion that non-formal learning is positioned on a continuum between informal and formal learning,

4

<https://www.haber3.com/guncel/soyagaci-sorgulama-cilginligi-kac-kisi-kullandi-haberi-4914917>)

⁵ www.young-adullt.eu

⁶ www.draraheaton.wordpress.com

sharing “characteristics with both informal and formal learning, but is differentiated enough from both of these approaches to merit its own category”. Accordingly, unlike formal learning “learning that is not provided by an education or training institution and typically does not lead to formalized certification”, and, unlike informal learning, “structured (in terms of learning objectives, learning time or learning support), and intentional from the learner’s perspective” can be considered as non-formal⁷. Any method

or practice that is part of this continuum, and supported by effective (whether simple or sophisticated) information and communication tools, as in our case, can be considered smart.

Follow-up

Inspired by this case, “Synthesizer Model for Non-Formal Education” based on SLOPER dimensions has been developed ([read on following chapters](#)).

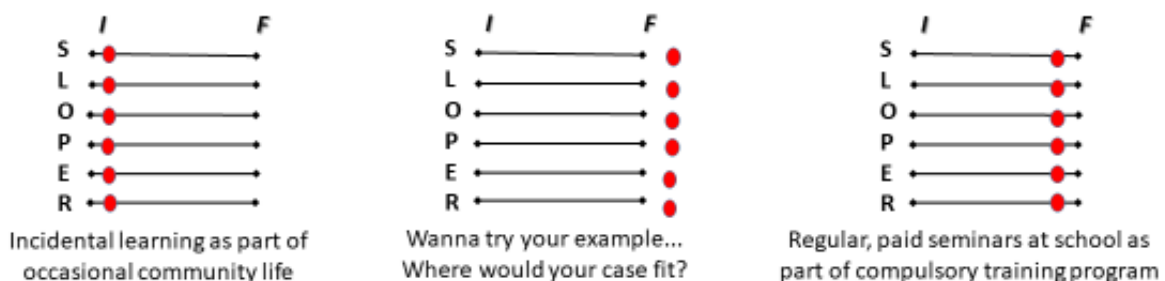
⁷ <https://michaelhanley.ie>

Synthesizer Model for Non-Formal Education

Medeni, Soylu, Alaca
Yıldırım Beyazıt Üniversitesi

In learning, non-formal can be seen as a continuum between informal (*I*) and formal (*F*) based on the below parameters (with example extremes)

- Sources (no-cost -- high-cost)
- Learner (participation with free will -- obligatory enrollment/registration)
 - Organization (community event – school program)
 - Process (informal interaction -- formal attendance)
 - Educator (volunteer contribution -- paid work)
- Result (participation experience -- official certification)



Inspired by the “[E-Government Family Tree Record Query Application](#)” case based on SLOPER dimensions we improved it further, thanks to fruitful interactions with EduCitizen project partners and other stakeholders.

As a hybrid of entity/agency and process-output perspectives, the model suggests to provide meaning and value for each non-formal case in real life practice as a combination of its

positioning, relative to being Informal or Formal, within selected continuums based upon five relevant parameters” or dimensions, namely sources (S), learner (L), organization (O), process (P), educator (E) and result (R), i.e. SLOPER. Examples of extreme values as well as visual representations of these continuum positioning (as if controls of a synthesiser in a music player) for

selected possible cases are provided in the below illustration.

The suggested model enables visually positioning non-formal education cases as a simple but systematic representation that interlinks practice and theory in the related areas. Accordingly, the model could be used as a metric to scale and evaluate different non-formal education cases, and even classify them, thanks to its explanatory power for a wide variety.

Certain metaphorical connotations of the SLOPER is also note-worthy for further consideration in the future. Like a tailor's sloper, an educator's sloper could be a useful tool to design products or services that are structured

but still allows for openness, flexibility and personalization. It could also be used as if for metaphorically determining the slope of an institutional or personal learning curve. After all slope is determined by the direction and steepness that could stand for learners' experiences for learning new knowledge.

Self-reference:

Medeni, Soylu, Alaca, (2018) Modelling Non-Formal Learning. (Last access, 20.05.2018)

<https://www.linkedin.com/pulse/modelling-non-formal-learning-tun%C3%A7-medeni/>

Crowdfunding in school projects

#crowdfunding
#school
#teenagers
#projects

Federico Fred Fumagalli and Guglielmo Apolloni,

School Raising



School Raising was born in 2014 as an answer to budgets cuts usually given to schools and education in general in Italy. It's the first crowdfunding platform to fund innovative projects coming from school world. But, that's not all: as a consequence of how it works, School Raising allows to create connections between schools,

citizens and companies into a defined area.

Participatory aspects

Crowdfunding has itself participation as principal fuel to run. Inside School Raising, participatory aspects are visible on different levels: on the school side, teachers and students are called to co-design together projects to fund; on citizens side, they are getting aware (indeed schools often seem to be a closed castle with no clue for citizens about what happens inside) and

Facts of method

- 10-60 participants
- target groups:
 - students
 - teachers
 - citizens
- 60 times performed
- 3 staff involved
- ca 40 partners from 3 countries (Italy, Germany and Czech)

Sources: School Raising methodology

involved into the choice of the project they could fund with small amount of money; on companies side, if a project

requires it, they are asked to share their know-how with students to let them be able to improve their ideas. Furthermore, the reward system fostered by School Raising, enable project owners to share the value generated by the projects with the backers. Maybe this process could appear a little bit complex but all the pieces are getting in line once the campaign begin to be designed.

It's also in School Raising mission to follow teachers (or whoever is in charge of a campaign, usually the Project Manager⁸) step by step during the communication of their own projects in order to have more effective presentations and to be able to raise the right amount of money to realize it.



Students visiting a co-working space

⁸ To be specific, we merge two different approaches: Crowdfunding Reward Based and Design Thinking. The

definition of Human Centered Design given by Ideo could be a nice reading to better understand how we work.

Pedagogic aspects of the project

Working with schools give you a nice opportunity: it let you see how their workflow usually go. That's great because you can observe and study, then try to improve it. Taking a distance from the classical teacher-students role model, to co-design is a powerful exercise to involve every person in the decisional process of a project. This has an important pedagogical meaning: first of all, every single student is recognized as a fundamental part of the process, giving him / her more self-esteem; secondary, students are co-responsible of the project's results, a powerful way to let them work hard on it, finding new solutions to (old) problems; at last, a learning-by-doing approach is a good

practice to test a new learning method that could better work with that kind of students who are not so comfortable with the traditional frontal lesson.

All these things are part of a bigger aim: schools are a open laboratory for the society of next years. Only with a new vision, strong values and collaborative work we can really change in better our situation as human beings.

Materials and preparation of meetings in schools depends on what project each class decide to face. When this one is about something linked to the school itself or the local area where the school is located in, students are playing an active role into the society they are living in and that's such important cause let them be conscious about their key and active role inside



A co-design moment

their own community. Projects, at their beginnings, have no limits.

To value all these aspects, in collaboration with Human Foundation, a non-profit organization which works on social impact rating, we developed a survey with some guide-lines - taken by

deep experiences made over years by our partner - useful to understand how many new social relations and collaborative energies a School Raising project produced, beyond money raised. Basically, it's a first attempt to measure the impact generated by each project.

SWOT analysis

STRENGTHS	OPPORTUNITIES
<p><u>Human-based approach</u>, capability to engage and share the value produced with actors from different levels of a community and enable them to co-design together without barriers.</p>	<p>Connecting project managers who has successfully run a crowdfunding campaign with ones who are aiming to.</p>
WEAKNESSES	THREATS
<p>Big gap between the efforts School Raising has to invest to bring to the success each campaign (both in terms of outcome than outputs). It definitely related to skills and mindset of the Project Manager (this could be a teacher, a parent, a member of an external association which ask School Raising for a partnership). And it can flow from few hours to several working days.</p>	<p>The regulator can close teacher mindset designing law that are not challenging the schools.</p>



Motta Camastra Institute students and crowdfunding campaign / Video: schoolraising.it

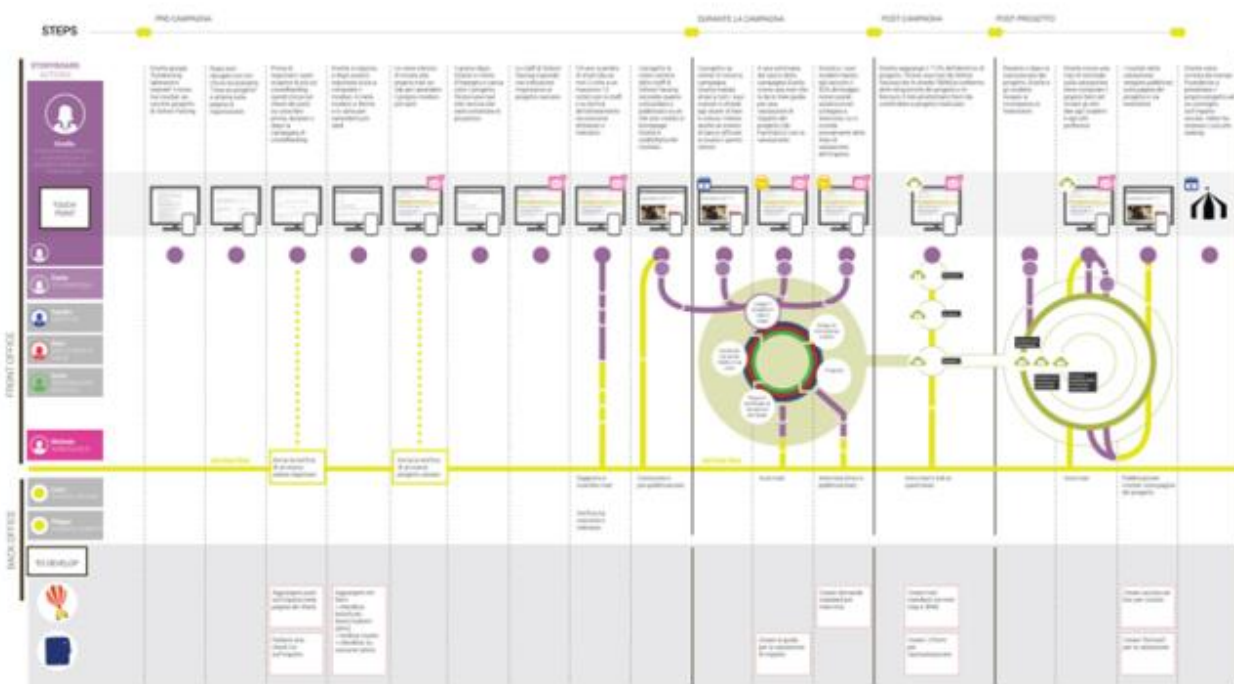
Transferability

School Raising project is quite totally scalable into another framework if leveraging on the co-design approach (or design thinking method) to empower teachers as process facilitator. That's why one of the most important aspects – as I already underline – of the project is to foster a learning by doing approach giving space for failing and experimentation. A Facilitator (almost always internal to the organization, School Raising in this case) is a person able to feel the situation around herself / himself and to run it toward the project's goals, giving good advices or asking the right questions.

A success story of the smart practice

Last year, on School Raising website, Motta Camastra Institute (Rome) launched a campaign to fund the creation of a FabLab in own building. The project manager – together with students – imagined “a place where dreams come true” for them and for the inhabitants of Finocchio, the city district where the school rises.

They shot a short YouTube video involving students' parents and they developed a social communication campaign to help us in raising money to buy a 3D print, a LaserCut and all the materials we needed to start our FabLab.



Workflow of a campaign

They thought about the FabLab as an open space where students, parents, teachers, neighbors and people interested in digital and manual activities could meet to share their knowledge and to give a shape to their ideas.

Nowadays, FabLab IC ElisaScala is a powerful asset for Motta Camastra Institute and for whole Finocchio area where everyone who wants to learn more about digital carpentry, or just to do experiments with new technologies, will find the right place.

In this experience, like in every campaign, we worked together with the project manager in order to make co-creation, awareness and value-share the main pillars of all the campaign design and communication.

What makes it a smart method?

School Raising is far from being just a crowdfunding platform. School Raising is a crossroad where social innovation, new learning methods, people with different ages, backgrounds and skills can meet each other.

Our vision goes beyond funding projects, it looks to the whole community, from the school to the surrounding environment, both the natural and the human ones, trying to

improve links between these two subjects and the human beings who live in it. School Raising considers all this system and the connections in and over it, including the same people who are part of this network in an open and incessant process to improve it. And that is innovative. School Raising is a powerful tool with powerful tools inside it, with a Matryoshka doll impact strategy: starting from education, we want to empower students, who are the citizens of tomorrow, to empower the entire community around them and where they live in. Giving a new method, showing the opportunities given by co-designing projects, you are teaching a new way to living the community, where everyone is important in the same way, carrying automatically fundamental concepts like social justice, and where everyone can use his own intelligence to solve problems in a creative new ways, with a special look to benefits for the whole community.



School Raising impact overview

Educitizens

The Partner

Comparative Research Network e.V. (co-ordinator)

COMPARATIVE RESEARCH NETWORK:

The Comparative Research Network was founded in 2007 and worked since then in the field of adult education and research.

The CRN Network is specialised in training activities within the fields of intercultural competences, intergenerational learning, mobilities and migration. Additionally, the CRN is specialised in creating and performing evaluation and dissemination processes. CRN lately gained through various projects both as coordinator and participant expertise in game design in education, storytelling and community reporting, where the network is currently carrying out training for several target groups. Due to CRN being organised as a transnational network, it has an international scope. At the moment, it employs 4 permanent and around 10 freelance staff, and has a network of more than 120 members, located in

Comparative Research Network e.V.

- ▶ Based: Berlin, Germany
- ▶ Profile: Adult + Youth Non-Formal Education, Research
- ▶ Target Groups:
 - Adult Learners
 - Educators
 - Researcher
 - Citizens
- ▶ Website: www.crnonline.de
- ▶ Contact: central@comparative-research.net

almost every European country. As a NGO CRN is non-profit oriented and performs crucial part of its work on a voluntary basis. Major target groups of the CRN are beside trainer marginalized groups, such as persons living in remote rural areas, seniors and unemployed. Generally, CRN is seeking to link social science with civil society.

Suomen ympäristöopisto SYKLI



SYKLI Environmental School of Finland is a specialized vocational institute.

SYKLI specializes in capacity building among professionals to promote sustainability. SYKLI offer in-service-training nationwide for adults representing a wide range of branches and professions, including early childhood education, school teachers and vocational trainers. Furthermore, SYKLI is active in a number of domestic and international development projects.

SYKLI employs 35 full-time experts and trainers. Each year about 3000 students participate in different types of trainings. SYKLI offers preparatory training for competence-based qualifications, staff training, teacher in-service-training, consulting and other expert services. Environmental education and civic participation are an important focus.

SYKLI

- ▶ Based: Helsinki, Finland
- ▶ Profile: Vocational Education
- ▶ Target Groups:
 - Vocational Learners
 - Educators
- ▶ Website: www.sykli.fi
- ▶ Contact: info@sykli.fi

In the educational field, SYKLI provides in-service-training to professionals in both formal and non-formal education, including early childhood education, school teachers and vocational trainer. The trainings vary from one-day workshops to longer vocational qualification in environmental education.

SYKLI is an active member in Finnish professional networks related to vocational education, youth work and sustainability.

Federação das Associações Juvenis do Distrito do Porto FAJDP



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

FAJDP

- ▶ Based: Porto, Portugal
- ▶ Profile: non-formal youth education
- ▶ Target Groups:
 - Youth groups
 - Educators
 - Youth Workers
- ▶ Website: www.fajdp.pt
- ▶ Contact: info@fajdp.pt

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, and trainings– it's a open space for open minds and new ideas!

Mine Vaganti NGO



Mine Vaganti NGO is a no-profit organisation born in Sardinia in 2009.

MVNGO has 4 offices in Sassari (Youth Center), Uri, Olbia and Tempio Pausania covering all the North of Sardinia with other branches in the rest of Italy.

Mission: MVNGO promotes intercultural dialogue, social inclusion through Sport and environmental protection using Non-Formal Education. MVNGO is part of 3 international networks such as YEE, ISCA and MV International.

Services: MVNGO is an educational training provider at local and European level and has a consultant role for public and private bodies in order to promote and develop European and trans-continental projects.

Among MVNGO main areas of expertise is the use of Sport as a tool of Social Inclusion.

Mine Vaganti NGO

- ▶ Based: Sassari, Italy
- ▶ Profile: non-formal youth education
- ▶ Target Groups:
 - Youth groups
 - Educators
 - Youth Workers
- ▶ Website: www.minevaganti.org
- Contact: minevag@minevaganti.org

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.

Ankara Yıldırım Beyazıt Üniversitesi (YBU)



Yıldırım Beyazıt University was established in Ankara, Turkey as the 5th public university.

In addition to this, changes and developments of our time with an appropriate tertiary structure to meet the needs of new generations. The Department of Information Management aims to educate creative and self-confident information professionals with and leadership capabilities who can design, implement and run information systems so that individuals, organizations and the society can get the utmost benefit from the recorded, printed and electronic information repositories.

Also train the new generation of researchers with a high degree of knowledge about their specialties who can conduct original research and offer the new knowledge produced to the

YBU

- ▶ Based: Ankara, Turkey
- ▶ Profile: University, Department for information management
- ▶ Target Groups:
 - Students
 - Educators
 - Libraries

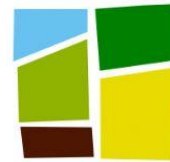
Website: www.ybu.edu.tr

Contact: som@ybu.edu.tr

service of the society. Major areas of research in the Department centre on information organization, information retrieval, records management, information services, information users, information literacy, web design, digital libraries, information architecture, information centers and their management.

Stowarzyszenie Pastwisko.org

STOWARZYSZENIE Pastwisko.org



Pastwisko is a regional NGO focused on Suwałki Region development, especially cultural and social.

It has 18 members working as volunteers in their spare time. We are the group of relatively young citizens that already have high expertise in culture, tourism, environmental issues and social change. Recently we focus on neighbourhood movements and non-formal education.

We use also our international connections to apply the best practices locally.

Education and participation are the key values of all association's activity last years. In 2015 we continued the support of Suwałki Cultural Paths – two touristic trails around the city (sciezki.suwalki.pl) and took part in cleaning up the monumental cemetery of 7 faiths.

Pastwisko

- ▶ Based: Suwałki, Poland
- ▶ Profile: Civil Society NGO
- ▶ Target Groups:
 - Adult learners
 - Educators
 - Citizens
- ▶ Website: www.pastwisko.org
- ▶ Contact: kontakt@pastwisko.org

One of the leaders - Wojciech Pająk - is also a member of Suwałki City Council and was the author of Czarna Hańcza Year 2016 initiative - a municipal project involving the citizens into planning and decision making by cultural and recreation events by the river.

Thanks to almost 10 years of local activity and a broad net of members and fans our association gets to 70,000 people, beneficiaries and - most of all - actors of local development in Suwałki.

European Geography Association for Students and Young Geographers (EGEA)



EGEA is an organisation for young professionals and students of geography and related sciences present in 34 European countries.

It was established in 1987 in Utrecht, the Netherlands and has since become locally active in over 90 European cities. The association aims at empowering young people through facilitation of social, intercultural and academic youth-run events that implement participatory approaches and non-formal learning methods.

With more than 100 international events annually, EGEA reaches out to around 4000 young people to experience geography and explore Europe. The vision of EGEA is to bring together young Europeans in an atmosphere of respect, inclusion and personal development. This inspires global understanding of environmental

EGEA

- ▶ Based: Utrecht, Netherlands
- ▶ Profile: European NGO
- ▶ Target Groups:
 - Students
 - Young Leaders
- ▶ Website: www.egea.eu
- ▶ Contact: egea@egea.eu

and social processes and enables us to bring about a positive impact on society. EGEA is a fully youth-run association organizing voluntary learning events that involve all the participants in project activities, enabling and motivating them to implement knowledge they receive from universities. Our activities incorporate trainings, workshops, lectures and cultural exchanges, facilitated mostly by young skilled peers from within the network.