



OpenCCCP

Open Educational Resources to Open Educational Practices
for Commons Community and Culture Projects

LOCAL LABS COMPENDIUM



The OpenCCCP project (2018-1-ES01-KA202-050471) has been funded with support from the European Commission. Its content and material reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The project focuses on the creation of OEP (Open Educational Practices applied to the use of heritage in local communities that promote social inclusion. It is a combination of innovative pedagogical practices in the context of local community projects where knowledge of heritage is encouraged with the participation of disadvantaged people.

Who made the Local Labs Compendium?

This document has been made by the consortium of the European Project, OpenCCCP N° 2018-1-ES01-KA202-050471, with the participation of the following people and organizations:

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European Project N° 2018-1-ES01-KA202-050471

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Digital Edition

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**The authors would like to thank the
46 participants to the 5 local labs
organized during the project for their
resilience and their contribution to this
publication.**

INTRODUCTION

The scope of this compendium is to reflect the various utilizations of an approach developed within the project OpenCCCP¹. The project has been implemented over three years by a consortium of organizations from five European countries: Germany, Italy, Romania, Spain and the United Kingdom. The consortium sought to establish an open and comprehensible model that would stimulate the development of Open Educational Practices (OEP), linking community-based participatory perspectives with heritage.

The compendium includes a collection of practical applications created by project beneficiaries presented within the format of action plans which aim to facilitate community development and dynamization. These processes of applications are the result of processes implemented during dedicated labs conducted in the 5 participating countries.

The value of the proposed model is that it is highly adaptative. In the midst of the project implementation the world was affected by the COVID 19 pandemic, which brought severe limitations with regards to physical interactions. Many of the activities had to be redefined, which emphasized the need to use digital resources to carry out the project activities. The Local Labs that each consortium partner needed to implement were meant to be immersive and participative. While participatory technologies are a fundamental part of what we consider an OEP, the limitation of face-to-face activities could have become a major challenge for the transmission of certain contents and of experiences. The different Labs were successfully carried out in each territory, some of virtually, some blended (online and presential), while adapting digital tools and the content to this new scenario. The result is a series of Action Plans, drawn up by the participants, which are presented below.

We hope that these examples can serve to increase the transferability of the project approach to other contexts, and that they motivate and inspire readers to get involved in processes as exciting as those developed during the OpenCCCP Project.

The Authors

1. More about the project here: <https://www.opencccp.eu/>

I.1 From OER to OEP - brief presentation of the process

OpenCCCP aimed at bridging the gap between OER and OEP. OERs (Open Educational Resources) are digital materials designed to be re-used for teaching, learning and research. To facilitate re-use, they are freely accessible and not protected by licenses. Ever since they emerged at the end of the previous century, they have been gaining traction as a way democratize and progress learning. The using and re-using of these online resources for learning purposes in the real world is sometimes referred to as OEPs (Open Educational Practices).

The initiators of OpenCCCP noticed that re-using the material rarely happens by itself. The material needs to be adapted to a specific context. In other words, it has to be revised, re-mixed and then re-distributed.

Not wanting to work in the abstract, the partners of OpenCCCP focused their efforts on disadvantaged neighborhoods in Barcelona, Berlin, Iasi, London and Palermo. Furthermore, the subject-matter of their re-use of OERs was cultural heritage, both in its tangible and intangible sense. This added a specific interest in a moment when the discourse and practice of heritage is increasingly shifting from a specialistic and conservative approach as steered by top-down institutions to a processual understanding of the term as “heritage making”, in which communities organise, reclaim and consolidate their values through participatory practices and co-creation. In Local Training Laboratories, each partner experimented with applying OERs to a concrete reality. Through that, they set out to develop a number of tools, and draw lessons from the way the re-vising, re-mixing and redistributed was articulated locally, referred to as Local Action Plans.

The tools were meant to facilitate the engaging and aligning of actors, help in designing a local action plan, and where possible facilitated the recognition and certification of skills. The instruments were brought together in an Open Curriculum, and are available online.

Additionally, must be acknowledged how the unexpected Covid emergency highlighted open digital resources as providing essential responses to the need for tools to manage collaborative work and horizontal cooperation without social proximity, and their translation into operational practices has been one essential scope of the training in a very concrete eventuality.

This Compendium looks at the second element, the local Action plans and how they emerged from the Local Training Laboratories. The proposed Action



I.1 From OER to OEP - brief presentation of the process

Plans differed a lot in their content as well as their approach.

While some rely on mapping or walkabouts to align participants, engage with communities or analyse the context, others mobilized in more traditional ways. And where some designs were executed by means of GANTT plans, others relied on more discursive forms of bringing plans to fruition.

This Compendium brings together the different Local Labs, as well as the Action Plans that emerged from them. Together they show in a unique way how the gap between OER and OEP was bridged in different communities, the lessons that were derived from this, as well as practical approaches that can be re-applied in other communities.

I.2 Brief theoretical presentation of the process of producing Local Action Plans

The creation of action plans is based, in general, on the following structure:

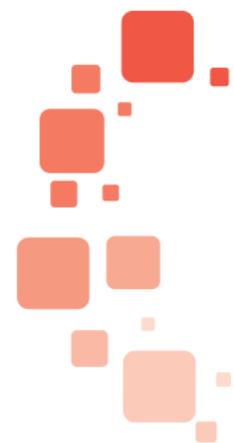
- A.** Local Context analysis;
- B.** Stakeholder Mapping/Focus group with principal local actors/Meeting;
- C.** Identification of main issues (potentialities);
- D.** Objective or changes you want to achieve;
- E.** Plan of actions;
- F.** Execution timeline;
- G.** Monitoring.

This general scheme may be integrated with useful tools and open resources such as the digital map, the SWOT analysis² and the Canvas Model³. The use of a digital map in the local context analysis allows the group to work and gain experience and skills in using open digital tools for urban context characterization and mapping (the actual implementation of these tools is described in chapter III Solving community issues through Local Action Plans).

The trainer divides the participants in workgroups which are then tasked to develop specific action plans. The different groups of learners are first asked by the trainer to boost the potential of SWOT analysis approach in the identification of main issues and potentialities of local cultural heritage enhancement applied to the specific topic of interest of each group (i.e. street toponymy). SWOT analysis is intended to be used as an introductory tool to analyse and assess the local context, followed by the application of other tools (such as the Canvas Model) which help detail specific realities and bespoke interventions (“objective or changes to achieve”, “plan of actions”) in the local action plans.

2. SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) analysis is a framework used to develop strategic planning. SWOT analysis assesses internal and external factors, as well as current and future potential. A SWOT analysis in this context is designed to facilitate a realistic, fact-based, data-driven look at the strengths and weaknesses of a territorial area, initiatives, or within its resources in general. The analysis needs to be accurate by avoiding preconceived beliefs or grey areas and instead focusing on real-life contexts.

3. The Canvas Model is a strategic management template used for developing business models (Business Model Canvas). It offers a visual chart with elements describing a product's value proposition, infrastructure, customers and finances, assisting businesses to align their activities by illustrating potential trade-offs. The Model has been used and adapted to suit different applications.



I.2 Brief theoretical presentation of the process of producing Local Action Plans

The Action Plans are adapted to the learners' needs and civic engagement purpose. Participants are requested to reflect and point out:

- key partners (necessary or useful to the realization of the project. i.e. Trade Associations, District);
- key activities (what actions are necessary to make the project feasible? i.e., area renovation, change of use, participatory process, etc. destination of use, participatory process etc.);
- key resources (what are the key figures for project design and management? Ex. Botanist, structural engineer, sociologists, gardeners, etc.);
- project values (what are the main values of our action plan? i.e. ecology, sport, social housing, differentiated waste collection);
- type of change/impact (how will beneficiaries benefit from our project? How will our project affect the context of intervention?);
- communication channel (how will I communicate the intervention to beneficiaries?);
- target group;
- cost of activities;
- sources of funding.

II. Local Labs for creating Local Action Plans in the CCCP project

II.1 Capo Open Labs



Capo Open Labs has been a series of workshops which took place between November-December 2020, in the neighbourhood Capo of Palermo in the framework of OPENCCCP project. The labs have been led by two trainers, one archaeologist and one architect. As an additional benefit to the participants, the Capo Open Labs have been recognized as educational experience for the students of the Department of architecture of the University of Palermo.

The first workshop included as participants a mixed group of students of architecture, researchers, activists and art historians. In the following workshop the initial group has been joined by students from the academic course on social geography and participatory processes of the Department of Architecture of the University of Palermo. The focus of the labs has been the exploration of the local cultural heritage to promote social inclusion among the residents of the Capo neighbourhood. The historical neighbourhood Capo of Palermo, despite the precarious living conditions of most of its inhabitants, is one of the richest in terms of cultural heritage: more than 30 churches, sites of cultural and archaeological interest, a high presence of material and immaterial cultural heritage such as artisan skills, traditional puppet theatre, food making traditions.

One the main challenges that Bond of Union focused on in this framework was the identification of sustainable ways in which the neighbourhood, and its deprived residents, could benefit from the local heritage and, more in general, to leverage the local heritage to enhance social inclusion together with Capo local residents.

II.1 Capo Open Labs

The design of the labs included a first phase which focused on the analysis and collection of data on different elements of local culture and their different historical layers. The methodology used has foreseen an introduction on the cultural heritage of the city and of the neighbourhood Capo followed by practical activities and educational games with the aim to:

- **acquire knowledge on the topography of the neighbourhood;**
- **gain the trust of the locals;**
- **collect primary information on cultural heritage.**

Participants to the labs were divided into two groups, which were assigned to gather information on the following topics:

Group 1 - the religious cults present in the neighbourhood, and

Group 2 - the toponyms of the streets, finding links among the past and the present.

The information was collected mainly through books and internet search as well as meetings and interviews with local actors as residents and workers of the neighbourhood.

Participants had to define a path within the neighbourhood identifying key places for their topic. The outcome of the first section were two digital maps (on GIS support) with the elements identified, links and pictures, used as the basis for phase 2.

The second phase started from the previous exploration and moved further with the formalization of three action plans based on the enhancement of the local culture to promote social inclusion. By using SWOT analysis and model canvas the participants reflected on the different parts that compose an action plan and created, in the final phase, three pitches of community intervention plans.

II.2 Local labs for reducing the negative impact of labour migration on children left behind

In Romania the partner Alternative Sociale Association focused on combating the negative effects of migration on different vulnerable groups.

The participants were selected from practitioners and students from the „Alexandru Ioan Cuza” University of Iași in the social field – current or future social workers, mediators etc. As in the previous case, the participation of the students to the workshops and subsequent work for developing the local action plans was acknowledged by the university as educational experience.

The trainers involved were social workers with significant theoretical (as trainers and as authors of professional literature) and practical experience (as service providers) with the target groups analysed.

Due to the fact that the sessions took place at the end of 2020 a decision was made that the workshop would be conducted exclusively online. Although this change had some negative impact on the opportunity of the participants interact with the inhabitants and institutions from the communities later selected for the action plans developed, it also facilitated the involvement of participants who lived in different cities and villages. The sessions were conducted online⁴ and an online platform⁵ was used for the sharing of information, planning, organization of the work in groups.



4. via Google Meet.

5. www.trello.com.

II.2 Local labs for reducing the negative impact of labour migration on children left behind

The initial phase was dedicated to introducing the participants to the situation of different groups affected by migration: children left behind, remigrant children⁶, elders whose children migrated, migrants who come to Romania and the EU etc. After the theoretical presentations the participants were invited to select 3 communities that they knew well. Based on this criterion they were separated into three groups; each group conducted an analysis of the main problems that the community (1 village and 2 cities) they were assigned to was confronted with. Given the specific of the local lab the participants focused on the impact of migration on the resilience of the selected communities.

Based on the analysis conducted the participants were then asked to select a group of vulnerable persons to develop an action plan for. All three groups identified children with parents working abroad as the main vulnerable group present in the target communities.

The separation of children from parents working abroad is associated with a series of needs that remain unattended (psycho-social, economic, education etc.) as well as with a series of risks (overburdening with roles - taking on adult responsibilities, including caring for younger siblings, vulnerability to physical, psychological, sexual abuse, child labour, trafficking and prostitution, insufficient development of independent life skills, poor acquisition of moral norms, early debut of sex life⁷).

6. The term remigrant child refers to a child who returned to the home country after having moved to/with his/her migrant parents abroad to live there (Alternative Sociale Association, 2012).

7. "The Remigration of Romanian Children: 2008-2012", Alternative Sociale Association, 2012.

II.3 DCCLab – Open resources to design community interventions



In Spain, Trànsit Projectes implemented a local lab centered in open resources to design community interventions (DCCLab – Recursos oberts per dissenyar intervencions comunitàries).

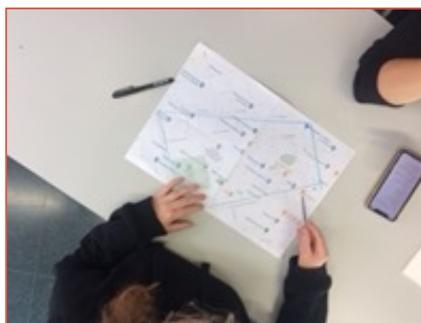
DCCLab was held in different venues during April and May 2021. It was composed by four face-to-face sessions and two on-line sessions. It was designed to provide participants with tools and resources to identify different characteristics of a concrete territory, and to design community interventions to solve specific problems identified or to activate some of its potentialities. The DCCLab was organized in collaboration with the Social Educators Professional Association of Catalonia (CEESC).

The sessions employed examples from community projects and their processes to inspire the participants. The visited experiences were: CiutatBeta, Objectiu Venus, Som La Marina (Euler project) and L'Eixida.

Various online tools were also implemented for sharing information, experiences and contents. In particular three tools were used: Miro, Trello and Etherpad. Besides, all the contents of the OpenCCCP OER were also shared.

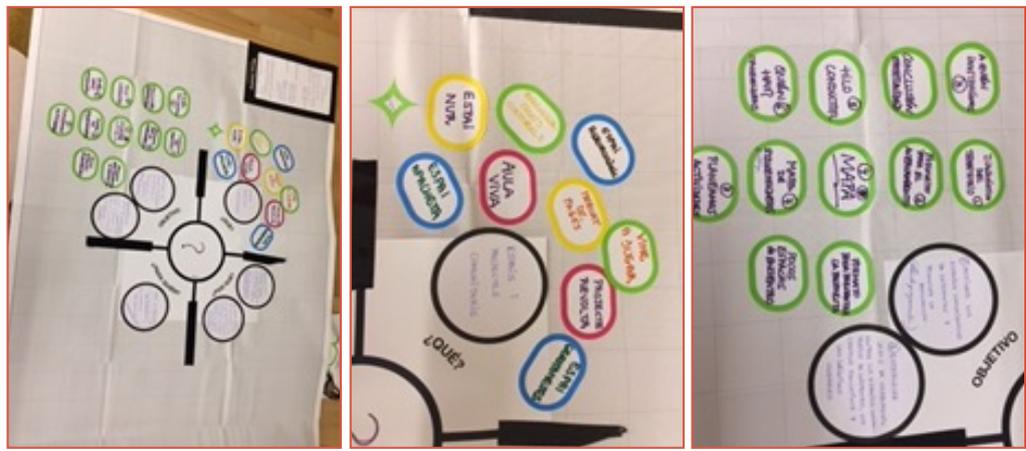
The initial phase was dedicated to introducing the participants to OER and OEPs and then progressively mixing open resources and action plan designing.

The starting point of the development of the action plans was a collective mapping of the area where the plans were to be designed. Starting from there, the groups used different strategies to go deep into the diagnosis: participation in community activities, interviews with people/projects in the neighbourhood, research on existing documents, etc.



II.3 DCCLab – Open resources to design community interventions

After that, the participants moved further with the development of three action plans based on the findings of the first diagnosis exercise.



The DCCLab focused on a neighborhood called Nova Esquerra de l'Eixample, in Barcelona. We chose a section of the neighborhood to start with the collective mapping and the proposed action plans, as shown in the photo.

The whole neighborhood has around 56.000 inhabitants. Demographically, almost 60% of the population is between 25 and 64 years old. Regarding the origin of the population, around 21% are not Spanish. Main foreign nationalities are: Italian, Chinese and Colombian. 44% of the population of the neighborhood has university or superior studies, which is 10 points higher than the average of Barcelona city.

The pre-conceived ideas about the neighborhood were that it was:

- **not very lively;**
- **a dormitory neighborhood;**
- **inhabited by medium class;**
- **without community activities;**
- **without an identifiable identity.**

II.3 DCCLab – Open resources to design community interventions



The first mapping showed some interesting points that changed these first pre-established ideas, for example:

- **Various community projects related to urban orchards (or urban gardens);**
- **Diverse educational infrastructure;**
- **Some tactic urbanism spots - post covid⁸;**
- **A few very traditional shops;**
- **An old factory now promoting small creative shops;**
- **Proliferation of new commerce;**
- **Very few green public spaces or parks.**

The first mapping allowed to create 3 different proposals to develop local action plans: one related to dynamization of public spaces and tactic urbanism spots; the second one related to elderly people as activators of local activities, and the third one related to traditional commerce.



8. Temporary urban measures to prevent the spread of COVID such as widening pavement space for pedestrians, creating temporary spaces for restaurant terraces, widening access spaces to school areas to avoid crowds, etc.

II.4 Elephant Path – Somers Town (London)

Elephant Path was a lengthy process in the course of 2019 and early 2020, that sought to engage the local community of Somers Town in North London in processes of learning and exploration of intangible local heritage.

Building upon previous work on skills and competence, City Mine(d) aimed at applying skills of local residents in several arts and culture related projects. The challenge Elephant Path was confronted with, was a particular lack of trust and disengagement in a neighbourhood that in previous decades had been over-consulted by urban renewal policies and interventions⁹. Elephant Path aspired to reach beyond the community of active citizens and involve local residents who might be less inclined to engage. For that reason, many strategies, some borrowed from tactical media were employed to reach the underserved. Eventually, about 20 people from different ages, backgrounds and walks of life engaged in the 3 Labs that were rolled out.

A first local Lab focussed on food and cuisine as a cultural phenomenon. Food as an expression of creativity, heritage and interests, but also as an opportunity to bring a community together, to show and acquire skills, and discover new things.

A second Lab concentrated more on space and territory, continuing the exploration on food, but doing so from a community garden, and with the aim of building and running a mobile kitchen.

A third Lab opened up to craftspeople from the neighbourhood to share skills on woodwork and textile making. Again, combining creativity with different traditions.

The Labs were facilitated by members of City Mine(d), who did not present themselves as trainers or even community workers, but genuinely interested in learning and exploring themselves, and contributing questions as much as answers.

9. For more on this: Qui, L. and Hasselaar E. (2018) Making Room for People: Choice, Voice and Liveability in Residential Places, TU Delft Techne Press



II.5 Collaborative Atlases for Heritage and the Commons in Schöneberg

Collaborative atlases for Heritage and the Commons has been the training program led by Tesserae in and on the Schöneberg neighbourhood in Berlin. It aimed at social practitioners, civil servants and active citizens interested in improving their professional capacity with innovative instruments of analysis and representation. The training tested a set of tools and methods aimed to facilitate participatory processes, with a focus on cultural heritage as a factor of civic engagement. The seminar activity was focused on different declinations of the concept of heritage as “heritage making” and “dissonant heritage” and on how local heritage can be developed and preserved through collective process as a ‘commons’. The curriculum developed skills and competences in socio-spatial assessment, collaborative mapping and digital storytelling, focusing on the use of digital atlases as innovative tools for community organising, action research and social inclusion projects.

The beneficiaries of the training program have been a group of young professionals and master students in urban related fields interested in improving their capacity of intervention through hybrid competences. The participants were mostly based in Berlin but we had a significant participation of attendees coming to Berlin from other EU countries to specifically attend the program (UK, Italy, Portugal).

The selected area for the focus of the action plans was Schöneberg, a zone of Berlin where the leading organisation had not worked earlier. As a consequence, the program had a strong focus on how to create the contextual knowledge and the baseline necessary to implant new projects. During the training activities the Covid pandemic significantly limited the possibility to develop activities on field and in physical co-presence as originally planned, and required the program to be mostly concentrated on the development of context analysis as a prerequisite for future engagement. Therefore the local action plans delivered during the lab aimed at drafting operational hypotheses for a concrete engagement of local stakeholders in a possible future project for the valorisation of local heritage.

Schöneberg is a central district of Berlin where different cultural identities co-exist and combine, including remembrances of the lively Jewish scene at the time of Weimar republic, the gay quarter around Noellendorfplatz, the Rote Insel neighbourhood that was home of alternative urban movements in the 70s, and the Bayerische Viertel, strongly connected with the memory of the deported Jewish population. The key objective of the laboratory has been the exploration of this complex historical identity, how this generated collective

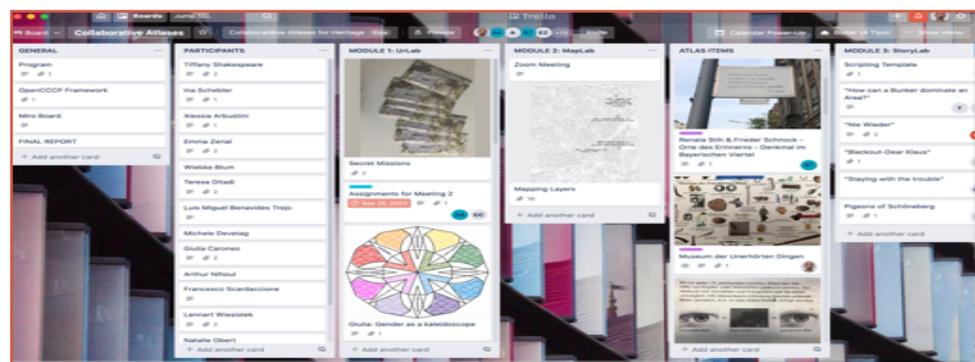
II.5 Collaborative Atlases for Heritage and the Commons in Schöneberg

tangible and intangible heritage and how its public space is or could be managed as a commons, testing collaborative methodologies for reconnoitring, mapping and narrating this reality. The individual exploration of the spatial context has been mostly carried on field by the participants as singles or small teams, but the collective elaboration of the results underwent increasingly a shift towards digital interaction using online tools, and the final outcome has taken the form of a detailed context analysis for future engagement of citizen in a possible cultural heritage activity.

Training structure

The training was organised in three modules of 60 hrs in total, 30 in class and 30 personal assignments. Initially planned as one and a half day each module for a total of six meetings between September and November 2020, the program was integrated with two more meetings to deal with Covid related complications and to deliver the Local Action plans, and was concluded in February 2021.

We employed an online Trello board to share didactic materials and to collect the results with the participants, completed by a set of different platforms for file sharing, organising and seminars that include Vimeo, GoogleDrive, Dropbox, Miro, Zoom. Additionally, a relevant part of the training has been devoted to testing the potentialities of original collaborative platform prototypes in course of development by Tesserae (Exercises in Urban Reconnaissance¹⁰, CoMMA Collaborative Atlases¹¹, NarrAbility¹²).



10. <http://www.tesserae.eu/project/exercises-in-urban-reconnaissance/>

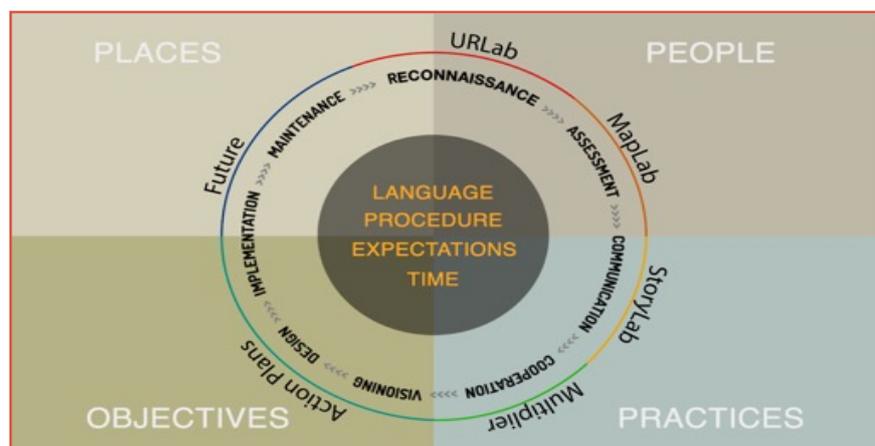
11. <http://www.tesserae.eu/project/comma/>

12. <http://narrability.oginoknauss.org/>

II.5 Collaborative Atlases for Heritage and the Commons in Schöneberg



The curriculum has been structured based on the general “Framework for change” developed by Tesserae as a conceptual map to navigate transformative processes at large. Such a basic logic framework is designed to understand the complexity of factors influencing the development of inclusive, participated and integrated projects. It is organised around four essential dimensions of change (spatial, social, strategic and practical), four key variables (language, procedures, expectations and time) and eight moments marking any integrated multistakeholder process of transformation. Our training program has been concentrated on the three first moments, reconnaissance, assessment and communication, and has aimed at setting the conditions for the successive steps (coordination, visioning, design, etc.) through the creation of a hypothesis of Local Action Plan.



The 1st Module on Urban reconnaissance (URLab) was dedicated to the multidisciplinary analysis of the given socio-spatial context, disentangling and classifying the complexity of elements that concur in determining the urban identity of Schöneberg. Based on the methodology of Urban Reconnaissance and on the platform developed by the ogino:knauss collective¹³, the aim of this module has been to identify a basic taxonomy of phenomena to be investigated and to define a specific area to focus the lab. In particular during the first session we introduced the “secret mission” game, a methodology of exploration tested by Tesserae on different occasions and with different purposes, based on assigning personal or group tasks in sealed envelopes as a way to stimulate observation capacity and suggest specific vantage points to the participants.

13. <http://oginoknauss.org/>

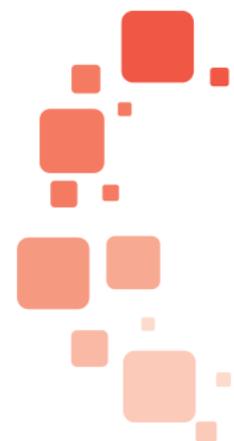
II.5 Collaborative Atlases for Heritage and the Commons in Schöneberg



In this first phase we associated the participants in couples sharing a mission, in order to break ice among the trainees and to foster discussion. Successively the trainees have been left free to follow a personal focus to develop individual projects. This laboratory led to the exploration of the neighbourhood and the identification of personal perspectives or themes to analyse the diverse social dimensions of heritage.

The results of this first phase have been recollected on the Urban Reconnaissance Blog. After this phase we selected a smaller area around the Rote Insel and the Bayerische Viertel to narrow up the focus of our activities within the very large territory of the district.

The 2nd Module Collaborative Mapping (MapLab) was aimed at representing structures of relations and topologies, employing cartographies, graphs and conceptual maps to represent diverse configurations of phenomena related to local communities and their cultural heritage. It presented a set of methods designed to develop collaborative mapping processes. This lab also marked the shift to the distanced digital interaction among the participants, given the new safety rules imposed by Covid. This naturally affected the original plan, as the methods presented are originally aimed at favouring a very physical interaction among participants employing paper, pins, threads and encouraged to create physical artefacts together. Nevertheless, the laboratories were also an useful opportunity to readapt and test solutions to the new global condition of distanced interaction imposed by the global pandemic, although limiting in



II.5 Collaborative Atlases for Heritage and the Commons in Schöneberg

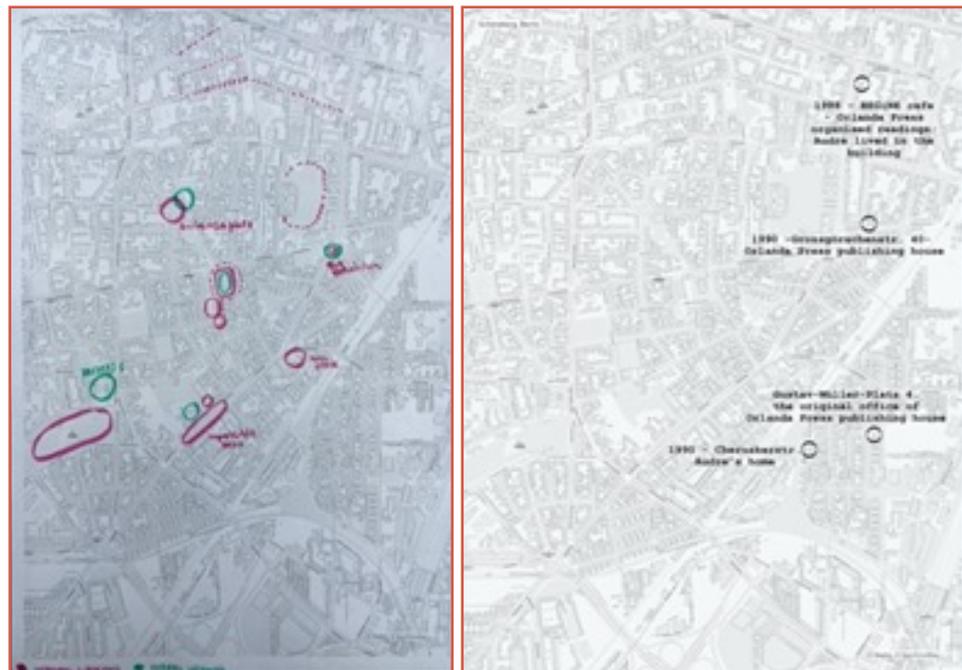
this phase the scope of the project in terms of community outreach. We tested a hybrid version of the methods, with a small group of participants executing the operations in the physical space, streamed to the rest of the group through Zoom, while boards and maps were duplicated also in a digital version using the Miro platform.

The module started with introducing the thread mapping method developed by tesserae to foster collective reflection of a spatial context. In this case we started with a discussion on the semantic richness of the term heritage. The participants were asked to provide different meanings and interpretations of heritage, and to connect these with different examples found in the analysed territory. Using threads and pins we also assessed a range of characteristics of these different places and artifacts, as their periodization, nature, formalisation, form of representation, recognition by different communities, care and preservation by institutions, etc.



In terms of content, the participants improved their first reconnaissance exercise with drafting a set of hypothetical map layers including diverse topics such as social conflicts, former squatting houses, the interaction between pigeons and citizens, the personal geography of poet Audre Lorde when living in this neighbourhood, etc. This practice is preparatory to the creation of a digital atlas of heritage that gives an account of the multiple dimensions that contribute to the production of cultural heritage.

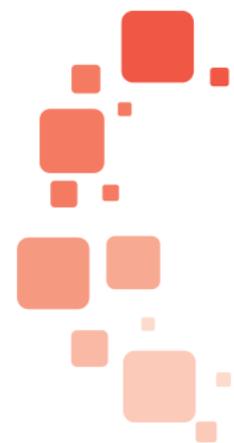
II.5 Collaborative Atlases for Heritage and the Commons in Schöneberg



The 3rd Module on Digital storytelling (StoryLab) was dedicated to narrative tools and methods to give voice to individuals and communities, with a particular attention to underrepresented and silenced groups. The training process introduced a series of techniques and formats for inclusive storytelling practice and publication platforms, and focused on accompanying the participants into the development of a personal storytelling project in digital interactive format. The participants were introduced to the scripting template developed by Tesseract to facilitate collaborative storytelling processes. It is a template in slide show format based on nine key elements that need to be defined to structure any sort of story.



Therefore they have been invited to experiment with the format starting from the themes and areas identified through the explorations during the formed two modules. The storytelling concept has been applied to a range of stories and point of views, including different media and languages, such as describ-



II.5 Collaborative Atlases for Heritage and the Commons in Schöneberg

ing historical architectures like WWII bunkers, memories of urban struggles. The focus of the lab has been significantly on scripting, that is structuring the story and giving priority to how to organise the content and produce a message rather than on specific techniques of representation, leaving the participants to choose their preferred language (photography, video, drawings, interviews). The idea was to build a collective narration based on different voices and means of representation, while testing the final publication in a multi-media interactive format. The participant started to test the publication of their stories in the format provided by the Narrability Platform prototype, designed by our organisation, a process that is still ongoing.

Finally, the last sessions of the training program have been dedicated to planning a future actual process of engagement of the local community in a project of 'collective heritage making'. As stated before, the exceptional conditions imposed by the pandemic have greatly reduced the possibility to start the process of engagement and stakeholders outreach as initially planned. For this reason we focused on the Local Action plan elaboration and the final multiplier event as the opportunity to define a possible strategy of engagement that could be implemented through future projects in the area. The three LAPs drafted as part of the training activities were conceived to be combined in one final proposal for a new project to be submitted to local authorities and possible funding programmes for an actual implementation in the neighbourhood, and the multiplier event designed to commit a local partnership in making the project happen. The participants have split into small groups to work on the three different exercises, using a template designed according to the structure proposed by the OpenCCCp curriculum. Short time and the exceptional conditions for the pandemic have not permitted to further develop the set of ideas, but Tesseræ is committed in further explore opportunities for making them happen as an actual project in Schöneberg when the necessary conditions will manifest.

III. Solving community issues through Local Action Plans

III.1 Circular Economy in CAPO Neighborhood



A. Local context analysis

In the CAPO Neighbourhood one of the groups focused on the mapping and analysis of material and immaterial cultural heritage.

B. Stakeholder Mapping/Focus group with principal local actors/Meeting:

The group choose to interact with the local context mainly through unstructured interviews and informal discussions involving local citizens and long-standing residents.

C. Identification of main issues & potentialities:

The group, through a specific SWOT Analysis, identified a series of activities based on circular economy concepts for Capo neighbourhood improvement. The members of the group were requested to take into consideration also the findings of the other two groups (cult and toponymy).

Strengths identified: The group identified the following strengths that the CAPO Neighborhood is characterised by: identity elements at neighbourhood level; identity elements at local and supralocal level; memory still spread in the neighbourhood reported through popular stories called “cunti”; existence of autonomous initiatives at neighbourhood level by some inhabitants; widespread potential of cultural spaces; permanence of traditional craft and commercial activities; persistence of the historical market and historical stores; recognition and positive reputation of Bond of Union organization; presence of street art works; presence of active cultural associations.

Opportunities identified: The group identified the establishment of “Rete Capo” (network of local associations) as a reliable resource.

Weakness: The analysis that the group produced highlighted a series of weaknesses as well: limited knowledge of places of cult by both outsiders and locals; transformation of the district-market to attract tourists; high presence of BNB, Airbnb etc.; occasional tourist flows; tourism “hit and run”; degradation of public spaces; un-healthiness of the public spaces - lack of waste collection bins; shortage of public spaces; lack of cultural activities for local and non-local inhabitants; presence of active but not cooperating cultural associations.

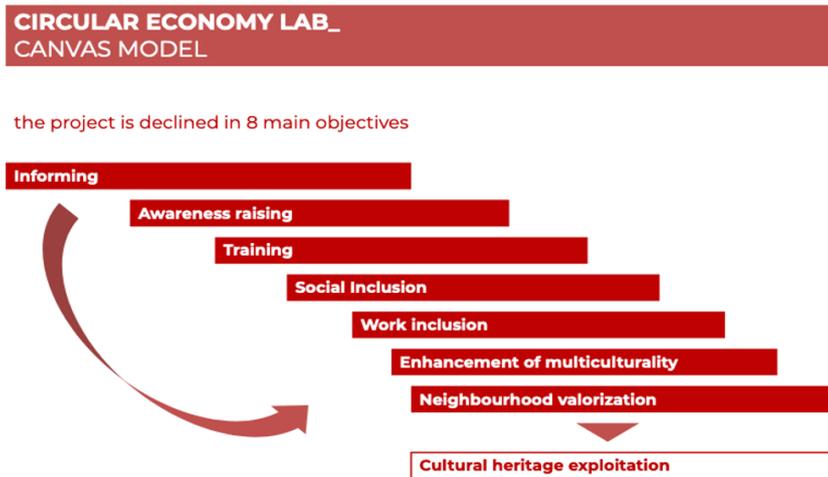
Threats: Existence of a policy of the current public administration oriented to

III.1 Circular Economy in CAPO Neighborhood

maximize the economic benefits derived from tourism flows at the expense of the quality of life in the historic centre.

D. Objectives or changes

The action plan focused on the general objective of finding and proposing solutions based on circular economy concepts for neighbourhood improvement, social inclusion and cultural heritage exploitation.



Impact expected: more information and training opportunities, awareness raising, social inclusion, labour inclusion, enhancement of multiculturalism, material valorisation of the territory, enhancement and exploitation of local cultural heritage.

E. Plan of actions

The group identified three key actions by applying the Canvas Model to the general objective. By using this approach the group identified the following values: circular economy, sustainability and commercial innovation, ecology, enhancement of material and intangible cultural heritage. Circular economy, namely, is intended to create the basis for a neighbourhood endogenous cycle that puts together specific knowledge and know-how.

The first key action, based on the value “sustainability and commercial innovation” focuses on local commerce. Four main sub actions with a focus on the potential of local innovation have been imagined:

III.1 Circular Economy in CAPO Neighborhood



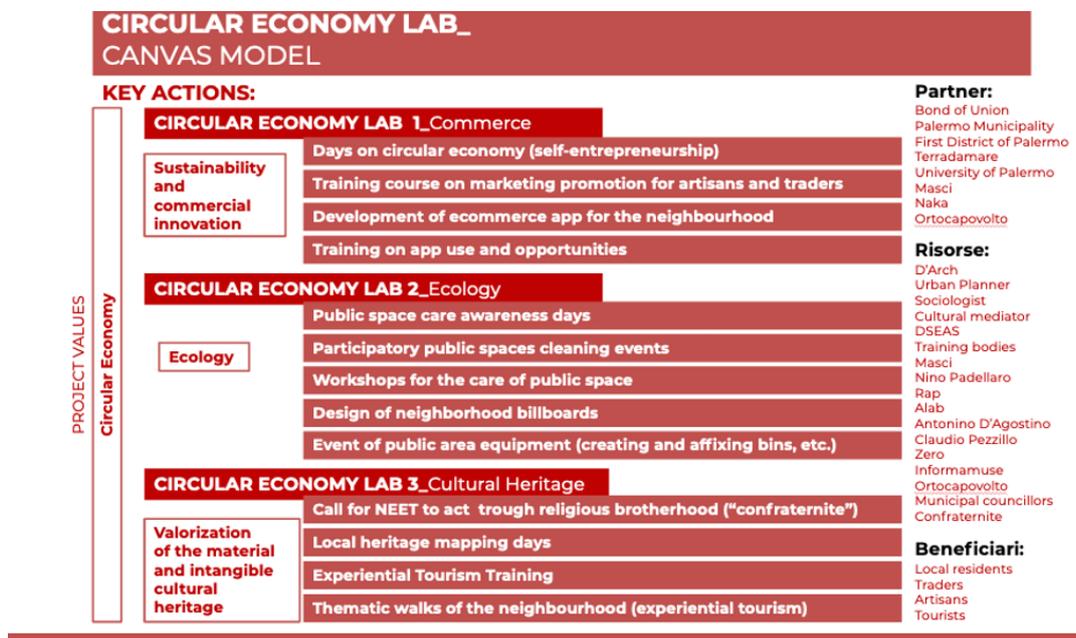
- days on circular economy (i.e. self-entrepreneurship based);
- training course on marketing promotion for artisans and traders;
- development of ecommerce app for the neighbourhood;
- training on app use and opportunities.

The second key action emphasizes the value of ecology in public space with five main sub actions:

- public space care awareness days;
- participatory public spaces cleaning events;
- workshops for the common care of public space;
- design of neighbourhood billboards;
- event of public area equipment (i.e. creating and affixing bins, etc.).

The third key action is finally based on the valorisation of material and intangible cultural heritage of the district. The group create four sub actions mainly centred on training, tourist enhancement and NEET inclusion:

- call for **NEET to act also through religious brotherhood (“confraternite”)**;
- local heritage mapping days;
- training on experiential tourism;
- thematic walks of the neighbourhood (experiential tourism).



III.1 Circular Economy in CAPO Neighborhood

Several potential partners have been identified - the local NGO, University, Palermo municipality and district city council.

The key resources highlighted are professionals, such as urban planners, sociologists, trainers and cultural mediators. Local citizens identified in the local context analysis phase were also included, together with local organizations such as Bond of Union, Masci or Alab.

The main beneficiaries are local residents, tourists, small business, artisans.

F. Execution timeline

The timeline of the action plan is shown in the following Gantt chart figures, divided in key actions and sub-actions. It is structured in 14 months of execution.

KEY ACTIONS (MACRO)	SUB ACTIONS (MICRO)	MONTH													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
LAB Circular Economy 1_ Commerce	1. Days on circular economy; 2. Training course on marketing promotion fot artisans and traders; 3. Development of ecommerce app for the neighbourhood; 4. Training on app use and opportunities	X													
			X	X	X	X									
						X	X	X	X	X	X	X			
													X	X	X

G. Monitoring: monitoring actions are mainly based on the control and update of canvas model main features and on the timeline execution of the three key actions.



III.2 Valorisation of cultural heritage through street toponymy



A. Local Context analysis

The second group involved in the Local Labs in Palermo chose to focus on mapping and collecting relevant data on the toponymy of Capo neighbourhood streets.

B. Stakeholder Mapping/Focus group with principal local actors/Meeting:

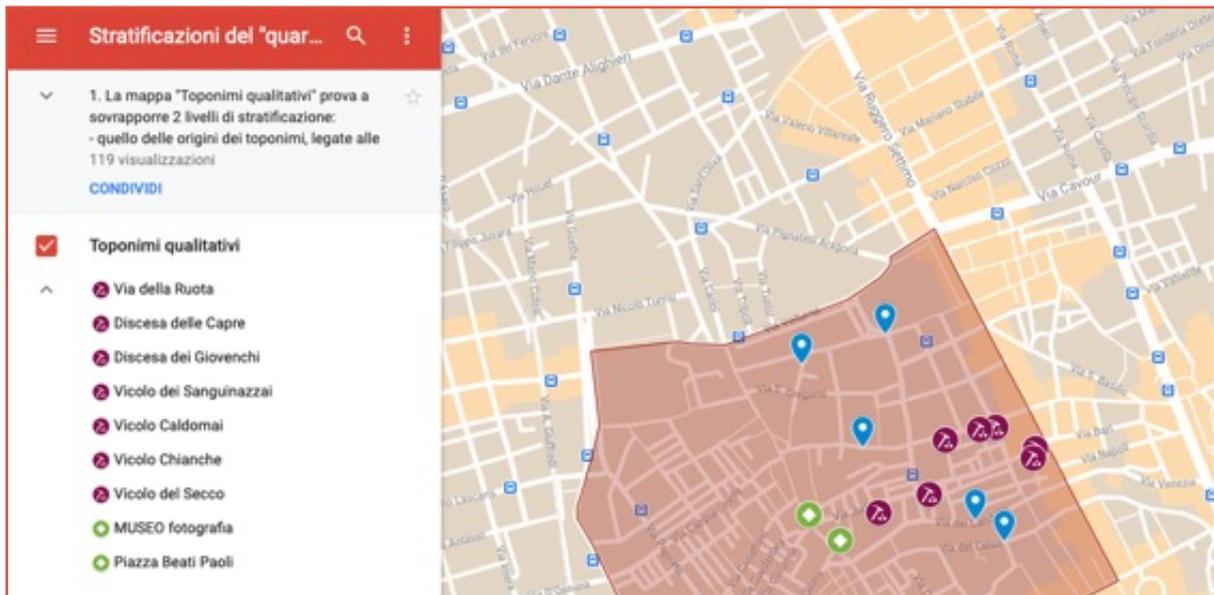
The second group also chose to interact with the local context mainly through unstructured interviews and informal discussions by involving local citizens and long-standing residents. In this exercise the collection of stories and memories related to Capo streets was particularly relevant to the main purpose of obtaining inside information and social bonding with the citizens of the district.

The digital map tool helped the group along this process by facilitating the collection of relevant info as well producing a visualization and geolocalization¹⁴ of pertinent streets¹⁵.

14. Toponymy is the study of toponyms (proper names of places, also known as place name or geographic name).

15. This map is displayed, in Italian, at this link: <https://www.google.com/maps/d/u/0/viewer?mid=1wD3HoVm-qc5Z32mKQ-QVMDjZ5x-VZyQ2k&ll=38.118104200000005%2C13.359045300000018&z=16>

III.2 Valorisation of cultural heritage through street toponymy



C. Identification of main issues & potentialities

The second group develops, as follow up to the context analysis, a relevant swot analysis.

Strengths identified: toponymy related to the history of the neighbourhood; high presence of various sacred monuments; meeting points widespread; practice of historical artisanal crafts; the Capo local market; religious festivals and historical legends; associations working on the re-development of the district; street art.

Opportunities highlighted: PUMS / PRG Palermo 2025¹⁶; FSE and FESR 2021-2027¹⁷; grants on circular economy¹⁸; need to reclaim public space; disused/abandoned buildings; point of interest for artists.

Weakness: indifference or lack of knowledge of the local cultural heritage of many inhabitants; absence or inadequacy of spaces for children (playgrounds); absence of green spaces; dangerous buildings.

16. Sustainable Urban Mobility Plan (SUMP) / Palermo City Planning.

17. Social European Fund and European Fund for Regional Development

18. Provided by local or EU funds.

III.2 Valorisation of cultural heritage through street toponymy



Threats: lack of communication between institutions and the population; mistrust of public institutions; widespread practice of illegal activities; lack of control by institutions for public security.

D. Objectives or changes

The main objective of the action plan was the valorisation of the cultural heritage of the Capo neighbourhood by bringing back to life those cultural values that risk to be totally forgotten, recreating a link between history and people, between traditions and modern generations.

Main impact expected:

- **deploying non-mass cultural tourism and guided exploration of the neighbourhood;**
- **funding collection to constitute a local social cooperative;**
- **involvement of residents in activities to improve the life quality within the neighbourhood,**
- **strengthen the sense of community by bringing traditions back to life, but also allow residents' businesses, from food to manufacturing, to be told and publicized;**
- **involvement of youth relegated to the periphery of the neighbourhood. Re-establish a connection between youth and adults through the promotion of local historical values;**
- **new playground spaces for children;**
- **upgrade the methods of marketing and use of the historical market, to attract the modern generation and expand the market area, increase the potential amount of recipients.**

E. Plan of actions

Following the outline of the main objectives the group identifies a series of key interconnected activities centred on the activation of a local cultural centre and event organizer to animate Capo district with several activities aimed to valorise cultural heritage as educational paths, street art laboratory, creative ecolab, social neighbourhood lunches. The action plan imagines also the rehabilitation of abandoned areas and buildings

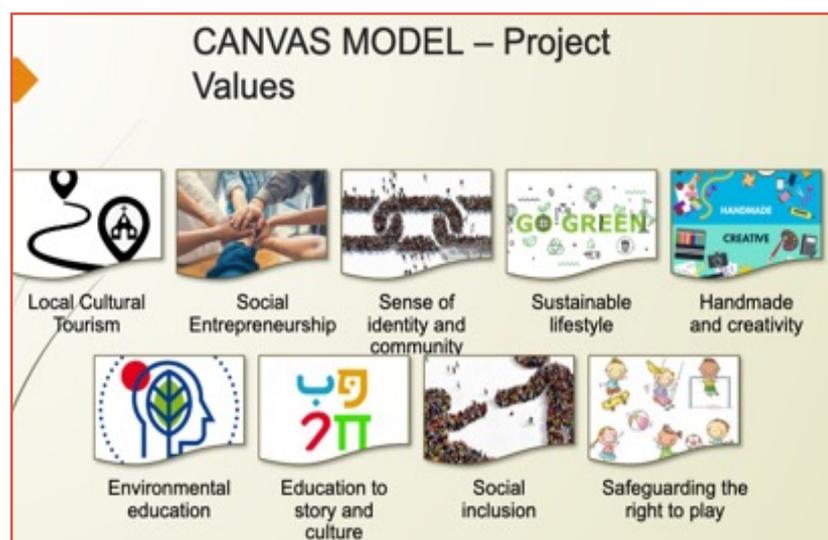
III.2 Valorisation of cultural heritage through street toponymy

The figure helps to visualize this sequence.



Based on the canvas model structure nine distinct project values are identified.

The main partner of this action plan are two local organizations (Bond of Union and Naka) and the municipality of Palermo.



III.2 Valorisation of cultural heritage through street toponymy



The key resources highlighted are touristic guides, trainers, residents and merchants, social and cultural local organizations, artists, influencers (i.e. you-tubers), local administrators, local artisans and volunteers.

The main beneficiaries are residents and non-residents, local school students, tourists, children, local stakeholder and public Institutions.

F. Execution timeline

The group drafted the estimation of the execution timeline in a Gantt chart synthesized in the scheme below.

G. Monitoring

KEY ACTIONS (MACRO)	SUB ACTIONS (MICRO)	MONTH													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
LAB Circular Economy 2_ Ecology	1. Public space care awareness days;	X													
	2. Participatory public spaces cleaning events;	X						X		X		X		X	
	3. Workshops for the care of public space;		X	X	X			X							
	4. Design of neighborhood billboards;					X			X		X		X		
	5. Event of public area equipment						X		X		X		X	X	

As in the other group monitoring actions are mainly based on the control and update of canvas model main features and on the timeline execution.

III.3 Development of action and strategy to valorise cultural heritage based on religious cults

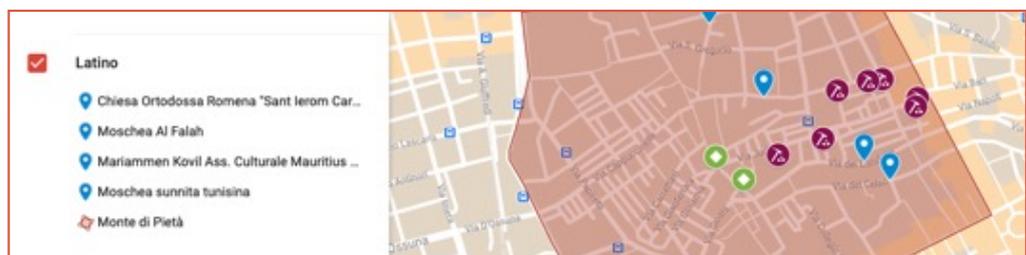
A. Local Context analysis

The third group chose, based on the preliminary context analysis developed in the first part of the Capo Open Lab, to focus on mapping and collecting relevant data on religious cults present in the Capo neighbourhood.

B. Stakeholder Mapping/Focus group with principal local actors/Meeting

The group chooses to interact with the local context mainly through walking and mapping the neighbourhood, and also attempting unstructured interviews and informal discussions by involving local citizens and long-standing residents.

The team reported in the digital map main findings concerning cults' physical presence in the district tracking catholic and orthodox churches, mosques, cultural associations.



C. Identification of main issues & potentialities

The SWOT analysis underlined unexpected results, as showed below.

Strengths identified: care of religious sites; heterogeneous religious groups; diverse places of cult; existence of visible religious heritage; respect for other cults.

Opportunities highlighted: the Palermo Council of Cultures¹⁹; the policy of Palermo as a “welcoming city”²⁰;

19. The Council of Cultures is a community council that gathers representatives of all the migrant communities present in Palermo. The Council is the representative body of all those who have a nationality other than Italian, and those who have acquired Italian citizenship residing in Palermo.

20. Palermo signed the Carta di Palermo in 2015, a forward-thinking declaration of intent regarding the topics of integration and citizenship, in which the main concept revolves around the right of international mobility.

III.3 Development of action and strategy to valorise cultural heritage based on religious cults



Weaknesses: Lack of true dialogue between residents and the different religious communities; unsafe buildings; closed communities; precariousness of use (L. 1159/29 “law on cults”²¹).

Threats: Mass tourism is not regulated.

D. Objective or changes

Main objective of the action plan focused on the valorisation of religious cults, as material and immaterial cultural heritage, by means of integration, mutual recognition and intercultural exchange in the neighbourhood.

Main impact expected:

- **social inclusion;**
- **awareness raising;**
- **training in multiculturalism.**
- **implementation of cultural services.**

E. Plan of actions

The group synthesized, based on the Canvas Model, five main key actions connected by the idea of give mutual value to the different cults present in the neighbourhood:

- **cultural and integrative workshops;**
- **multi-ethnic neighbourhood parties;**
- **meetings with schools in the neighbourhood;**
- **language courses;**
- **festival of cultures.**

Project main values were instead identified in:

- **integration and intercultural exchange;**
- **valorisation of cults;**
- **knowledge of different languages.**

21. Cults other than the Apostolic and Roman Catholic religion are admitted to the territory of the Italian Republic, provided they do not profess principles or follow rites contrary to public order or morality.

III.3 Development of action and strategy to valorise cultural heritage based on religious cults

The main partners to be involved in the implementation of the local action plan have been identified as the President of the 1st District of Palermo, local residents, religious associations, Bond of Union, schools.

The key resources highlighted are ethno-anthropologists; sociologists; planners; educators; cultural mediators; local residents; municipality (Department of Cultures), schools.

The main beneficiaries are residents, religious communities, and school students.

F. Execution Timeline

KEY ACTIONS (MACRO)	SUB ACTIONS (MICRO)	MONTH													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
LAB Circular Economy 3_ Cultural Heritage	1. Call for NEET to act trough religious bretherhood (“cofraternite”);	X													
	2. Local heritage mapping days;	X			X			X		X				X	
	3. Experiential Tourism Training;		X	X	X	X									
	4. Thematic walks of the neighbourhood						X	X	X	X	X	X	X	X	X

Each key action was divided into sub actions scheduling 3 days for festival of cultures, 3 days for the language courses, 2 days for meeting schools, 2 days for cultural and integrative workshops and 1 day for a final neighbourhood party.

III.3 Development of action and strategy to valorise cultural heritage based on religious cults



Key Actions	Sub Actions	Days of execution
1. Festival of cultures	<ul style="list-style-type: none"> - Choise of location for the festival; - Involving associations; - Fixing the dates of the festival; - Involvement of the Municipality for the necessary requests; - Involvement of residents; - Condunting the event 	3
2. Language courses	<ul style="list-style-type: none"> - Language teacher search; - Authorization of the school and individualization of available classrooms in the afternoon; - Involvement of foreign communities and quantification of the actual number of interested parties for the future organization and delivery of the service; - Executive organization and start-up of the course 	2
3. Meetings with schools in the neighbourhood	<ul style="list-style-type: none"> - Involvement of schools in the neighborhood; - Choice of meeting location; - Organization and scheduling of activities; - Conductong the sequence of conferences 	2
4. Cultural and integrative workshops	<ul style="list-style-type: none"> - Choice of meeting place among the various locations of the associations involved; - Requests for necessary authorizations; Involvement of the necessary professional figures: educator, ethno-anthropologist, sociologist, planner, cultural mediator; - Involvement of groups of residents; - Organization of activities to be carried out and Events execution 	2
5. Multi-ethnic neighbourhood parties	<ul style="list-style-type: none"> - Choice of the place where to realize the party; - Involvement of associations and residents; - Involvement of the minicipal body; - Organization of the events 	1

G. Monitoring

As in the other group monitoring actions are mainly based on the control and update of canvas model main features and on the execution timeline.

III.4 Developing independent life skills for children separated from their parents working abroad



A. Local context analysis

The first group of participants to the Romanian Local Labs selected as the focus of its local action plan the commune Ciurea - which is in the close proximity of one of the main cities of Romania - Iași. The commune has a little over 10.000 inhabitants, out of which 4,578 are active (employed or entrepreneurs). The commune has a high Roma population, which is confronted with a wide array of disadvantages such as unemployment, poverty and migration (particularly the effects it has on children left behind, many of which are left without proper care).

B. Stakeholder Mapping/Focus group with principal local actors/Meeting

Due to the fact that the local labs were organized during a period of time in which the COVID 19 pandemic was at its height, the group conducted this phase of the process based on desktop research.

The Ciurea community has several institutions which provide education (school, kindergarten, local library), social care (community social services, day care centres, church) or medical services. Still, the children separated from their parents working abroad lack a specialized approach that would fulfil developmental needs as well as needs resulting from the separation from their parents. The stakeholder mapping process was detailed, to include roles, types of services provided, groups served.



III.4 Developing independent life skills for children separated from their parents working abroad

C. Identification of main issues (potentialities)

Based on the research conducted in the context analysis phase the team identified children with parents working abroad (also known as children left behind) as one of the most vulnerable groups in the Ciurea community. The absence of parents is associated with a series of needs of children not being attended and a series of risks²². Parents and caregivers of these children tend not to ask for the support of community institutions because of a lack of understanding of their role, and because of mistrust (they fear child protection institution might interfere with their plans to separate with their children). The parents also expect children to take on certain adult roles, such as caring for younger siblings or farming (contracting services for agricultural works, taking care of large animals etc.), although in many situations children don't have the capacity or the maturity needed to successfully fulfil these expectations. At the same time, while fulfilling adult roles children miss important development activities (socialisation, education etc.).

Strengths – social, medical, education services are present in the commune (including several day care centers, schools, medical care unit, library, a parish); the experience of collaboration between local institutions and NGOs for the implementation of education and social services projects.

Weakenesses – many vulnerable individuals, many groups of risk – social services are overwhelmed and have difficulties prioritising;

Opportunities – the proximity to a large city, the availability of a significant number of private social services providers (NGOs), the rapid development of the commune (homes and businesses).

Threats – the lack of trust between citizens and local institutions (particularly social services) is not new.

D. Objective or changes you want to achieve

The main objective of the proposed plan of action focuses on improving the collaboration between parents, children, social services and education insti-

22. See Section II.2 Local labs for reducing the negative impact of labour migration on children left behind for a description of the effects of separation of children from their parents working abroad.

III.4 Developing independent life skills for children separated from their parents working abroad

tutions in the community of Ciurea commune for protecting and empowering children left behind.

E. Plan of actions

The plan of actions included:

Preparation phase:

- the creation of a work group (NGO, social services, education staff, caregivers/parents) for identifying the best approaches to empowering children left behind (the participation of all actors is important from a practical perspective but also from the relationship building point of view);
- identification of all children with parents abroad in the community (with the support of the local social workers and teachers);
- mapping local institutions whose activity is relevant to the goal of developing independent life skills for children and creating a list of activities; for activities that cannot be covered by local institutions a plan is developed to expand the local collaboration network to include NGOs and institutions from Iasi city;
- creating a calendar for the implementation of activities aiming to develop independent life skills for children left behind based on the activity of local institutions;
- planning the logistics related to facilitating the participation of children to independent life skills development activities;

Implementation phase:

- parents/caregivers are informed on the impact of separation from parents on the children left behind, including the impact that the adult roles that children are not prepared for may have on their present and future (door to door – social workers, school meetings – teaching staff);
- all children separated from parents receive social and psychological services (from public and private providers; where appropriate the school counsellor



III.4 Developing independent life skills for children separated from their parents working abroad

will also provide counselling on identified topics – such as education and career guidance, school performance etc.);

- children are encouraged to participate in the program of activities for the development of independent life skills as beneficiaries or peer-educators; their experience is evaluated;

F. Execution timeline

The project team viewed both the need for the intervention and the implementation of the action plan as permanent. Over the last decade the number of children with parents abroad remained largely unchanged. The plan covers 12 months of implementation, with the first quarter being dedicated to establishing the collaboration network, planning and logistics.

G. Monitoring

The project team proposed a quarterly evaluation of the plan, for identifying and making opportunities to good use and addressing challenges.

III.5 Improving parenting skills for caregivers in charge of children separated from parents working abroad



A. Local Context analysis

The group focused on the city of Piatra Neamț, which is the most important city in Neamț county. The city has a population of over 110,000, which dropped from 200,000 in less than 2 decades, in part due to external migration. According to the Local Strategy of the Piatra Neamț Municipality 2018-2022 there are social needs that are not covered by local institutions for a variety of vulnerable groups: vulnerable at risk and at risk of becoming separated from their parents, children and adults with vulnerabilities and their families, victims of domestic violence, "other persons vulnerable to exclusion and social marginalization" (elders, roma, youth from placement centers, disabled, children who commit crimes under the age of penal responsibility). The number of children with parents working abroad is a group that is highly represented, with almost 3000 such children being present at county level (of which approximately a third being left without the care of both parents or of the single parent).

B. Stakeholder Mapping/Focus group with principal local actors/Meeting;

The city has a significant educational, medical and social infrastructure, which includes both public and private institutions (social, education, medical, labour, 9 active NGOs etc.). The group mapped in the action plan the roles and services provided by each relevant institution. Schools are an important actor due to their interactions with both the children and the persons providing care.

C. Identification of main issues (potentialities)

Due to the seriousness of the potential impact of the separation of children from parents working abroad, the size of the group affected, the continuous occurrence of the practice of leaving children behind by parents working



III.5 Improving parenting skills for caregivers in charge of children separated from parents working abroad

abroad over the last decade and a half the team decided to focus on this vulnerable group as a target for their action plan. As shown previously²³, children left behind face significant risks due to the absence of parents. In many situations the caregivers or the parent who stays behind does not have the parenting skills needed to cope with the new situation – provide emotional comfort, facilitate the improvement of the broken relationship with parents abroad, stimulate the child in order to stay and perform in education etc.

Strengths identified – Piatra Neamț municipality has a significant number of diverse services (public and private) and benefits that are available for vulnerable groups. The local education system has previous experiences (projects) aiming at raising the resilience of vulnerable students.

Weaknesses – the situation of children left behind is not a priority (not targeted by specialized services, the caregivers don't receive support, including for the development of parenting skills); these children received services if they are assessed as a different, priority group (disabled children, children victims of domestic violence or other forms of serious abuse);

Opportunities – institutions are used to work together in order to implement projects; they are also known to encourage the development of new services; the local strategies acknowledge the need for further development of the capacity of local institutions to tackle social issues.

Threats – as shown before, the municipality has many vulnerable groups to attend to, which means that its institutions have to distribute resources.

D. Objective or changes you want to achieve

The team focused on pilot project to develop the parental skills of caregivers/parents who care for children separated from parents working abroad as an effective means to protect children while providing needed support for the development of essential independent life skills. The action plan proposes the implementation, in targeted schools, of „summer school for caregivers/parents”, in which classes are organized and held by stakeholders (public and private institutions, caregivers/parents and even children).

23. Section II.2 Local labs for reducing the negative impact of labour migration on children left behind, p.13

III.5 Improving parenting skills for caregivers in charge of children separated from parents working abroad

E. Plan of actions

The plan of actions includes:

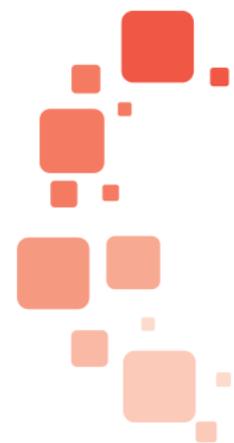
- awareness campaign (on social media) targeting parents/caregivers are informed on the impact of separation from parents on the children left behind and the importance of parenting skills;
- promotion of the partnership proposal to stakeholders (representatives of public and private institutions, parents, children);
- identification/selection of target schools (20);
- „training needs assessment” - meetings with stakeholders (representatives of public and private institutions, parents, children);
- creation of a curriculum focusing on developing essential parenting skills for caregivers/parents, with the support of the stakeholders that have an expertise in non-formal education; the activities will focus on topics that are most relevant for the situation of children left behind – i.e. how to support children to stay in education, how to communicate better, how to express emotions – when face to face and over a distance, how to make decisions, time and money management, prevention of victimization etc.;
- planning and implementation of the „summer school for caregiver/parents”, with the participation of adults and children from the 20 target schools;
- the experience of parents and children is evaluated.

F. Execution timeline

The action plans covers a duration of 6 months, with 3 months preparation and the 3 months dedicated to the implementation of the „summer school” component overlapping with the summer vacation, when many caregivers/parents are on holiday and the parents that are away return to the country of origin.

G. Monitoring

The monitoring component follows the classic project management approach.



III.6 Developing the capacity of local schools to prevent school dropout among children separated from parents working abroad



A. Local Context analysis

The team focused on Dorohoi, a town located at the border with the Ukraine and the Republic of Moldova.

The city has approximately 30.000 inhabitants, out of which 6.123 children. Over 420 of them have at least one parent working abroad (7%). The main challenges that the community faces are unemployment, low levels of education, labour migration.

Although educational, social and medical services are present, the community is still unable to provide needed support to all children at risk. Out of the different groups of persons affected by migration that the Romanian Local Labs focused on, the one that is most relevant to the target community is the group of children separated from one or both parents working abroad.

B. Stakeholder Mapping/Focus group with principal local actors/Meeting

The stakeholder mapping process revealed that the community has local social, educational and medical services as well as a handful of active NGOs. The target group of the project and the issues targeted are of interest to both local and county institutions (schools, county school inspectorate, local social services and county department for social assistance).

C. Identification of main issues & potentialities

Children with parents working abroad are some of the most vulnerable, being confronted with a variety of issues while being less supervised, stimulated

III.6 Developing the capacity of local schools to prevent school dropout among children separated from parents working abroad

(resulting in poor school performance and attendance) or protected (against abuse, marginalization and bullying). On a family level, the relationship between parents and children is affected by the separation, children often resent the adult roles that they sometimes have to take on (looking after their siblings, the family home etc.) to the detriment of school tasks, play or free time. In the absence of parental supervision or concerned caregivers some of these children adopt a risk-taking behaviour (predelinquent behaviour, consumption of alcohol etc.).

Strengths – social services (publica and private) are available, including day centres (for children with disabilities, children without financial means etc.).

Weaknesses – low level of local resources; limited capacity to attract funding.

Opportunities – local strategies highlight the need for developing social and education services.

Threats – models of „success” which are not based on education (models associated with success in life that earn their income from illegal activities in which formal education is not necessarily relevant), perceived examples of failure in which education was not a protective factor (educated parents doing unskilled jobs). Both influence the motivation of children and parents to stay in school and invest in performance.

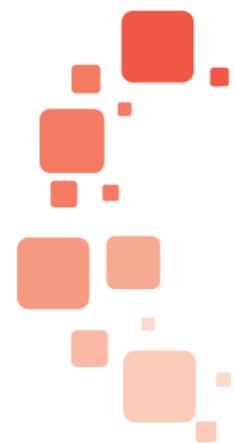
D. Objective or changes you want to achieve

The group focused on the effects that labour migration has on children with regards to school attendance and performance. The local action plan aimed to reduce risks and contribute to the development of protective factors in order to prevent school abandonment and motivate children for education. These factors are individual, related to the family as well as to the school environment. In order to be effective the action plan piloted interventions on all three levels.

E. Plan of actions

On individual level the action plan focused on activities that aimed to:

- Provide improve target children with interpersonal abilities – through dedicated classroom sessions;



III.6 Developing the capacity of local schools to prevent school dropout among children separated from parents working abroad

- Promote the importance/relevance of school attendance and performance on the present and the future of students;
- Provide individual and group school counselling sessions focusing on the separation experience;
- Provide financial support (scholarships) for students with economic challenges;

On family level the plan proposed:

- Meetings between teachers and parents/caregivers in order to discuss risks, rights and opportunities relevant for the protection of children from families affected by labour migration.
- Establish channels and a calendar of online meetings between teachers and parents in order to facilitate the participation of the latter to the school life of their children and to ensure their closer involvement.

On school level included:

- Creation of a Youth Club – for the implementation of school activities based on the interests expressed by students and teachers (around topics such as arts, environment, sports, social issues etc.);
- Implement school wide activities promoting tolerance and multiculturalism (in order to value the life experiences of the children affected by the labour migration of their parents or to facilitate knowledge, based on interesting information related to the country that parents are working in etc.);
- School team competitions for promoting desirable behaviours, or important topics such as Career Day, encouraging healthy behaviours etc.

F. Execution timeline

The duration foreseen for the implementation of action plan was 12 months, starting from the end of the school year to the end of the following school year. Thus, the parents and caregivers would be able to participate in the project from an early stage and the learning process would be more relevant.

III.6 Developing the capacity of local schools to prevent school dropout among children separated from parents working abroad

G. Monitoring

The monitoring component of the action plan is based on the project management approach and includes the consultation of all stakeholders, including children.



III.7 Design community project Eixample Esquerra



A. Local Context analysis

At the first team meeting, the group visited the neighbourhood and did the first brainstorming with the aim of identifying the different territorial agents in the neighbourhood that could be interesting for their project.

Diagnosis of the territory: We came to the conclusion that the neighbourhood is quite neutral and there are few meeting spaces. A question arises: What kind of project can we do to provide the existing spaces with programming and participation?

Analysis of the local context: A neighbourhood lacking in green spaces and squares. With a dying local commerce. Community projects such as Espai Germanetes arise from the need to overcome the identity of a dormitory neighbourhood.

B. Stakeholder Mapping/Focus group with principal local actors/Meeting

In the second team meeting, the group divides up the tasks: allocation among the team members of the territorial actors we want to contact. They decided on the reasons and objectives of their project.

They came to the conclusion that the neighbourhood is rather neutral and the question arises: *What kind of project can we do to provide existing spaces with programming and participation?*

The stakeholders will be all those people who want to commit themselves to

III.7 Design community project Eixample Esquerra

the project proposal. We will get to know them after an initial meeting-workshop in which we invite the neighbourhood agents to explain the idea of the proposal. Once they have been identified, a map will be drawn up showing all of them and adding what information each one can contribute.

A grid of stakeholders was used to identify and follow up on the exchanges made with them.

Territorial agents of environmental initiatives:

- Local businesses
- Neighbourhood associations
- Schools and other educational centres
- Through the local library we would try to contact reading groups, theatre groups, drawing groups). The local library offers quarterly workshops, to which we could go and introduce ourselves and invite them at the beginning of the class.
- Professionals, creatives, artists who do not necessarily live in the neighbourhood.

C. Identification of main issues (potentialities)

They contact different agents in the territory and obtain positive responses with a willingness to collaborate in the proposal.



III.7 Design community project Eixample Esquerra



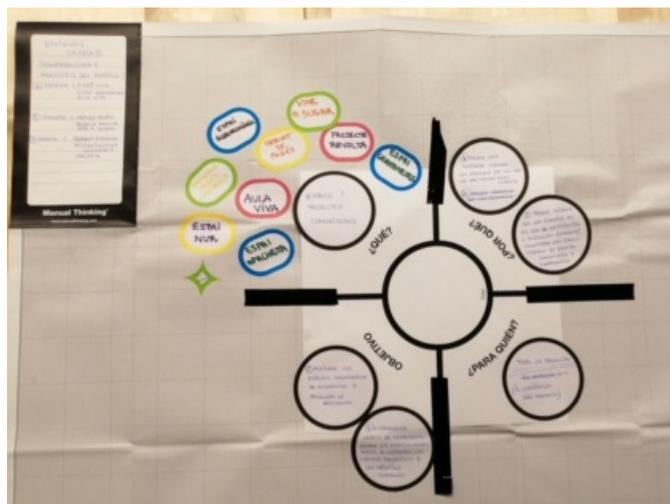
SWOT analysis

Strengths: There are several community projects that are self-managed by the residents of the neighbourhood. This is a neighbourhood with a strong commitment to the environment and ecology.

Weaknesses: It is a neighbourhood lacking in green spaces and squares, with a dying local commerce. It is labelled as a dormitory neighbourhood. The few meeting places that exist lack activity.

Opportunities: To invigorate the tactical urbanism spaces and the few existing meeting spaces. Focus on those neighbours who are not part of existing environmental initiatives (families).

Threats: Some of the agents in the neighbourhood could interfere and prevent us from carrying out certain initiatives. For example, those who manage Jardins d'Emma, as it would be one of the sites where cultural activities would take place.



D. Objective or changes you want to achieve

Culture. Community cultural initiatives, because through them we can reach people of different ages, needs, tastes, interests, etc.

The group proposes a series of very diverse activities in order to reach as

III.7 Design community project Eixample Esquerra

many people as possible and where existing community initiatives can be unified with new ideas.

The aim is also to activate existing urban spaces and green areas with cultural activities:

- Workshops with schools and other educational centres in the neighbourhood to ask children how they would like to use green spaces.
- Commissioning artists/creative professionals to take walks with interested neighbours and imagine together what the neighbourhood could be.
- Neighbourhood tours/routes designed by neighbours to introduce local residents and the visiting public to the most interesting parts of the area.
- Theatre and circus as part of these routes with strategic stops to enjoy a piece of micro-theatre or a mini circus show.
- Music concerts (different genres, thus adapting to a wide range of ages: adults, teenagers, seniors).
- Poetry recitals.
- Book presentations for adults and children respectively.
- Walks through the neighbourhood in which the neighbours explain the different urban spaces and where there are strategic stops with: micro-theatre scenes, poetry recitals, etc., and where the theme could be something related to the environment. In this way we could raise children's awareness of important issues in a playful way, i.e. we could look for ways to teach and play at the same time. We could also cover initiatives for family audiences.

The ultimate aim is that different people from the neighbourhood, of all ages, come together in the existing urban spaces to take part in activities and thus build community.

E. Plan of actions

How do we reach out to local actors?

III.7 Design community project Eixample Esquerra



- via phone calls & mails
- questionnaires that we send out by mail
- we attended/participated in community events in the neighbourhood
- we invited neighbours to an interactive workshop

DESIGN OF THE INTERACTIVE WORKSHOP:

The workshop would consist of a 40 minute dynamic session that would have 2 parts:

Part 1: we would have 3 flipcharts spread around the room with a question on each flipchart. Each of us would be moderating a flipchart (with post-its and markers). We would invite participants to write their answers on the coloured post-its and attach them to the corresponding flipchart.



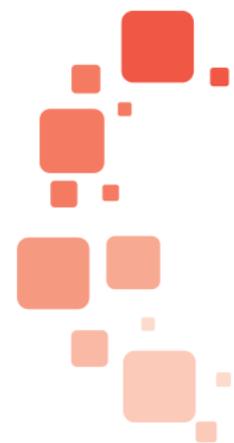
Part 2: We would put on the floor 20 pictures (DIN A4) with pictures of different buildings in the neighbourhood, current and old, trees and green spaces, pictures that can illustrate the feeling of community, pictures of technology, sports and leisure themes. Ask participants to choose one and sit down. One at a time we will ask them to show us the image and tell us why they have chosen it.

III.7 Design community project Eixample Esquerra

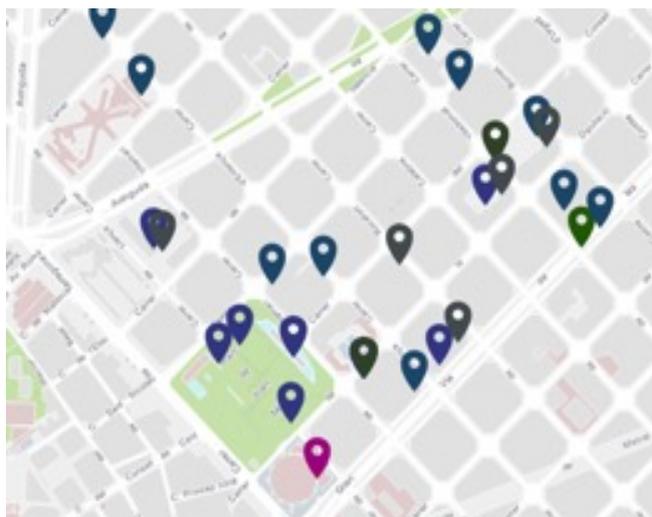
We will share the answers to identify and analyse what they want for their neighbourhood and what can be the common thread.

We expect the workshop to last for an hour, the duration will also depend on the number of participants.





III.8 Older people as a driving force for community activity



The aim of all community action is to transform and build citizenship. Community action is justified as an engine of transformation, of tangible change towards more inclusive territories and communities. And it proposes these changes based on processes of collective prominence, of active citizenship with relational and constructive capacity.

It is also necessary to promote that these resource-creating processes are open.

What Do We Mean By Community Action With Open Resources?

To understand what community action is, we need to find out what we mean by COMMUNITY and resolve the question of whether any issue that is worked on with the community is community action.

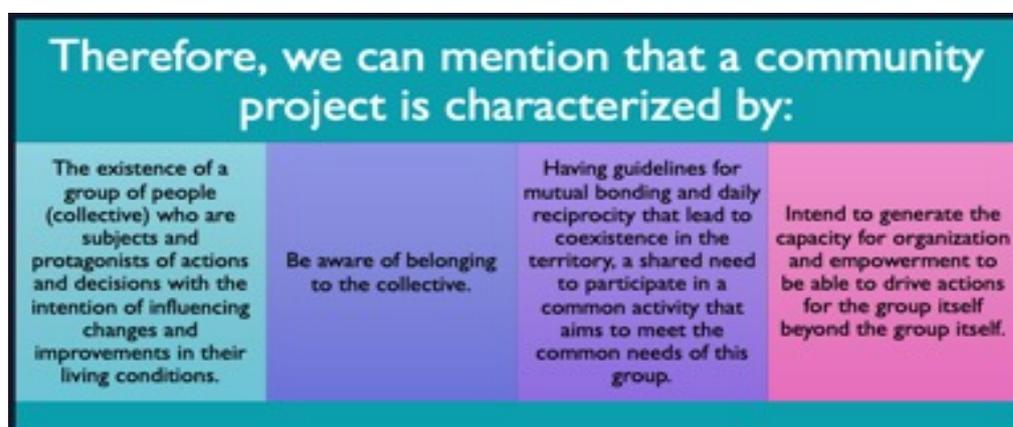
It is based on the premise that the object of community action is social relations, relations between people, whatever their field of action, or their territory. Therefore, we can say that there will be community action if it is dominated by the relationships between the different people in that area (neighborhood scale, hospital, school...) or in that territory.

But collective construction must have a meaning, a specific purpose with basic objectives for this construction: for the community project to become an improvement for the community, to strengthen it and to promote social inclusion and cohesion.

III.8 Older people as a driving force for community activity

That is, it would not make much sense to build a community project without thinking about other members of the community, which would promote exclusion and weaken ties between members of the community.

A. Local Context analysis



The Nova Esquerra de l'Eixample has a population of elderly people over the age of 65 of 23% of its total population.

With the construction of a new municipal facility dedicated to the elderly we need to rethink how we can get this age group involved in the cultural life of the neighborhood and not be left out.

B. Stakeholder Mapping/Focus group with principal local actors/Meeting

- Public administration
- Associations and entities
- Collective projects
- Schools

C. Identification of main issues & potentialities



III.8 Older people as a driving force for community activity

SWOT analysis

D. Objective or changes you want to achieve

INTERN		EXTERNAL
NEGATIVE	WEAKNESSES	THREATS
	Ignorance of the operating model of the other spaces for the elderly in the Elxample District	Ignorance of the model
POSITIVE	STRENGTHS	OPPORTUNITIES
	Efficiency and capacity for innovation. New concerns from users and volunteers. High cultural background. Number and diversification of activities. Efficiency in the management of available infrastructures. Building with good infrastructure and well equipped.	New generation equipment. Open participatory process, without previous prejudices that allows changes with respect to other spaces. Located on an island of facilities close to other neighborhood entities. Creation of synergies and alliances with other facilities and entities in the territory.

The project aims to work from the participation of the elderly in the neighborhood, to achieve a strengthening and, as far as possible, the expansion of the territorial network for the benefit of the whole community.

It seeks, through cooperation and collective work, to join forces to improve life in the neighborhood. It's about knowing what we do, who does it, or what we lack and how we can organize ourselves to achieve it. And bring together and share the tools and resources we have so that they can affect these improvements.

The aim is to generate a socio-educational network that helps to articulate the community, taking advantage of its full potential for the benefit of all:

Identifying affinities in order to be able to find other entities or services with which to share objectives. At this point it is necessary that all entities are open and receptive to new proposals.

- Creating spaces for exchange and meeting.
- Collaborating and cooperating in projects, programs and activities of other services and entities.
- Developing communication and coordination

III.8 Older people as a driving force for community activity

E. Plan of actions

1. Get to know the territory and the organizations in deep:
 - b. Search and find the resources available: organizations and resources in the neighborhood; public administrations; Shops
3. Identify key questions
4. Define sense and intentionality
5. Define Axes of work: propose activities generating a transferable catalogue (exhibitions, cinema, conferences, theatre...)
6. Define workspaces and community participation
7. Propose and present the project to the actors involved
8. Implement activities
9. Monitoring and evaluation
10. Implementation of changes, if needed

F. Execution timeline

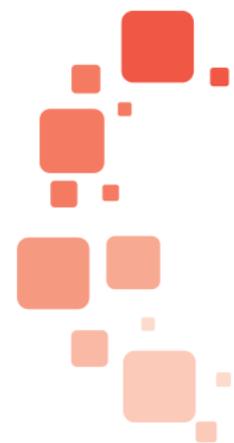
Two years plan.

G. Monitoring

Etapa	Data inici	Data final	Durada	Progrés	Dies completats	Dies per finalitzar
Coneixement del territori i les entitats	1/9/2021	1/10/2021	30	0%		30
Presentació projecte territori i actors	2/10/2021	16/11/2021	45	0%		45
Inici projecte	1/1/2022	31/12/2022	365	0%		365
Revisió projecte	1/1/2023	31/1/2023	30	0%		30
Reformulació projecte	1/2/2023	3/3/2023	30	0%		30
Fase 6	4/3/2023	11/3/2023	7	0%		7
Fase 7	12/3/2023	14/3/2023	2	0%		2
Fase 8	15/3/2023	16/3/2023	1	0%		1
Fase 9	17/3/2023	18/3/2023	1	0%		1
Fase 10	19/3/2023	25/3/2023	6	0%		6

After the first year of the project, there will be one stop to evaluate and revise the activities and methodologies developed. If needed, the activities and/or methodologies should be adapted to the findings of the evaluation.

III.9 Highlighting traditional commerce



A. Local Context analysis

The approach to the local context in this case has to do with the few traditional shops that are still surviving in the neighborhood. These shops are struggling to survive, because of the actual sanitary crisis, but also because they are not being valued (or seen) by the local inhabitants. They are part of the identity and intangible heritage of the neighborhood.

B. Stakeholder Mapping/Focus group with principal local actors/Meeting

- Traditional shops identified
- Schools or educative infrastructures
- Elderly people infrastructures
- CEESC

C. Identification of main issues & potentialities

SWOT

Strengths	Weaknesses
<ul style="list-style-type: none">• Relevant traditional commerces still existing• Relevant cultural/educational/social infrastructures to be involved	<ul style="list-style-type: none">• No local organization still identified to lead the initiative• No strong local network of commerces
Opportunities	Threats
<ul style="list-style-type: none">• These commerces are keepers of the history of the neighborhood• There are several elderly people infrastructures that could be active in reconstructing these history• There is a global trend trying to promote local commerce. Particularly after the sanitary crisis, Barcelona has started a campaign to promote buying local to try to reactivate small local businesses	<ul style="list-style-type: none">• Difficulty to engage elderly people due to pandemic restrictions• Difficulty to engage schools due to strict timetables

III.9 Highlighting traditional commerce



D. Objective or changes you want to achieve

- Visualize and valorize the traditional commerce and the stories behind them, both behind the commerce and behind the people that work there.
- Engage elderly people and children in researching and documenting the histories behind the commerces
- Engage other public infrastructures in dissemination local heritage and history

E. Plan of actions

1. Presentation of the idea to main stakeholders
2. Creating a “motor group” formed by representatives of different stakeholders
3. Identifying collaboratively which shops are the most relevant, to start the process: mapping activities with elderly people of the neighborhood.
4. Discovering traditional shops with students: mapping activities with elderly people of the neighborhood.
5. Designing with teachers the questions to be asked by students to elderly people and to the shopkeepers in the research phase, related to their discoveries in point 4.
6. Development of the research: identifying participants between elderly people and doing interviews
7. Identifying common topics and inviting participants to share their stories (and related objects: photos, objects, videos, books, ...): meetings “Why/ what do I remember about ...?”
8. Writing script to interview and record the responsible of the shops
9. Editing of the videos
10. Workshop/meeting with participants and shops: What can we do together? Identifying future possibilities
11. Presentation of results in Cultural Center and in Elderly people infrastructure: all participants invited

F. Monitoring

Monitoring should be done by the “motor group” established in point 2 of the plan of actions. They should follow the development of the actions and validate the decisions taken, to make sure all the activities are coherent with the main objective and with the stakeholders engaged.

III.10 Lunch break club



A. Local Context analysis

Despite several decades of urban renewal policies and interventions, the area of North London squeezed between St Pancras and Euston station continues to suffer terrible scores on deprivation indices: high unemployment and economic activity, high dependency on benefits, bad health and low housing quality. Because of these previous programmes, the population has developed a lack of trust in public initiatives and has grown disillusioned with attempts to improve their local conditions. [This is a situation not unique to Somers Town or even London, but has been identified by research on Rotterdam and New York²⁴ as well. Hence the local lab holds insights that might be useful in other metropolitan communities.]

B. Identification of main issues & potentialities

The first local lab approached the community on the basis of a shared interest, namely food. It aimed at developing and testing engagement strategies that involved a community of residents that on the one hand were not the regular active citizens, but on the other side did not necessarily look into how to convince those grown weary of previous interventions either.

Preliminary research had revealed food as a federating topic. Not only did it call on those creative and already experimenting with new things, but also those proud of the heritage they had brought from other places, the skill they developed in terms of limited time or low cost needed to feed their family, or as a keyhole subject to address wider issues of sustainability and respect for the planet.

C. Message

The message with which the community was addressed was as follows:

Samy prepares food for her 3 children every evening. It has made her very efficient in the kitchen, and very economical with money and resources. Little goes to waste. Dan loves cooking. Mixing and matching ingredients for him is the ultimate relaxing and sensual experience. Both of them enjoy the fame and glory that comes with cooking for guests. Neither of them is a professional

24. Agnotti, T (2008), *New York for Sale*, MIT Press, Cambridge, Massachusetts

III.10 Lunch break club

chef. Could their skills and what they love doing become a way of topping up their income?

Elephant Path is trying to find out. In the Kings Cross area of North London, it explores resident's passions and talents. What do they like to do? How advanced are they at it? Would they like to share it with others? Improve it? Earn some cash with it?

Elephant Path starts off with food. More than our daily bread, it is also the tangible expression of our creativity, our heritage and our interests. Food can be grown locally or travel across the globe, it can be processed or prepared with passion, it can be taken away or enjoyed in good company.

D. Plan of action

In this lab particular attention was paid to the way participants were invited. Rather than hanging posters in community centres or putting leaflets through doors, in a first phase participants of the target area found invitation on their bicycles.



In a second phase, a well-designed idea box was put on the counter and in the window of local shops relating to food.

III.10 Lunch break club



In total 24 participants were engaged through these tactics.

With this group, 3 lunch breaks clubs were organised. The aim was practical, namely to cook and share a meal, and through that learn from each other about preparing food but also about hosting a dinner. At the same time, it was also intellectual, namely to talk about food, learn each other's traditions and explore heritage and sustainability from a palatable perspective.

E. Evaluation/Monitoring

Participants all lived locally and ranged between 20 and 65 years old. They were students, young professionals or unemployed. Their motivations ranged from curiosity, eagerness to learn to explore roads into a hospitality related profession.



Though received quite positively, the lab did not reach a socio-economic segment of the population it also wanted to involve. This was contributed to the recruitment still not being sufficiently low-level, and the message not being specific enough.

III.11 Community Garden

A. Local Context analysis

In the territorial approach City Mine(d) adheres to, occupying a derelict or under-used space has proven to be a tried and tested method to involve the local community. For the second lab, Elephant Path relied upon this method to involve resident from Somers Town in the issues relating to food and local heritage.

B. Identification of main issues & potentialities:

The chosen site was an inner courtyard of a local housing estate. While the local council had greened the space with grass, residents were in dire need of a place to grow their own food, particularly vegetables they knew from their home countries but were hard to find in London. A campaign was set up to bring planters to the space, and different resident were allotted a square meter or two.

However, soon it emerged that each 'gardener' remained in his or her own space, and that there was little interaction. Therefore, it was proposed to organise communal barbecues at regular intervals. Again, this allowed for aspiring chefs to show their skills, but also for participants to share knowledge and stories of their food-related heritage and customs.

C. Message

The message local residents were addressed with was:

These meetings are a starting point for a conversation and a series of workshop and performances to do with shared spaces, co-production and food. This idea emerged out of the discussions we had with residents and observations we made in Somers Town. It is a metaphor to engage with local residents and to develop a process that we hope will lead to a creative take on how a semi-public space like the Ossulston garden can be used and shared and accommodate other usage beyond gardening.

One of the core elements of this project is the sharing of skills and the idea to make room for co-production and collaboration. We also think coproduction could be explored through simple day to day practices like cooking, this would make particular sense in the context of a vegetable garden. The roundtable could be a place to cook and eat together. Cooking is often a starting point

III.11 Community Garden



to share personal stories and experiences; it is a welcoming way of bringing people together.

D. Plan of actions

Barbecues were organised at regular intervals, and it was tried to tie activities to festivities of particular communities, like for instance Bolivian Solstice. This provided a theme while at the same time highlighting the traditions of a particular community. The same was tried with Italian, Mexican and Bengali cultural festivals.



E. Evaluation

Through the use of a particular space, the lab reached a community that saw an urgent need met by the gardening space they were provided. Compared to the first lab, socio-economically this meant a community much more in need of active engagement was reached. Between 20 and 30 people were regularly involved.

Focussing on the festivities of a particular community provided a unique opportunity to highlight the culture and heritage of that particular community in London, while others got the opportunity to learn from that culture and its cooking practices in particular.

III.12 The Object of Desire

A. Local Context analysis

While a sequence of activities in a specific derelict or under-used space functions well as an invitation to a wider community, what often lack is a narrative and tension span. The third Lab looked for this tension by aiming towards the construction of a specific object.

B. Identification of main issues & potentialities:

Previous activities had revealed interesting skills relating to cooking, hospitality, but also carpentry and textile. By translating these aspirations into a tangible object, participants could contribute to something practical while at the same time sharing knowledge and insights.

Because it encompassed the desires and ambitions of several participants, it was given the name Object of Desire. Several workshops were organised to develop shape and function of the object, by means of practical experiments and trial and error.

C. Message

Message shared with the community:

The idea of the Object of Desire emerged as an outcome of a series of meetings and conversations with the residents of Ossulston Estate and nearby organisations, where they expressed a desire for a resident led space, which would enable co-production. How do we create and maintain such space? What could mutualising resources and skills lead to? The residents of the Ossulston Estate form a culturally, ethnically, economically and professionally diverse community, where difference at times leads to isolation. How can a semi-public space like the Ossulston garden be used to accommodate other activities beyond gardening? Our pavilion, as a social sculpture, enables collective imagining of more inclusive social dynamics. It becomes a prototype for alternative way of co-existing, where difference is seen as a constructive element in the process of community building.

We are interested to apply formulated in 1970's by Joseph Beuys concept of social sculpture, and work on the invisible network of relationships, which exist in Somers Town. These intangible dynamics are seen by us as a material of artistic production, next to wood, clay, food and fibres. The final work

III.12 The Object of Desire



becomes as much a physical space, as a space which exists in a form of collective consciousness.

D. Plan of actions

The project consisted of four stages - consultation, workshops, building and performances. They were preceded by an extensive research period when we met with the residents mapping scope of potential creative interventions and local collaborations at Somers Town. All of them expressed the desire for long-term creative projects, which allow residents to participate and make decisions in all stages of the project. This was accommodated by placing the creative process in Ossulston garden and by inviting residents to contribute with their skills and ideas.



Within the span of the Lab, plans were drawn up and prototypes of elements of the Object of Desire were realised. At that stage, funding had to be found for the actual realisation of the object.

E. Evaluation/Monitoring

The perspective of an ambitious arts project managed to create momentum among a specific group of participants. About 12 of them actively took on the mission of conceiving and testing elements for the Object of Desire.

The fact that realisation of the Object was not within the remit of the Lab, begs the question of management of expectations. On the one hand projecting an ambitious prospect can galvanise the group, yet on the other hand the actual realisation is not in the hands of those who initiate it. Initiators must be very careful not to make false promises.

III.13 (Atlas of) Dissonant heritage

When walking through a neighbourhood, history becomes visible in architecture, sculptures, street names or memorials. But not all local heritage can be spotted at first glance. It takes a closer look to uncover parts of the history that are more personal, overlooked or simply uncomfortable to remember.

This action plan intends to dig deeper into the hidden parts of a local neighbourhood's history and discover personal memories; details that contribute to the history and identity of the space.

POTENTIAL (STRENGTHS) & CHALLENGES (WEAKNESSES)

Through this process, the participants will get engaged with their neighbourhood and connect with the space as well as the community. Through telling the history of a place, it will be given a character, the inhabitants can identify with. Thus, a strong neighbourhood community can be formed, based on a shared attachment to the neighbourhood.

OPPORTUNITIES & THREATS

Deciding which stories are worth to be told gives the power to shape the image of a neighbourhood. Certain groups of people might be attracted to the displayed characteristics, while others might be pushed away. Thus, narrating the history of a district can both draw people closer together and exclude others.

STEP 1 – Exploring stories

First of all, an urban exploration is needed, to explore the neighbourhood and uncover hidden parts of history. An improvised memorial, an art installation, graffiti, posters, urban interventions, everything has a history worth telling.

This process can be accompanied and guided by a discussion about what “heritage” means. Asking neighbours, doing a stakeholder map and connecting with local actors and actresses can help to identify changes and characteristics of the neighbourhood. Important stakeholders are citizens of the neighbourhood as participants, but also as local knowledge hub. Neighbourhood initiatives and associations are also valuable resources to learn about the neighbourhood, but also as possible meeting spaces. A local museum can be asked to provide space for a final exhibition.

III.13 (Atlas of) Dissonant heritage



STEP 2 – Narrating stories

When a piece of history was found, that was decided to need more attention, the creative process starts. Which media, technique, material is suitable to tell this particular story of the neighbourhood? The aim is to make the memories come to life and fill the space with personal stories. The visualised stories will be published online on a platform to make it accessible for everyone and eventually have a growing collection of memories, that are all connected with a neighbourhood and each other.

STEP 3 – Materialising stories

The stories will not only be published online, but also the sites, where the history left traces, will be highlighted. A QR code will be pinned next to inconspicuous details, that will lead the observer to the online platform, where the story behind is told. Additionally, posters, stickers or street art can be used to draw attention to the sites. Eventually, a tour can be designed, following all the uncovered stories.

III.14 Stories of Solidarity.

Collecting stories and reflecting on reciprocity in the Schöneberg community

Keywords

- Love, peace and respect
- Helping each other out
- Is solidarity visible architecturally, experienced through municipal resources and services, mediated by public art or simply present in the faces and movements of local inhabitants?
- Does a community love collectively? And if so, what kind of love does it openly express?
 - Taking responsibility for each other's well being
 - social care and commitment
 - Distribution and accessibility of resources for the benefit of the broader community.

Ideas

- An atlas of local services of solidarity in Schöneberg
- How do community organisations and services weave solidarity into a neighbourhood?
- Can we combine a history of the community services in Schöneberg with some reflection on how the services deliver support today?
- Voice: recipients of services – what outcomes have they experienced through use of these services, how do they affect their interaction with the neighbourhood?
- Reciprocal relationships - mutually reinforcing solidarity. A cycle in which an investment made in the community is returned in another form of community benefit – ripple effects and cycles, e.g. childcare providing ability for parents to undertake other activities that benefit the community
- Mentoring and community organised education – training for people in delivering social care and support

A. Context Analysis

Describe the background and which aspects of the local context are tackled by your action plan:

- The context analysis draws on the results of the lab, identifying the key elements of the local identity. (see previous chapters)
- A particular focus on: Service provision, community work, reciprocity, solidarity

III.14 Stories of Solidarity. Collecting stories and reflecting on reciprocity in the Schöneberg community



B. Objectives

Describe the main aims of your action and what change you want to achieve

Define how they should result in concrete deliverables

We make visible both the services and the solidarity in the neighbourhood, but do so from the perspective of the community – they get to define what is an act of solidarity and choose how and what to show us.

This promotes and reinforces the value of this form of community self-development, empowerment and investment, inspiring others to continue the cycle.

Formats

- Documentary video – identifying the reciprocity between community projects and services supporting people in the neighbourhood, and those people contributing something positive back - a cycle.
- A community powered documentary, where they choose what to show. Give the camera to someone who is in one of these cycles.
- A series of video interviews with people showing different stories of cyclical solidarity from around the neighbourhood
- The videos are hosted online and QR codes are posted (as stickers? posters?) around the neighbourhood which link to individual video clips - to the stories of individual people
- A walk is designed around the neighbourhood following the QR codes to get to see the whole documentary

C. Stakeholder Mapping

Identify the main actors that should be involved in the planned action and discuss strategies for engaging them:

- Community leaders, caregivers and stakeholders.
- Recipients of services in the neighbourhood and people who built upon the support they received by in turn offering something back to the community and getting involved in solidarity practices, e.g. helping run a project they received help from

III.14 Stories of Solidarity.

Collecting stories and reflecting on reciprocity in the Schöneberg community

D. Timeline

Define the order and timing of the main actions and visualise them as a succession of finite steps and deliveries:

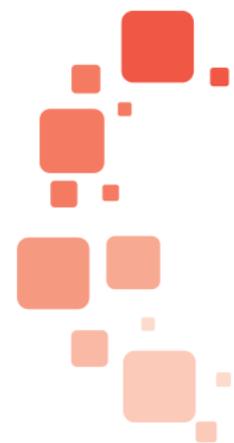
- Significant time will be needed for outreach to local community leaders and organisations, this needs to be budgeted into the time plan

E. Monitoring

How will you measure the success and impact of this project?

- Have people showing interest and wanting to participate and contribute – we could set a number (e.g. 4) – this would be an indicator that it is of value and has meaning for the people in the neighbourhood
- How many people have viewed the videos
- Interest from local community organisations as indicator of success





III.15 Exploring heritage as a commons: A walking tour / festival of Schöneberg

Keywords

- walking
- dissonant heritage
- urban movements
- oral memories
- narrative maps

Ideas

- to explore the memory and the narrative dimension through the act of walking
- to engage citizens in discovering their neighbourhoods through walking and storytelling
- to connect different neighbourhood initiatives
- to develop a set of thematic tours engaging citizens and activists in providing their stories
- to feed the digital neighbourhood atlas with stories and to create walking tours online
- to provide a permanent set of online guided tours to support the identity of the neighbourhood as an inclusive and solidary environment

A. Context Analysis

- The context analysis draws on the results of the lab, identifying the key elements of the local identity. (see previous chapters)

B. Issues/Potentials

The neighbourhood has a great number of local solidarity initiatives in a context of increasing established population that cares about social inclusion and justice. An issue may be the high level of professionalisation and entrepreneurialism of the caring sector, that may bring competition among stakeholders and lack of cooperation with other initiatives. A key objective of the project should be to overcome this tendency.

C. Objectives

Describe the main aims of your action and what change you want to achieve

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Define how they should result in concrete deliverables

The main objective is to promote the practice of walking as a convivial tool to renew heritage and reinforce solidarity bonds among people. Schoeneberg has a fast evolving landscape, especially from the point of view of social identity. Gentrification, urban development, and turnover of residents are strongly affecting the identity of a neighbourhood that has an important place in the recent history of Berlin social movements. The key objective of the action plan is to consolidate memories and social practices that are still quite present in the territory but also fragile, at risk of cancellation by using collective exploration and storytelling.

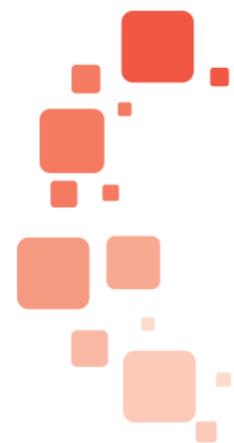
The secondary objective is to develop the work initiated with the collaborative atlas of Schoeneberg and to disseminate its possible application to a potential community of local users.

Formats

- one of more walking tours designed to connect different moments and key events of the local history and to show places with particular social significance in the neighbourhood
- the execution of the walking tour may be presented as a cultural event or a festival dedicated to urban exploration and local history and culture
- the activities on the field are complemented by the production of digital content that is collected in the Neighbourhood Atlas of Schoeneberg started through the OpenCCCP local lab, and may include links to different content and platform like the Narrability storytelling platform or audio tour published as podcasts or using dedicated tour apps.
- printed maps and booklets can be produced to facilitate the walking tours and their reproducibility for larger publics

D. Stakeholder Mapping

- key local administration and cultural institutions active in the territory (Bezirk, local library, Museum of Schoeneberg)
- cultural organisations and local initiatives active in the neighbourhoods
- individual subjects and other stakeholders that carry memories and interest in local heritage



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E. Timeline

This is a difficult aspect to detail in time of COVID. Any time plan for the project should be drafted according to the evolution of the pandemic and how and when activities in groups in public space may be allowed. Furthermore, the timeline should be planned to have the key action to implement in public space during spring/ summer time.

F. Key steps expected:

- find resources to sponsor / fund the project
- discuss with key cultural or governmental institutions for public / logistic support
- create a team including key local cultural organisations and draft the walking tour(s)
- advertising the public event
- design, preparation of the informative materials, publication of online resources complementing the walking tours
- public event
- publication of results and reports online

G. Monitoring

KPI for the project success:

- Number of organisations (public and NGO) contributing / collaborating
- Number of participants to the tour / public events
- Number of posts / digital content produced
- impact on local media, number of articles / social media posts
- number of visualisations of the Schöneberg digital neighbourhood atlas
- number of new users / contributors to the digital neighbourhood atlas
- download / replication of the walking tours.

Other resources

- www.opencccp.eu
- alternativesociale.ro
- <http://beta.citymined.org/>
- <https://www.bondofunion.eu/en/>
- tesseracte.eu
- <https://www.transit.es/>





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