

STUD.IO HANDBOOK

Experimenting Sociability

Guidelines for the implementation of participatory actions and dialogue between citizens, stakeholders and administrations



SOCIABILITY
THROUGH
URBAN DESIGN
INNOVATION



intellectual Output 4 - STUD.IO

STUD.IO: Pilot activities and Intervention Guidelines



CONSORZIO
TARTARUGA



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



SOCIABILITY THROUGH URBAN DESIGN INNOVATION

INTELLECTUAL OUTPUT 4

STUD.IO - Pilot activities and intervention guidelines



CONSORZIO
TARTARUGA



UNIVERSITATEA
DIN BUCUREȘTI
INSTITUTE OF ARCHITECTURE



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

August 2023 - english v.1.0

Output Title

STUD.IO - Pilot activities and intervention guidelines

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Project Code and References:

STUD.IO:Sociability Through Urban Design Innovation

ERASMUS+ 2020-1-IT02-KA203-079833
Strategic Partnerships for higher education - Innovation



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

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which 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

STUD.IO - intellectual output 4
Pilot activities and intervention guidelines



SOCIABILITY

**THROUGH
URBAN DESIGN
INNOVATION**

Handbook

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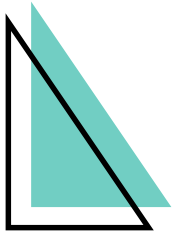
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FOREWORD

This handbook is the result of the work of experts and researchers who have actively contributed to the activities of the **STUD.IO** project, which **stands for Sociability Thorough Urban Design Innovation**, funded within the framework of the *ERASMUS+ - Strategic Partnership for Higher Education* programme. The project partnership, after analysing the main challenges, potentials and opportunities that social interconnections in their complexity face on a daily basis at the city level, developed a product containing theoretical and practical aspects to work best in each context.

The objective of the STUD.IO project is twofold: on the one hand, to propose actions for the development of local and social well-being, which we have understood as 'Sociability', best expressed by providing adequate tools and knowledge that can be used by both experts and local administrators in their daily work; on the other hand, to train a Sociability expert, i.e. a professional able to understand the needs of the territory, analyse them under the dimensions of sociality, environment, psychology and town planning, and propose actions appropriate to the different situations.

In order to develop the project's objectives, through the outputs of STUD.IO, it was possible to work in synergy, in a European dimension that mainly involved the countries of the partnership, i.e. Italy, Spain, Romania and Slovakia, while at the same time extending the research to the European and international scientific context in the different implementation phases. The STUD.IO project, in line with the European initiatives and policies promoted for the develop-

ment of competences in the fields of higher education, strongly emphasises the element of intersectoriality in higher education; today, more than ever, there is a need to provide knowledge and skills that enable the new generations of professionals to face the important and complex societal challenges, in the light of the pandemic and the sudden changes that modern society is facing today more than ever.

The multidisciplinary approach and the interconnections between the fields of sociology, the environment, psychology and urban planning were the added value of the STUD.IO project's course, with the opportunity both to delve into the different scientific dimensions of the aforementioned fields and to search for connecting elements and empirically develop what was proposed through experimental actions.

Finally, through the work that we have developed over the three years of project implementation, having involved and made work in our activities more than 500 professionals and researchers from the academic world, as well as 1,000 students and former students from the universities in the partnership, we believe we have made an important contribution to communities wishing to initiate development and regeneration paths based on the STUD.IO model of promoting Sociability, of which this tool we propose is an integral part. The project has taught us that in order to promote a more inclusive, sustainable and active society, a multidisciplinary approach is essential, in which social dynamics, environmental aspects, psychology and urban planning, intrinsically linked, influence each other for the well-being of the local and city context. The STUD.IO project is certainly not the ultimate solution, but a real starting point for the

Higher Education sector to propose projects and initiatives that look at multiple dimensions of scientific research, as is already the case in various fields with fundamental successes (see, for example, the results of the European Alliances); our partnership is ready to take up new challenges as it will continue to work precisely to advance the ideas and support the actions of STUD.IO, so we hope that anyone wishing to explore the project's themes in more detail, as well as visiting www.studio-project.eu, can get in touch with us by writing to info@unioneassessorati.it to provide comments, ideas, insights and to design the future of sociability in higher education together.

The STUD.IO project partnership



The background of the page is a light grey line-art map of a city, showing a complex network of streets and a central river or canal. A large, solid teal graphic element is positioned on the right side, consisting of a vertical bar with a curved top edge that extends from the top of the page down to the bottom. The text is centered in the upper portion of the page.

THE STUD.IO PROJECT AND INTRODUCTION TO THE HANDBOOK



THE STUD.IO PROJECT AND INTRODUCTION TO THE HANDBOOK

1.1 STUD.IO project - an introduction

The project STUD.IO Sociability Through Urban Design Innovation, is a Strategic Partnership in the field of Higher Education realised in cooperation between eight universities and organisations from Italy, Slovakia, Romania and Spain; specifically, the project comprises four universities and four private organisations (profit and non-profit) actively engaged in the improvement of social welfare and the development of innovative social policies.



The project stems from the need identified during the field studies conducted by the lead organisation, in collaboration with the partner universities, on the needs that today's cities, be they small-medium-large, have in relation to the new social challenges related to them. In particular, the analysis of the relationship between happiness and the city has often been approached in a general way, with rare insights into specific cities through field surveys or contextualised tools encompassing different areas of knowledge: What emerges and has emerged through the project is in fact a remarkable diversity

of perspectives, approaches and models, varying from those who consider happiness as a 'context-free' concept, closely linked to the individual and independent of the surrounding environment, to those who see it as a 'contextual' element, influenced by a number of specific variables, including the territorial, social and city context in general.

In terms of data, both quantitative and qualitative, we must recognise that more than 70 per cent of today's population resides in European cities, and this figure is expected to reach 80 per cent by 2050. Cities act as hubs for growth and job opportunities, hosting more than 75 per cent of European jobs. At the same time, cities are also home to some of the most pressing social challenges, including difficulties in accessing services, housing problems, physical degradation and social and environmental disintegration.

Recent reports and surveys conducted in Europe on urban happiness, such as Eurobarometer 419 (2016) and Eurostat 2018, show variations in happiness levels within European cities. Countries such as Italy, Romania and Slovakia share a lower propensity for happiness than the European average, with regional and local disparities depending on the size of population centres. Vulnerable groups such as children and the elderly are disproportionately affected as modern societies witness the erosion of key relational bonds, essential components of happiness.

Urban organisation and related social policies have a significant impact on an individual's urban life and sociability. Therefore, now more than ever, urban and spatial planning professionals must possess the knowledge and skills to fully understand the social needs, challenges and strengths of the urban context, and to design and implement appropriate interventions, all while taking

into account the relevant sociological and psychological aspects that play a crucial role in promoting well-being and happiness in cities.

The STUD.IO project, therefore, taking into account the need encountered both locally and in university training courses, aims to link the complementary sciences of psychology, sociology and urban planning, in order to create a specialised university pathway, accompanied by innovative tools and methodologies, in particular using state-of-the-art technologies, to improve and perfect the careers of university and non-university students working and studying in the field of urban development and society. The main objective of the project is to provide universities with study paths, divided into specific modules covering different thematic areas (urban, social, anthropological, environmental, political) to meet the psychological, relational, sociological and physiological needs of individuals living in cities. To achieve this, STUD.IO planned the implementation of four intellectual outputs, including the present product (IO4):

1) A literature review entitled 'Promoting Sociability in Urban Environments', aimed at exploring primary models and current research in the field of integrating Environmental Science, Sociology, Psychology and Urbanism. This review aims to capture prevailing academic trends and identify specific learning requirements for students. In addition, this effort was also deepened by practical experiments and focus group discussions conducted in each partner country.

2) The development of the STUD.IO E-Learning Platform (www.elearning.studio-project.eu). This online platform serves as a valuable resource to support our project. It functions as an interactive tool, which includes various training modules and collaborative spaces for educators and students from different

faculties, institutes and countries. This platform facilitates a broader exchange of knowledge, skills and methodological approaches related to the subject.

3) Definition and publication of a Memorandum of Understanding for a tailor-made Pilot Course to equip people with skills in counselling, planning and management of territorial resources to improve sociability in urban contexts. This curriculum was offered as a pilot programme, with the enrolment of 40 students participating in a 15-day intensive in-person study programme in January 2023, at the University of Enna Kore (Italy) and a virtual activity conducted online in the E-Learning platform.

4) The product presented, STUD.IO - Pilot Activities and Intervention Guidelines, a manual that brings together the pilot phase of the project and also tools and guidelines for students and experts in the field. This handbook is a useful tool for students to directly apply and experiment the knowledge acquired during the pilot course, effectively implementing the STUD.IO model in specific urban contexts, but at the same time it is a tool for any practitioner and administrator wishing to activate participatory processes in a specific urban environment.

1.2 The dimensions of the STUD.IO Project and the application to the purposes of the guidelines

The STUD.IO project is based on the fundamental premise that the promotion of sociability within an area is essential to promote general well-being. The expert to be trained will assume the role of "promoter of sociability". This role requires the triangulation of several actions, culminating in the identification of the skills essential to effectively perform this mission.

In order to better understand the current actions carried out, as well as the main training needs of the sociability promotion expert, projects were explored and studied through IO1:

- **Mapping good practices:** This involves selecting exemplary interventions within the sector that actively involve individuals in the co-design and regeneration of urban spaces. These initiatives create environments conducive to individual and community sociability.
- **Training Needs Analysis:** This action focuses on gathering information from potential training beneficiaries and the territorial institutions that will use the trained professionals.
- **Literature Review:** An exploration of the key concepts that will underpin the training. These concepts will serve as a basis for developing the content of the training and as a resource for those planning interventions in the field.

These three actions made it possible to obtain the framework of action for STUD.IO activities, as well as to answer the questions that arose during the planning phase of the activities, namely:

- What fosters virtuous cycles of sociability promotion and the subsequent development of territorial sociability?

- What factors facilitate or hinder the generation and sustainability of such processes?
- What actions contribute to the promotion of sociability?
- What competences are essential for a 'promoter of sociability'?

In this way, it was possible to develop a concept of sociability suited to the aims of the project and carried forward into the implementation of the project, also becoming a guiding element of this manual. Specifically, the concept of sociability can be deconstructed into dimensions that provide concrete guidance for promoting specific actions. Some of these dimensions include:

- Pro-sociality: Encouraging behaviour that moves from individualism to collectivism.
- Belonging: Nurturing a sense of belonging within a community.
- Emotional awareness: Recognising and articulating emotions, converting them into requests and proposing solutions.
- Perception of public and private: Understanding the boundaries between public and private spaces, recognising the common good and valuing it.
- Generativity: Cultivating the ability to create and regenerate connections.

The central idea of the project is that the creation of environments for aggregation, participation and civic engagement can improve these dimensions, thereby increasing sociability among individuals and generating well-being in the area.

As a result of the findings on what competences are needed by an expert in planning sociability interventions, the following areas were identified in this manual, which were used and taken as a reference to determine the activities proposed in the manual and

the guidelines for the implementation of citizen participation activities aimed at promoting sociability.

The competences are:

- Analysing the territory's expressed and unexpressed needs.
- Evaluating the territory's resources and weaknesses.
- Managing communication and mediating interactions between stakeholders.
- Recognising and promote pro-social behaviour within the local community.
- Understanding the basic principles of urban planning.
- Understanding participatory methods for co-designing urban interventions and nurturing a sense of belonging, respect and sharing the common good.

In light of these principles, the partnership actively collaborated in various fields of interest and topics to structure these guidelines, building on previous experiences and research results.

These guidelines will specify the framework and methods of use in the following section.



RELEVANCE AND METHODOLOGY OF THE HANDBOOK



RELEVANCE AND METHODOLOGY OF THE HANDBOOK

2.1 STUD.IO Handbook - an introduction

This Handbook completes the validation of the learning model of the STUD.IO project; the product in fact translates into experimentation tools that are the result of the research and analysis pathway initiated through the project. By collecting, in fact, scientific and empirical aspects through the results of the Literature Review "Promoting Sociability in the Urban Environment", it was possible to understand which areas and dimensions were proposed during the implementation of the project, but above all used in the elaboration of the "Pilote Course" in which 40 students from the Universities of the partnership took part.

The product was elaborated, under the supervision of the project's scientific group, by experts from the associations Unione degli Assessorati, AEEP, Consorzio Tartaruga and Sorangeli Trans, all entities engaged in planning policies for the development of territorial and local welfare, through the active involvement of citizenship and governance, key elements as we shall see of this product.

The Handbook is as much a tool for in-depth analysis and method as it is a practical tool for the implementation of specific actions for different areas, fields and targets.

The proposed tools were analysed and used during the project experience in the local experimentation phase on which the pilote course students worked, but are also the result of the experiences and research of the entities involved in the development of the

tool. Activation of stakeholders, administrators and citizens in the experience of the entities was the starting point in the collection of activities and actions, which were then broken down by specific areas and competences.

The actions are also analysed in depth through the 9 video-interviews conducted and available on the STUD.IO project's e-learning platform, as an integral part of the project's training path; specifically, the local experimentation was conducted during the Winter School activities in the Municipality of Enna and in the Municipality of Calascibetta, which offered a fertile field for the research of the students, who, under the guidance of the teaching staff, carried out research activities and implementation of tools learnt during the theoretical phase.

This tool is divided into four sections:

- A first section of in-depth theoretical study on elements of citizen participation, analysis and improvement of the urban context, planning.
- A second section consisting of 6 activities and 8 tools that can be used in local contexts, with their specifics of use, targets and areas;
- A section containing some of the results of the research and experiments produced by the Pilote Course students and some useful information on European initiatives that may be a useful starting point or actions in continuity with what was proposed by the STUD.IO project.

Each section is defined for use by a wide audience, not exclusively academic: our intention is to provide useful hints to the citizenship itself to start up paths of change in their municipalities, which include the Sociability model as a pivotal element, with the possibil-

ity of profiting from the support of professionals trained in coordinating and carrying out activities for the improvement of city contexts.

2.2 Sociability as a tool: references and methodology

The guidelines are structured according to a theoretical framework defined from the project outputs. In particular, in order to structure a tool that was contextualised and up-to-date, key topics were identified from the four dimensions of sociology, environment, psychology and urbanism.

As for the topics covered by the guidelines and on which the experimentation will focus, aimed at creating a renewed urban identity, from the point of view of sociability and community of spaces will be:

- Study, analysis and improvement of the urban context: the process of 'beautification';
- Anthropocentrism in urban environments and appropriate access to urban environments as a function of sociality;
- Use of spatial elements to create environments useful for social interactions;
- Leisure and planning: How the group influences urban policy;
- Social needs and participation;

These topics are key to the reading of this product and the subject of in-depth study throughout these guidelines; in particular, they are treated transversally within the proposed activities.

In fact, what was highlighted in the research pathway is that all too often the urban environment, regardless of its peculiarities, given the impact it has on its inhabitants and citizens should necessarily be taken into greater consideration. What we identify as the 'environmental component' of places, together with the behaviour of the individuals who live in them, form the collective and

participatory context: we speak of environmental, social and physiological behaviour. However, what determines these behaviours, in urban environments, are precisely the perceptions one receives; places become a dimension and identification, such that they become a pillar of human interaction and its development.

Starting from this assumption, thinking and planning a place must necessarily start from those who live it, taking into account all available information (qualitative and quantitative) to generate effective and functional change. It is precisely transition and change that today more than ever represent our community, where innovation, social, economic and climatic balances are always being questioned.

We need only think of all the novelties and changes in life in general following the pandemic period, which has led to the re-discovery of the spaces close to us, and proximity, the living of the home in daily life, or even the 'escape' from large centres with the possibility of digital work that has now completely changed the concept of work compared to just 5 years ago.

What we draw from the pandemic experience is that we are, in part, unprepared for the changes, but that at the same time we look for answers in order to manage urgencies and transformations that can best adapt to the needs, in whatever context we refer to. What gives greater impetus to adapting to change is the collective ability to react by actively participating in policies to 'switch on' the resilience of places and the individuals who live in them by initiating paths of transformation. The citizen today does not only want to understand the output proposed by governance and politics, but wants to participate and be partly an active operator, but to do so he or she needs to be properly guided: this is where the idea of the sociability professional comes in,

who is able to understand and read the needs in order to propose the correct action.

It is certainly not possible to provide a univocal answer to all the different contexts, but we invite you to use what is proposed as a useful guideline to be adapted to the needs detected in the areas of potential interventions for the promotion of sociability. What is possible, however, is to provide adequate training to professionals and information to citizens in order to activate paths of transformation that can have a real impact in the lives of all citizens.

In the methodology of this handbook, importance has been given to the training and accompanying activity element, for the proposal of recommended actions: these are in fact training and operational contents intended for both the professional and the administrator who is interested in deepening elements of citizen involvement aimed at improving what we have understood as the sociability of places. In this sense, the STUD.IO professional builds relationships and connections between groups, citizens and places, facilitating the circulation of information and translating needs and requests (explicit and not) into potential insights and outputs. Using the presented guidelines can be a useful cue and starting point for the elaboration of change and/or improvement paths.

Participatory processes, however complex, are fundamental to the improvement of urban contexts, to direct strategies and to ensure that the proposals and ideas of citizenship are reflected in the actions of the administration. It is not a question of a purely representative involvement, but of initiating paths that are studied in each aspect (assessing risks and opportunities upstream) to receive input and feedback useful for the purpose.

All too often, in fact, what happens when governance decides to involve the citizenry in activities or consultations is the inability of the administration to eliminate the logic of the sector and administrative practices, encountering resistance and difficulties in involving the citizenry, which often struggles to understand the logic behind certain actions. For this reason, the presence of a facilitator in such a process of citizen involvement and engagement allows the potential of participatory pathways to be fully realised. In the processes of urban regeneration or improvement of the urban context, in particular, there are numerous skills and figures necessarily involved: planners, economists, sociologists, agronomists, politicians, etc. different professionalism and knowledge converging towards a common objective.

As much as it is possible to create opportunities for participation, between different figures and citizens for example, mere exchange and mere participation is by no means sufficient to define an innovative strategy or a correct management of problems faced. If not properly facilitated, the participatory process may disappoint expectations and offer predictable results such as 'more gathering spaces', 'more public green', i.e. results without a real creative and contextualised direction.

The STUD.IO professional must therefore be ready to accept the challenge of managing the different professionalism by understanding all the areas of intervention, grasping the focus and aiming towards the objective of the proposed action: and this is the innovative element of this elaboration, which proposes actions subdivided by different thematic area, in correspondence to which the specific area intercepted is identified.

In this regard, the elaboration methodology of this handbook considered this as well as other determinants of sociability develop-

ment processes in different contexts in order to structure a tool that was as complete and usable as possible.

Experience, data collected in the field and the involvement of stakeholders made it possible to design a tool with three determining elements:

- Relevance in the topics tackled, in response to emerged and emerging needs that through the proposed tool can be intercepted and taken into consideration.
- Adaptability considering the great differences that the thematic field addressed by the handbook intercepts: suffice it to say that in the implementation of the STUD.IO project, 4 countries of the partnership were considered in carrying out the research work, as well as the European and international context. The tool rises above the specific contexts and adapts to the different needs, resources and availability of places and people.
- Replicability a key element in particular in the European project context, as our aim is to offer resources that can be a starting point for other actions, for intervention networks and related and/or complementary fields, aware of the importance of interdisciplinarity in this field.

As far as the stages of the proposed methodology for the development of the guidelines are concerned, it was structured in 3 steps:

- Preliminary analysis and good practices: areas and training/educational needs were identified based on the research conducted in the literature, adding the analysis of good practices useful for the STUD.IO approach;
- Selection of tools: A search was carried out among the main participatory tools for the improvement of the urban context,

as well as brainstorming activities for the development of tools that were appropriate for the intended objective.

- Tool development, testing and evaluation: the guidelines were structured and compiled into a single tool for the testing phase. Subsequently, the product was evaluated and tested for the best result in terms of impact and use.

The methodology can therefore be summarised in the stages of mapping, activating and monitoring.

2.3 Handbook Reading Guidelines

As specified, the handbook is divided into two sections, a purely theoretical part and a practical part, complete with tools that can be used in different urban and city contexts.

It must always be remembered that the proposed handbook is not a tool for urbanism, nor for sociology or environmental planning: it is a tool that collects experiences and unites areas, comparing aspects and proposing itself as a balancer of the different elements, to guide professionals from different sectors to be able to propose actions for change at a local level or to initiate paths useful for change.

The capacity of what we will identify as a facilitator of processes of improvement in urban contexts for the promotion of sociability lies in using and exploiting the proposed tools for their own purposes of participation and implementation of paths of change at the local level.

In fact, the tools are specified by means of 4 symbols representing the areas of competence related to the STUD.IO. project.

Handbook Areas



Psychological Area:

This area includes actions that activate the emotional and psychological aspect of living as a citizen; the area includes the elements of happiness and emotional well-being linked to quality of life and individual need, as well as actions that promote mental health and recreational action, again in the context of community and participation.



Environmental Area:

This area covers the elements of the relationship between the individual and the environment, understood as the set of actions and activities that include the green element for an overall improvement of urban and city well-being in environmental terms.



Sociological Area:

This area covers the relational and social aspects of everyday living in the community provided by the proposed activities; it encompasses the whole dimension of social cohesion, inclusion, participation and diversity that create society.



Urban Planning Area:

Actions and initiatives that include elements of planning, spatial imagination and management, and programming fall within this area. Liveability of neighbourhoods, architecture and spaces are elements that distinguish the actions included within this area in order to improve spaces and plan the sociability of places through urban design.



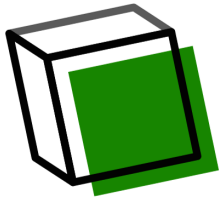
Each activity will present these symbols, which will be coloured if the proposed actions activate one of the reference areas. Some activities may also include several reference areas.

The different areas, as well as the different targets that are proposed, fully represent the multidisciplinary and intersectoriality of the STUD.IO project in its different forms, reflecting the need for a multi-level representation: the idea of a knowledge or action anchored to a single dimension reduces the opportunity for exchange, contamination and also the impact of the results, so that we invite you to read this paper aware of this methodological approach.

The best application of the proposed tools results in city contexts of at most 50,000 inhabitants; in any case, the proposed activities can best be adapted and subdivided, e.g. for local experiments in certain districts in larger cities.

CREATING OPPORTUNITIES FOR ACTIVE PARTICIPATION





CREATING OPPORTUNITIES FOR ACTIVE PARTICIPATION

3.1 Fundamentals of citizen participation for sociability: an analysis of key actors and the importance of places

Municipalities today more than ever, small, medium and large, are places of innovation, creativity, diversity and challenges. Urban and territorial transformations are complex phenomena that require attention, care and a shared vision to ensure their sustainable and active development.

In such contexts of transformation, the participation of citizens and those who live in the places emerges as a crucial element for the success of change processes: *Unione degli Assessorati*, the coordinating body of the *STUD.IO* project, as well as *AEEP*, *Consorzio Tartaruga* have been working for several years in local contexts activating citizens and administrations to plan and co-design better and renewed urban and social contexts, committing resources and promoting innovative actions; this has allowed them to experiment and gain knowledge and experience useful also for the production of the present product.

In fact, when we speak of citizen participation, we are referring to the capacity and/or possibility of citizens to be involved in the formulation of policies, in urban and social planning, and in decision-making that influence their own daily lives and those of many other citizens who live in the places and spaces of the urban environment. At the basis of the transformations in urban

dynamics, we find precisely the opportunity to discover and rediscover one's own city and places: citizens have indeed the opportunity to experience public places, squares and streets not only as places of passage but as spaces of encounter and community, enhancing the cultural and historical importance of the ties that represent it. To discover this potential, however, it is necessary for these to be properly guided through the work of professionals who can interact and make the different components of places interact, bringing people and environments into dialogue.

The sociability of places thus lies in the intrinsic capacity they have, the wellbeing of the community and the individuals who live in them: cultural heritage, emotional ties and elements of creativity form the meanings that are associated with social practices, becoming experience and culture. In this sense, participating in building the city and the places of common living becomes a further element of aggregation and belonging, having the opportunity to directly affect those spaces that are experienced in daily life.

Participating in the realisation of the city's image, understood as any urban environment, allows one to work on the element of perception, both of those who observe and visit places, and of those who live it; participating guarantees better results in the care of the good of the territory, favouring mechanisms of inclusion and social cohesion, improving the sense of belonging and a better quality of life in general.

Precisely on the basis of these assumptions, citizen participation is a key to the promotion of sociability in places, understood as a process of transformation of a place for the full enhancement of its perception, under urban, psychological, sociological and environmental profiles. The citizen cannot, however, independently be fully aware of all the processes that affect territorial change,

such that local actions and projects allow ideas and proposals to be put into practice, activating the full potential of places, actively guided in the set of actions necessary for the improvement of the city context.

Contemporaneity and the transformations to which cities and places are subjected, require the active feedback of the individual and the community to which he or she belongs; indeed, in recent years, participatory approaches place needs and identity among the pre-eminent elements to which attention must be paid. The role of the citizen is fundamental, as is the citizen's desire to feel part of the community, especially after the pandemic period, whose experience of 'immobility' at home made us reflect on many of the elements of everyday life that are taken for granted, such as living in the city and its spaces.

Through processes of enhancing the community and its places, it is therefore possible to try and succeed in improving contexts by generating virtuous and concrete responses to emerging needs, both expressed and unexpressed. This is the set of workshops for confrontation, animation and consultation in which professionals, administrators, political decision-makers and citizens find an open and available dimension of confrontation to succeed in improving the city context. The objectives of the STUD.IO project, which during its implementation has actively sought to provide tools and skills useful to professionals in the management of such processes of participation and territorial enhancement, fall perfectly within these actions.

Opening up to such participation processes and promoting the dissemination of collaborative approaches for the search of shared solutions, in urban and social policies, is now more than ever an opportunity: the ability to adapt and adapt to innovation enables more dynamic and effective urban and social develop-

ment processes. By evaluating the experiences and good practices implemented in recent years, it has been possible to become aware of how participatory tools can be applied in a variety of contexts and be more or less significant depending on the resistance or openness of both citizenship and administration.

It is therefore not a question of replicating the actions, but of becoming aware of them and adapting them appropriately to the different contexts: in reading these paragraphs, as well as the proposed activities, an attempt has been made to maintain an outline that is as general and adaptable as possible, so that those who wish to use the tools can easily imagine and implement them by exploiting the available resources. It is important to be aware that the objectives of participation and the outcomes of participation cannot be taken for granted, but precisely the opportunity to assess and describe the limitations faced during implementation is a useful yardstick for understanding the effectiveness of such activities.

Citizen participation processes for the improvement of urban and city contexts involve 3 key actors:

- Citizens, the core element of the participatory process, contribute to the realisation of initiatives, promote the specific needs of those who live in the places and provide a fundamental 'bottom-up' perspective for the visions and changes to be proposed; through participation, citizens can feel more involved and responsible for the spaces they live in. This leads to a greater sense of belonging and the desire to contribute in an ongoing way to the growth of the community, in terms of empowerment.

- Institutions, governance and stakeholders, often proponents of the participatory process, provide the channels of involvement and support the different modes of participation to some extent. Institutions must also ensure transparency in the decision-making process: this translates into clear and open communication in order to hold the community accountable for the actions taken and the choices made, as well as the aims of the activities.
- Professionals or facilitators of the participatory process, individuals who provide technical support for the development of the participatory process, are able to use the tools and read the data available to provide active support. These figures include the professionals that the STUD.IO project has trained and continues to train in the university training courses offered by the project.

In addition to the three defined actors, there are potential other actors who have a vested interest in the proposals and actions that could be taken in taking forward the ideas arising from participation projects.

It is clear that determining the processes of participation and its actors does not imply that their participation is a given, particularly in communities where participation levels are relatively low

3.2 The selection of actors in participatory processes: citizens

Addressing the issue of participant selection in a civic participation context may initially seem counterintuitive. Participation, by its very definition, should be open to all citizens interested or involved in a specific issue or situation.

However, it is a fact that despite the intention to involve everyone, only a small part of the population is actually interested in taking part in such participatory processes. How often do we see empty classrooms after expertly organised open events or find it difficult to gather the expected participants.

This phenomenon represents a paradox of the free possibility of participation, we could say of that 'participatory democraticity': while on the one hand one aspires to include everyone, on the other hand participation is limited to a small number of individuals, often only a small percentage of the population involved. Naturally, a selection of the participant then takes place, but it is important for the facilitator to understand whether this selection takes place and who is responsible for it.

The first selection methodology in participatory processes consists of **self-selection**. In this scenario, participation is completely free, and anyone can decide to participate in or abstain from the participatory process.

This form of selection respects individual freedom, but may lead to imbalances that will inevitably influence the outcome of the participatory process. Even if participation is open to all, it is likely that only certain categories of individuals will actually decide to participate. For instance, those who are members of

specific social networks, interest groups or associations might actively participate, while those who have greater family or work commitments or prefer to use their free time in other ways might **exclude themselves**.

This type of selection may lead to an incomplete and distorted representation of the different interests and points of view present in the population involved. The facilitator therefore intervenes by assessing the openness criteria, e.g. by means of recording tools to monitor the progress of participation and membership of certain social groups, which could create an incomplete participation experience.

The second methodology is called the **targeted selection methodology, it tries to** address the risks of self-selection. In this case, participation is not open to all indiscriminately, but a working group or collective tries to involve representatives of all relevant interests and viewpoints.

This approach aims to create a more balanced and inclusive discussion environment, but much depends on the fairness and competence of the person carrying out the selection activity and how. The ability of the practitioner is therefore in the methods and construction of selection tools that are as responsive as possible to the expectations and aims of the participatory activity.

Finally, the third methodology is **random selection**. The professional or group of professionals proposing the activity selects a representative sample of the population at random to take part in the participatory process.

The selection takes place using the same procedures typical of opinion polls; this approach is widely used in various international experiences, such as conferences and research. Although a certain degree of self-selection still occurs among

those randomly selected, this phenomenon is much less selective than voluntary participation.

3.3 The selection of actors in participatory processes: the stakeholders

Alongside the citizen, as we have seen, in most participation processes the presence and support of governance and/or stakeholders who accept and support the causes of participation is necessary. Particularly when it comes to urban and social welfare, it is essential for professionals who intend to undertake citizen participation processes to bridge any gaps according to the proposed fields of intervention.

In the next section, in which we will analyse some useful tools for citizen participation, both the objectives of participation as well as the resources and targets of the interventions are in fact indicated; however, activities are proposed that do not require the participation of governance or stakeholders but can be conducted directly by the facilitators, subject to support or authorisation.

In any case, in order to adequately plan and ensure effective participation, it is essential to conduct a detailed **mapping of those who** are our stakeholders in the participatory process, which we will refer to generically as **stakeholders** involved in the process.

Stakeholders are actors who are directly or indirectly affected by the results of the participatory process or issues, and their involvement may be crucial to the success of the activity. As with actors/citizens, the practitioner who intends to propose local activities must identify and map stakeholders, which is why we propose a systematic mapping approach divided into two macro-phases:

1) Identification of stakeholders

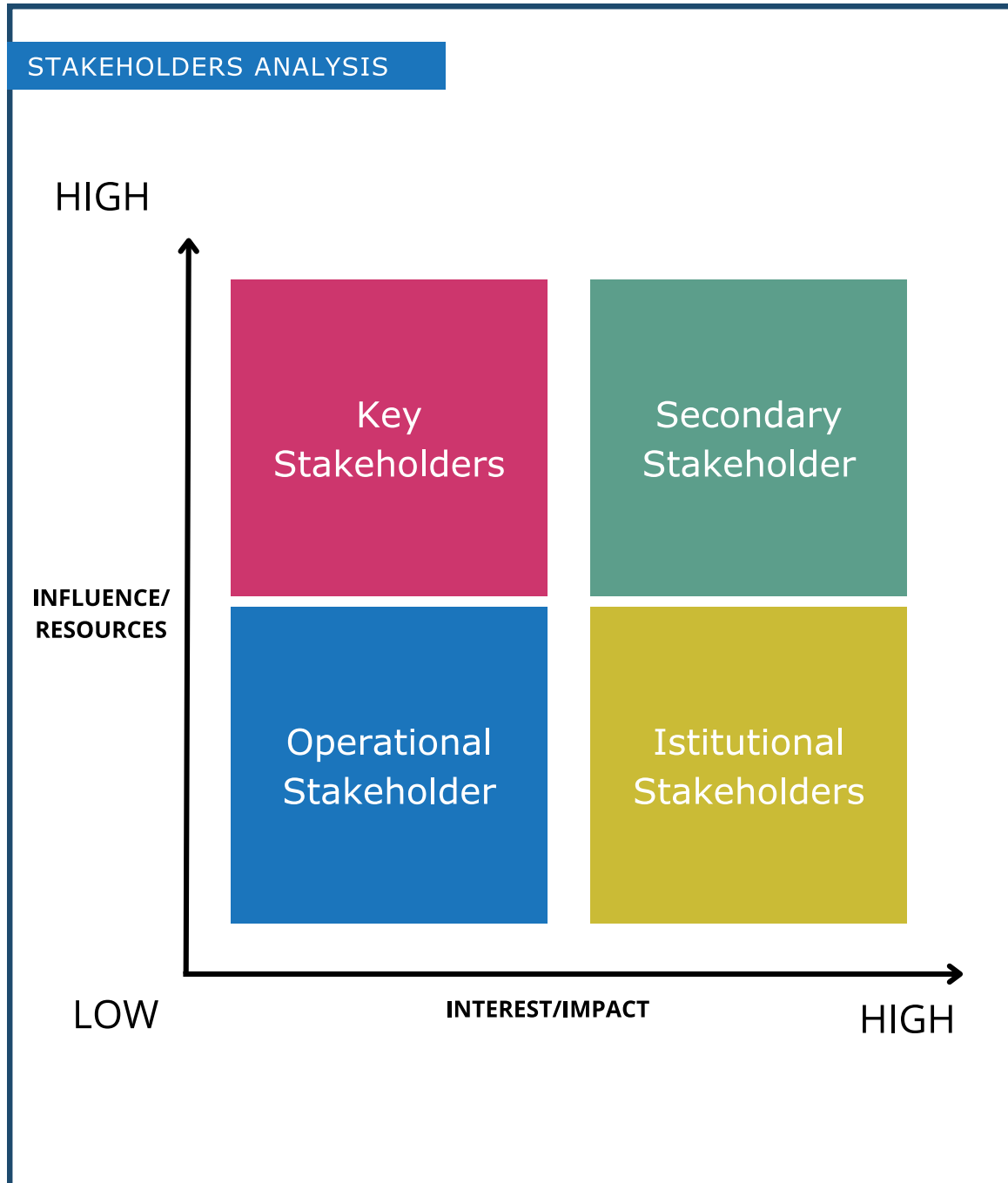
it is necessary to understand the potential and current stakeholders, depending on the participation activity and/or topic addressed. This is a real analysis phase in which relationships, contacts and local networks within the community are considered, starting with levels and degrees of involvement. Administrators, associations, informal groups are all potential stakeholders; administrations and offices often have registers that can be used to start the identification phase, as an initial analysis tool. Once the stakeholders have been identified and listed, contacts and areas identified, we move on to the second phase.

2) Stakeholder analysis:

Stakeholder analysis allows us to make a functional selection for our participatory process: the practitioner has the opportunity to understand past histories, interactions, initiatives carried out but also any significant conflicts or collaborations between entities that are potentially useful for the objectives of participation.

However, in order to better understand and obtain the participation of key stakeholders, it is necessary to use a 4-level analysis matrix.

Indicators, HIGH, MEDIUM, LOW, are identified for each level, which allow the matrix analysis and provide an assessment of the incidence and relevance of the stakeholder in the participatory process. The indicators of influence and the graphic representation of the analysis are shown below.



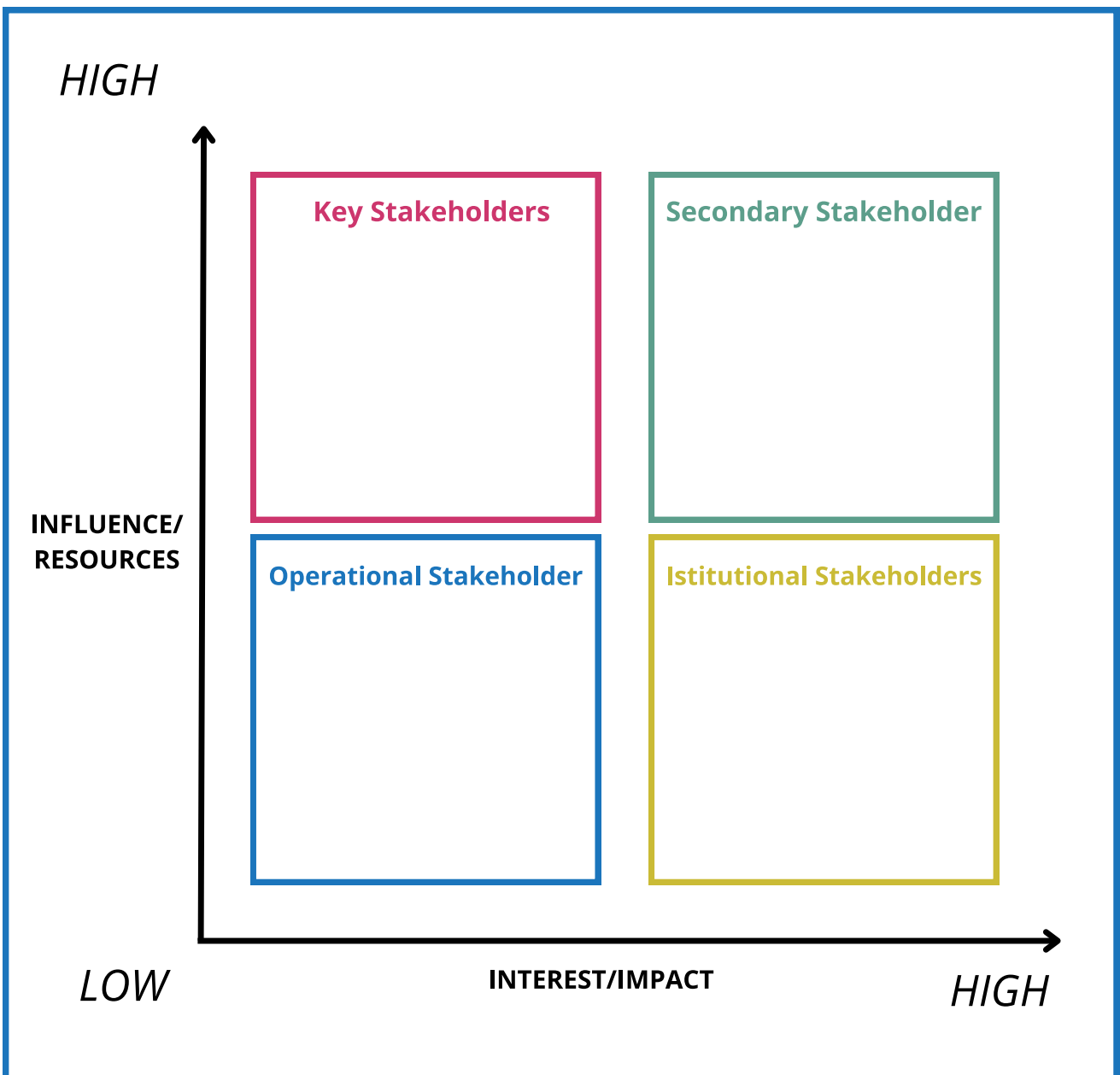
The levels to be analysed, following the proposed scheme are:

- 1) Interest of the actor with respect to the field of participation, understood as the degree of relevance of the results of the activity, how this can influence to bring an improvement to the urban context in promoting the sociability of places and the participation of citizens;
- 2) Impact of the process on the actor's activities, understood as an assessment of the impact that the activity may potentially have on the stakeholder, in terms of opportunity and relevance.
- 3) Resources and capacities at the actor's disposal, understood as a complex of knowledge, specialised skills and connections, as well as economic resources where appropriate, which can add value to the activity of participation.
- 4) Influence on the stages of participation, i.e. assessing at the different levels or stages of the intended activities how much influence (positive or negative) stakeholders can have on participation and results.

Starting from the stakeholder analysis, it is then possible to delve into further aspects such as any necessary information needs, initial scenarios and actions that the practitioner has to perform in order to properly involve the stakeholder in the activities.

An outline for your stakeholder analysis is provided on the following page, printable and ready to use for your organisation of citizen participation events and activities proposed in this handbook.

STAKEHOLDERS ANALYSIS MATRIX



3.4 Participation as a tool for promoting sociability: structuring participatory pathways

Having defined the potential actors of our activities, it is now necessary to provide the key element, building the participatory pathway. Here lies the commitment and capacity of the practitioner who, often in collaboration with stakeholders such as local governments and local groups, structures the participatory pathway appropriate to the need.

To participate in fact takes on, in both professional and common usage, two semantic valences: 'to *take part*' and 'to *be part*'. These two concepts, apparently similar, contain significant nuances in the field of participation. "To participate" indicates the act of taking part in specific events or decision-making processes, often with reference to decisions on issues or the selection of people for political office. On the other hand, 'to be part' refers to being integrated into a process, group or community in an active way.

These distinctions are essentially analytical, and only serve to lead to reflection, since if we think again, it is not possible to participate without being a party and vice versa. Much more often the terminology 'passive participation' is used in a purely negative sense. In contexts of citizen participation, such as the models presented in this product and in the STUD.IO project, we refer not so much to passivity as an element of participation, but to passive integration, i.e. that ability to adapt one's behaviour to the expectations that the group and the activity in which one takes part requires. The facilitator's skill is therefore that of intercepting within the participative processes, also the different nuances (of a purely sociological and psychological scope to

return to the dimensions to which we will refer the different activities) activating specific spheres of knowledge.

Participatory processes specifically can be promoted, as we have seen, by different actors, including public administrations, agencies or citizens themselves. These processes can be divided into two main categories: top-down (top-down) and bottom-up (bottom-up).

In top-down processes, it is often the administrations or public bodies that initiate the involvement of citizens, formulating questions or defining together with the actors the issues to be analysed, up to the implementation of the projects and initiatives themselves. This mode of initiating participatory processes is certainly facilitated by the fact that the institutions or stakeholders have the necessary resources to initiate processes, particularly for those activities that require long implementation periods or expensive research activities. In the case of top-down actions, it is crucial that the initiator of the participatory process is able to guarantee both the means and the time perspective necessary to ensure that all planned steps are realised, and that interaction is guaranteed in each of them (from start to finish).

Bottom-up projects, on the other hand, are that set of initiatives that start from the bottom, that is, from the community and citizens who, in formal or informal groups, become active. In such processes, the presence of a professional who can facilitate the elaboration of these bottom-up participation processes, actively helping to structure both the participation mechanisms and the associated actions/outputs, is effective. Citizens in such an approach work by proposing questions to the territory, involving the administration and stakeholders, pursuing the purpose set for the territory's development. Resources, in this case, are identified by the proposing community itself, and if

necessary directed as requests to the administration to be implemented. Also in this type of process, it is essential to start, implement, and close the activity having clear and available time resources useful for each proposed activity.

This handbook in fact presents two sections of tools as specified, with bottom-up and top-down approaches useful for diversifying the activities that can be proposed to improve urban and city contexts in terms of sociability and related areas.

3.5 The role of the facilitator in participatory processes: STUD.IO as a model

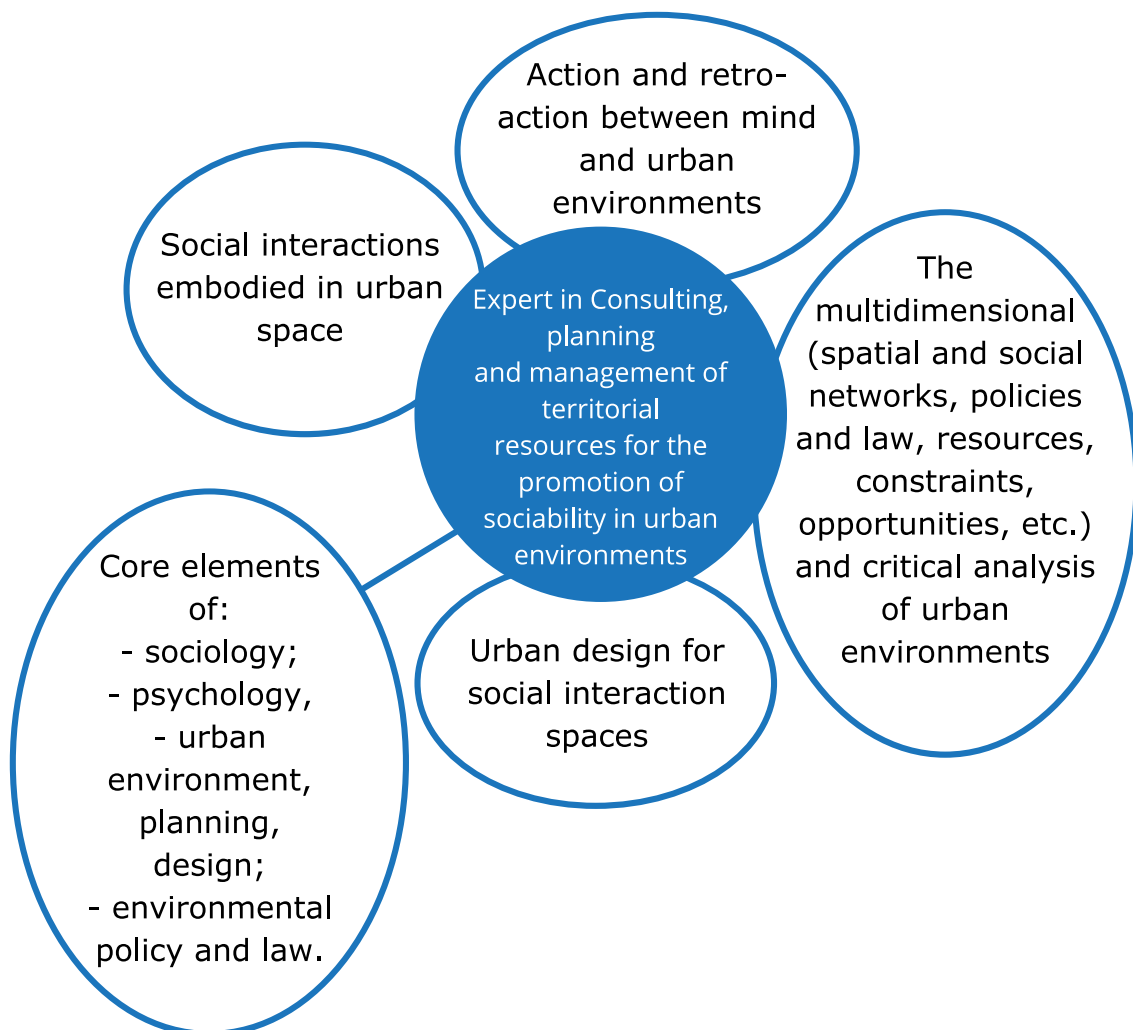
The management of participatory processes and the implementation of activities for the development of sociability in general, for top-down and bottom-up approaches, is entrusted to a facilitator, who in the context of our intervention assumes the role of an expert in "*consulting, planning and management of territorial resources for the promotion of sociability in urban environment*".

What we will identify in our handbook as the STUD.IO facilitator for convenience, has the important task of promoting collaboration and dialogue between the different parties in the participatory process. In order to be properly prepared to face the different challenges of participation, the facilitator must have an in-depth knowledge of the context of reference, without, however, being directly part of it where possible: this element ensures that personal interests may influence the process and the results that may emerge; the element of extraneousness also provides a further element of trust between the participants who see the facilitator as an impartial reference whose task is to assist the process and activities. In bottom-up processes, citizenship more often entrusts the role of facilitator to the members themselves, but does not guarantee proper management throughout the participatory process.

Supervision is in fact not control, but support to the group in the development of the action, in the difficulties that may emerge and in any further needs that may arise during the activities. The facilitator of the STUD.IO model is therefore a multifaceted figure, with different skills and peculiarities useful to the

objective of promoting sociability in the urban context: he/she must know how to initiate participatory processes, accompany projects that may emerge for urban and local regeneration, understand the dimension of sociability and detect needs expressed and unexpressed during the support provided.

The following is a summary outline of the core competences of the facilitator proposing participation models according to the results of the literature review carried out by the scientific team of the STUD.IO project:



These aspects of facilitation in participatory processes emerged both from the literature review conducted by the partnership and from the in-depth study conducted with practitioners and the analysis of good practices. Indeed, in all the areas investigated, commonalities emerged with respect to the needs of a facilitator, namely:

- Promoting the ability to establish social ties, supporting active participation, attachment to places and a better understanding of perceptions related to them.
- Enhancing the capacity to analyse contexts, transforming needs into opportunities and acquiring the ability to identify both manifest and unstated needs.
- Fostering pro-social behaviour to strengthen community cohesion.
- Maintaining an understanding of the opportunities and funding sources available for the territory, developing skills in managing and coordinating initiatives involving different stakeholders and dimensions.
- Acquiring basic skills in urban and environmental planning to facilitate communication with stakeholders in related fields.

Having thus understood the reference figures and elements of participation, we can analyse the actions that commonly make up participation processes and what the facilitator's task is for each of them.

3.6 Creating participation: Activation, Analysis, Action, Outcome, Evaluation as phases of participation

A participatory process, in each field of reference, is articulated in different moments of exchange, interaction and action. Generally, the key phases that enable the proper conduct of a participatory process are divided into the **Activation, Analysis, Action, Outcome, and Evaluation** phases. These phases constitute a methodological approach useful in the contexts of planning sociability and urban development through bottom-up and top-down participatory processes.

The conceptual structure of the phases, considering the temporal sequence and usefulness of each, ensures an organisation of participation initiatives aimed at improving the urban environment and promoting social dynamics within local communities.



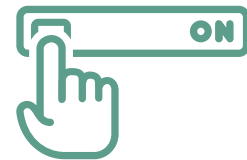
In particular, our handbook provides insight into the action phase, proposing activities that can be adapted to different contexts in order to propose activities aimed at improving the urban context; in any case, the different phases are to be considered interrelated, so that in planning and structuring participatory interventions it is essential to be aware of all the phases involved. The facilitator's ability is to understand what the needs of the group and the place are, using the appropriate tool and, above all, making it his or her own for the context of

reference. The elements of influence, at a territorial level, are many, as are the social and relational ones: however, it is essential to be clear about the methodologies of action and the main tools of sociability planning, in order to be able to undertake effective and efficient paths of improvement.

Let us therefore analyse the stages of participation:

The Activation:

As we have analysed in the previous paragraphs, the participatory process can generally take place in two ways, through bottom-up and top-down approaches; in both cases, however, we speak of activation of the participatory process.



In the first case, bottom-up, associated citizens, stakeholders, representative groups, councils and informal groups can plan and design participatory processes, involving stakeholders and the administration by adequately justifying the proposal: very often the municipalities themselves provide in their internal regulations the modalities for proposing bottom-up participatory actions; in fact, we recommend checking whether such actions are in place in the municipality.

In the second, top-down case, it is the administration that within the framework of its own strategies and policies decides to initiate participatory processes on specific issues. Both modalities, where foreseen for a proper start-up, may follow the official procedures described in the regulations of the municipalities. In the case of actions, such as bottom-up workshops for the production of improvement ideas or potential

actions to be taken, it is not necessary to develop official processes.

The fundamental element in any case is the design of the course, sharing the modalities and rules of participation; as will be seen in the section on tools available to facilitation professionals of the STUD.IO model, the preparatory phase is fundamental in order to understand what minimum resources are needed, the type of participant useful for the purpose and the modalities of collaboration. Having clear at the outset the expectations one has of the outcome of the workshop and the "expected impact" of the action allows one to make conscious use of time and resources. In this phase, the choice of settings for the activities and the evaluation tools used for the final specific phase is realised.

The Analysis

Having completed the organisational and management aspects typical of activation, the professional or group of professionals involved in the facilitation of the working group conducts a careful analysis of the tools, resources, regulations and spaces involved, in



order to propose the expected processes of change. The analysis allows for the best possible definition of how the participatory action should be developed:

- the objectives foreseen
- the duration including no. of meetings and/or group activities
- opportunity to involve third party experts

- minimum/maximum number of participants for each proposed activity
- Potential expected outcomes

Aspects of participation are then clarified and shared with all those directly involved. The analysis, as such, envisages the use of survey instruments such that a certain flexibility and adaptability of days and spaces to the needs of the group is clear. In fact, it should be remembered that participation is a free and conscious action on the part of citizens, such that it is always preferable to have a user that is calm and open in the activities in which they take part. The analysis phase concludes with the sending of information and other communication material useful for taking part in the activity: it is advisable to define a group through channels such as mailing lists and working groups (e.g. Microsoft Teams) in which all the participants and the material to be shared are included, so as to keep track of the activity carried out and collect doubts or proposals useful to the cause.

LThe Action

It coincides with the phase of activating the resources and launching the participatory process; it includes the entire set of actions useful for carrying out the objectives envisaged in the analysis phase. The actions proposed during the participatory activity vary according to their purpose and method, as well as the type of action to be produced. What is common to the action phase in any proposed activity is the active participation of those involved during the activity: clear modes of action, clear roles and clear demands allow for the proper implementation of the activities.



The proposed actions can be structured in a variety of ways: explanatory sessions in the form of seminars; thematic in-depth studies; workshops and laboratories; field activities. All actions must be closely linked to the objectives of the participatory action, and aim at the expected result.

This handbook presents in the second section different actions that can be proposed to citizens and stakeholders, for different purposes; however, each activity must be included in a process of participation that begins with the activation phase and is completed with the evaluation phase. The choice of the type of activity proposed is already defined during the analysis phase, as it should include the modalities, timing and target of the activities. For any type of activity planned, it is advisable to include an introductory activity, in which the purpose of the action and the general framework of the process are specified.

The Outcomes

The proposals, outputs and indeed the results of the participatory process are organised and decoded (depending on the proposed mode of activity), summarised in what is the final product. The result is useful both to collect all the parts of the participatory process developed, but above all to provide a timely return to all those who directly and indirectly provided support to the participatory process. Whether they are individual proposals, group proposals or proposals defined on the basis of the priorities analysed, everything is considered within the result. The task of the expert/facilitator is to produce a document, which may take different forms depending on the activity proposed, but which is the actual



expression of the participatory process. Within the outcome lies the decision-making element, which qualifies the process, i.e. gives expression to the participatory process to be implemented in the manner envisaged. In the case of bottom-up processes, which do not include the administration, the results must necessarily proceed through bureaucratic procedures provided for in the regulations in order to undertake, for example, specific actions for the regeneration of places, or to make requests for the improvement of the different situations analysed during the participatory process. In the event that the results of participation do not translate into activities directly involving the administrations, the result takes the form of the set of actions and/or reflections matured during the participatory process, in order to complete the implementation and objective of the activities carried out.

The Evaluation

Evaluation, although placed at the close of the participatory process, is a transversal phase that the STUD.IO facilitator and in general those who propose citizen participation activities, must consider throughout implementation. As in the different "project cycle" techniques, evaluation coincides as much with the conclusion as with the beginning of a new activation phase since it provides a fundamental basis for improving the effectiveness of the participatory process and guiding future decisions. Evaluation provides useful feedback with respect to the achievement of objectives (both of the outcome of the evaluation process and of the structured activities), in order to initiate a path of continuous improvement in the proposed activities.



It is certain that the variables in conducting participation activities are many, such that error or difficulty is necessarily an element to be considered: evaluating and learning from error allows the facilitator to structure subsequent activities more efficiently and effectively.

The facilitator must make the participant actively contribute through his or her contribution to the evaluation process; the ability to analyse the evaluation data is therefore a key competence to complete the participation process in its different phases, and to plan new activities on the basis of the lesson learnt.

Evaluation is known to be divided into three distinct phases: ex-ante, in itinere, and ex-post. In the analysis phase, the facilitator prepares the tools for the evaluation, which he or she carries out ex-ante (before) the action phase, in itinere (during) the conduct of activities, and ex-post (after) the conclusion of activities. The key points of the evaluation to be taken into account include: participant expectations; criticalities and difficulties; proposed improvements.

We have therefore considered all the general aspects for the initiation of a participation process; in the following paragraphs we add elements related to representation and inclusion, as well as the key element of the setting that is fundamental for the best participation of the group in the activities.

3.6.1 Representativeness and inclusion in participatory processes

In addition to correctly considering the phases of the participative process, the professional who intends to initiate sociability pathways and propose actions in local contexts must necessarily carry out an analysis of his or her work to select participants, having a complete and clear idea of who the potential interlocutors and stakeholders are, considering the main variables necessary for correct execution.

The mapping of both stakeholders and citizens allows for initial feedback, of interest and relevance, from actors and potential actors, on gaps in representativeness, possible exclusions related to choices made in the organisation of the event, possible special needs of participants for proper participation.

Representativeness becomes an important element in the organisation of the participatory process; the facilitator, in the preparation and analysis phase, must ask questions such as "who have I involved so far?" and above all "have I achieved the goal of comprehensive and inclusive representation?" He/she can also support the already selected group of actors in these questions in order to make the participatory process meaningful.



3.6.2 Participation and contextual elements: The setting

During the activation phase, as we have analysed, depending on the type of action proposed, the preparation of the activity setting also comes into play. By setting we mean the complex of elements relating to the accessibility and set-up of places,

activity formats, timings that are fundamental in the realisation of collaborative and group activities. The professional facilitator of STUD.IO must therefore consciously analyse the framework and elements of the context/activity in order to implement the best possible activity setting: starting from these very elements it is possible to attribute meaning to the development of the proposed activities, whether they are laboratories, workshops, plenary sessions or outdoor activities; the participation and learning process in fact includes both formal and informal educational elements directly influenced by perceptions, emotional elements and meaning. The aim is to strengthen the collaborative networks of those who participate, considering that although aware of the common goal, the group may not share further elements. The setting comprises 3 facilitating elements, of which the expert assisting and organising the participation activities must have care and skills and knowledge:

- Animation of participation;
- Setting up of spaces;
- Activity orientation;

Animation of participation refers to the ability to propose participatory experiences in which the interaction between the actors involved (facilitators, citizens, stakeholders and other actors involved) acts constructively towards the aims of the activity. It is a matter of creating a coherent balance in order to involve, each for his or her own role, competence and purposefulness in participating, all participants.

Facilitating participatory activities requires special care both in terms of the techniques for guiding the collective work and the adaptation of the environment in which these activities take place. In order to successfully prepare and conduct participative

moments, as well as work groups, it is essential to take into account certain guidelines and guidelines such as:

- Presenting issues and activities in a way that is clear and understandable so that their meaning is easily discernible: it is necessary to be aware of our interlocutors, in order to be as prepared as possible also in the language used for the materials or during the activities.
- Creating an engaging environment by setting up well-maintained and welcoming workspaces that can inspire people to engage in discussion on the issues involved, or even more so in field activities by preparing the setting for observation and dialogue.
- Maintaining a balance in the engagement required, avoiding overloading participants and promoting constructive involvement.
- Leading interactions and activities in a way that coordinates operations and provides support to facilitate interaction between participants as the proposed activities unfold.

Concerning the environment and the place where the participatory activity and facilitation takes place, these must be tools to support the facilitator in developing reflection and sharing.

Such places, arranged and animated to promote participation, can take various forms:

- Physical locations, where individual and group activities and general assemblies take place. These venues may be at the headquarters of the promoting organisation, in a neutral or significant location, or even on the premises of the parties involved. Mutual hospitality in each other's workplaces and terri-

tories plays a significant symbolic and operational role in the construction of participative moments and paths.

- Virtual places, where communication takes place at a distance and meetings and exchanges are organised. These environments require versatile platforms and digital spaces for discussions, division into working groups, shared annotations, archiving and sharing of materials. Discussion groups and newsletters facilitate shared processing and improve internal communication.
- Hybrid dimensions: Digital technology has expanded the possibilities for participation and facilitation, not only by creating two dimensions, i.e. online and offline activities, but also by enabling the sequential, parallel and interconnected development of collective participatory activities.

The context thus represents the set of elements that regulate activities and relationships in group facilitation. Physical, digital and hybrid environments equipped to conduct engaging activities should be user-friendly and welcoming. If necessary, directions or tutorials should be provided to ensure comfort and put people at ease, allowing them to concentrate on the proposed activities. Thinking of the setting as a dynamic resource

The concept of setting goes beyond the mere definition of the work space and its furnishings. Rather, it represents the set of elements that configure and make training, discussion and participation activities possible. The function of the setting is to delineate the specific characteristics of the current or planned activity, and to provide support for the processes



of thought, discussion and elaboration involved in participatory processes. The arrangement of space and the management of operational time play a crucial role in defining the context in which activities take place, helping to give meaning to these activities and foster understanding among those who participate in them. Consequently, it is important to consider aspects such as:



- The availability of rooms of varying sizes that can be adapted for different purposes, including large rooms for plenary sessions and smaller spaces suitable for group work without confusion.
- - The presence of spaces suitable for the posting of posters, placards and information documents, which can serve as a visual aid for the communication process.
- The availability of comfortable, movable chairs that can be easily moved and rearranged to reflect the needs of ongoing activities.
- The presence of tables suitable for discussion, writing and specific activities, which can be easily manoeuvred to adapt the environment to the needs of collective work.

These aspects contribute to creating a physical framework that reflects and supports the objectives of participatory activities and collective work.

We conclude, in linking to the inclusion element of the previous paragraph, in mentioning the accessibility element in the creation of work settings. Accessibility remains a goal to be pursued by identifying and managing various factors that may influence it: information, mobility, time and support, physical barriers,

environments and activities that facilitate participation, as well as the comprehensibility of issues.

A second aspect concerns the welcome and sense of welcome for the people involved. The greater the constraint imposed by spaces and furnishings, the greater the need to take care of the proposed activities in order to minimise the rigidities introduced by the context. In particular, when proposing activities in unsuitable environments, it is essential to openly address the difficulties, as any inconveniences require additional creative adaptation.

A third aspect to consider concerns the possibility of reorganising spaces to facilitate participation and the development of activities. We know that it is not always possible to make changes to settings, as sometimes spaces present structural constraints, as in the case of classrooms with an amphitheatre setting. In these situations, it is useful to consider creative solutions, such as the use of bleachers, corridors, standing work, outdoor work: it is essential to avoid forcing oneself into predefined configurations of furniture and arrangements, and instead to seek innovative ways of adapting the space to the needs of the activities.

Accessibility, comfort and flexibility are three key characteristics to look for in order to promote inclusive, engaging and productive participation processes that emerge from the dynamic interaction between issues, participants and the host and enabling context.

Let us now look at some facilitation and participation tools; in the next section we will present some citizen participation activities, based on the themes of promoting sociability in urban contexts. Each activity is accompanied by practical tools and printable

cards, with accompanying user guides that can be adapted according to the foreseen needs.

As we have learnt, participation has many facets: the STUD.IO facilitator's skill lies precisely in understanding the contexts and making the proposed tools their own, with the opportunity to compare and improve ideas.

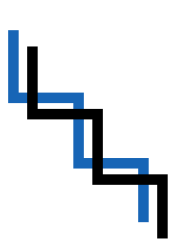
For further information on the topics of participation, you can register on the open e-learning platform:

<https://elearning.studio-project.eu/>.



LOCAL EXPERIMENTATION TOOLS TO PROMOTE SOCIABILITY





LOCAL EXPERIMENTATION TOOLS TO PROMOTE SOCIABILITY

4.1 Tools introduction

We now present 6 activities and 8 tools for the implementation of participatory, bottom-up paths that can be used in different city contexts for the development of improvement processes in the 4 areas defined by the STUD.IO model. For each activity the areas intercepted are indicated using the symbols specified in the previous section for the psychological, sociological, environmental and urban areas. The coloured symbol indicates that the area is activated during the implementation of the proposed activity.

The objective of each activity is to facilitate and strengthen involvement activities, as a cue to be applied in different contexts from a social, cultural and economic point of view, as well as to be modulated according to the needs and social dynamics within which they are proposed. The proposed activities also embrace different fields, focusing on civic activism and conscious participation.

The activities are subdivided into different types, all of which are however conceived as structured paths of involvement, including elements of preparation and setting useful for the purposes of participation: these are planning and co-designing laboratories, workshops and training in which citizenship, stakeholders and administrators contribute to the aims of the proposed participatory activ-

ity. The objective of the activities, depending on the purpose that the facilitator imparts to the proposed tools, is to offer a starting point for the initiation or consolidation of participatory paths, taking into consideration the methodological aspects of participation highlighted in the previous section. For each of the 6 activities, practical tools highlighted by the word **Tool** accompany the description of the development of the actions; the practical tools are described by means of practical examples of use and accompanied by printable cards to be used by the facilitators during the proposed actions.

The tools can also be combined and used individually, even if they are designed for a better result within the actions proposed by this handbook.

Once again, we would like to emphasise that flexibility and adaptability of the proposed activities are key to the tools: these should be considered both as a guideline, but also and above all as a starting point for the facilitator to adapt, improve and innovate the participatory processes, also in the light of the feedback received during the activation and analysis phases of the participatory processes.



STUD.IO AREAS COVERED



Quality Public Spaces

Citizen Involvement in Urban Transformation

THE ACTION IN BRIEF

Activity Type: Workshop

Target: Community

Duration: 1 month

Introduction

The activity aims to put the creation, maintenance and improvement of public spaces at the centre of urban transformations, actively involving citizens and using co-design workshops; it plays a fundamental role in the construction and regeneration of modern cities as it profoundly affects quality of life, social cohesion and environmental sustainability.

Citizens, as we have analysed, are the foundation of any urban community and actively involving them in the design and implementation of public spaces makes them part of the decision-making process, thus strengthening their sense of belonging and responsibility towards the city they live in.

Collaboration between citizens and local authorities through intervention co-design workshops offers the opportunity to respond to community needs and expectations in a more targeted and effective way; this participatory approach helps to create public spaces that meet people's real needs, improving the quality of life in everyday life. It also encourages the active participation of all members of the community, so that the 'voice' of every citizen is heard.



We therefore present an action of citizen involvement and co-design of what we understand as 'quality public spaces' in the form of an open creative workshop.

The aim is to propose actions, even small ones, that can bring about quality change, however, by initiating a bottom-up process with the collaboration of professionals and administrators. The aim is to produce change that finds representation in the work of citizenship, focusing on the **brainstorming** element.

Phase 1 - Planning the process (duration 2 weeks)

- Planning of the participatory process, activation and preliminary analysis: selection of the target location, data collection (plan and layout, context map)
- Identification of points of interest and first field consultation (observation) by the facilitator
- Detailed definition of the programme of participation in the co-design activity, including places and spaces of participation and foreseeing the participation of a minimum number of 10 participants in the activity, of which 2/3 citizens and 1/3 stakeholders and interested parties in the process;
- Selection of dates through participant survey (the use of tools such as doodle.com for professional planning is suggested).

Necessary tools and resources of the phase

- territorial and geographical situation information
- legislation on the local area and management
- Preliminary site visits and observation activities conduction



Phase 2 - development of the co-design workshop (duration 4 weeks)

Implementation of the participation workshop structured in 4 meetings, divided into classroom activities (2 classroom and 2 field-based).

Necessary tools:

- Collective brainstorming activities (first critical investigations and strategic intervention proposals) **TOOL 1**
- SWOT analysis on proposals and actions **TOOL 2**
- Networking of strategies Comprehensive proposal for improvement
- Improvement action proposal document

Step 3 - Laboratory result and evaluation

The community engages in the practical experience by initiating the planned activities and proposes the results of the workshop to the administration.

Necessary tools:

- Experience Evaluation Sheets
- Activity report
- Collection of consultation results and policy document for "quality public spaces"



Conclusions

Through the use of the participatory workshop, the aim is to respond to a widespread demand among citizens, combining research approaches and design practices conducted by the facilitators and professionals involved.

This approach seeks to address objective situations of difficulty on the one hand, and to promote a new well-being for the territory on the other.

It is important to provide a shared definition during the workshop of the word quality, associating it with the different actions that are proposed.

The activities developed during the workshop can be structured by the facilitator using this tool as an outline. Tool 1 associated with the activity follows in the next tab.

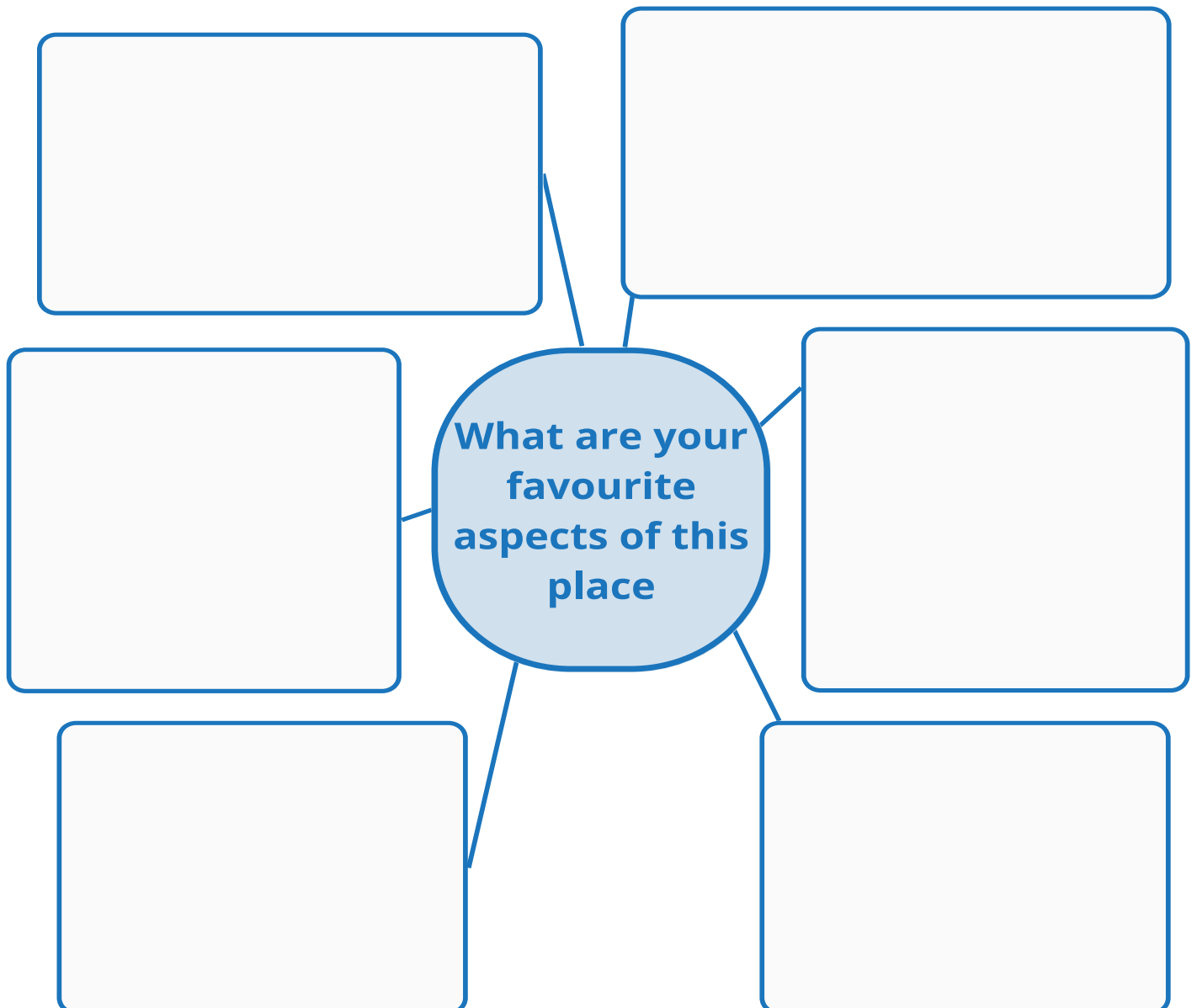


BRAINSTORMING ACTIVITY

Activity Explanation

The facilitator proposes the brainstorming activity to the group in order to stimulate the participants' creative thinking and ideas. To explain the activity, the facilitator can use the proposed worksheet/example or stimulus question. Participants are given a card (printed or digital for online activities) and are asked, individually, to reflect on the question that will be posed in the middle by the facilitator, completing the clouds that make up the diagram.

Afterwards, participants share what they have imagined, selecting the ideas most shared by the group.



ACTIVITY NOTES

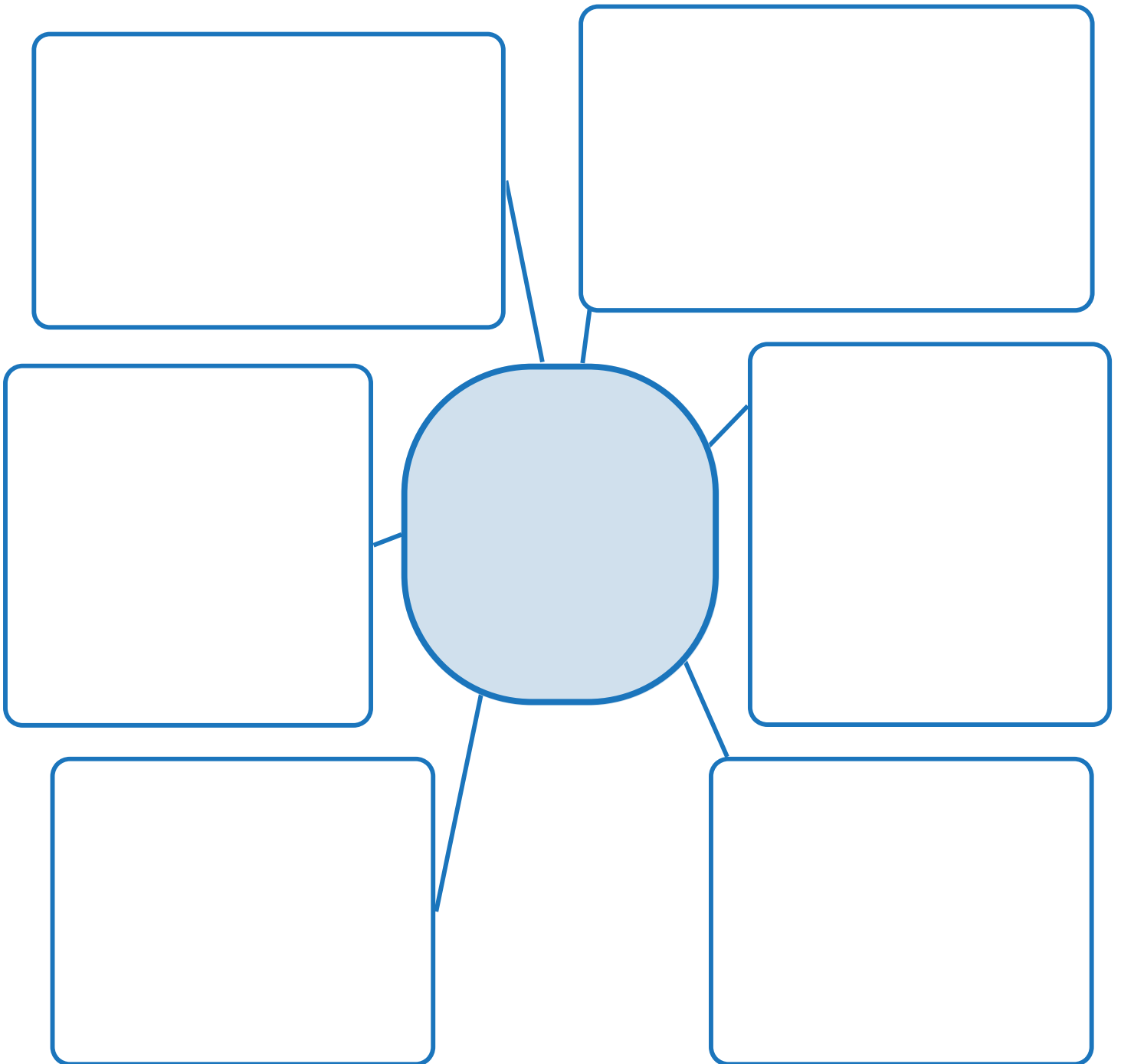


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BRAINSTORMING ACTIVITY

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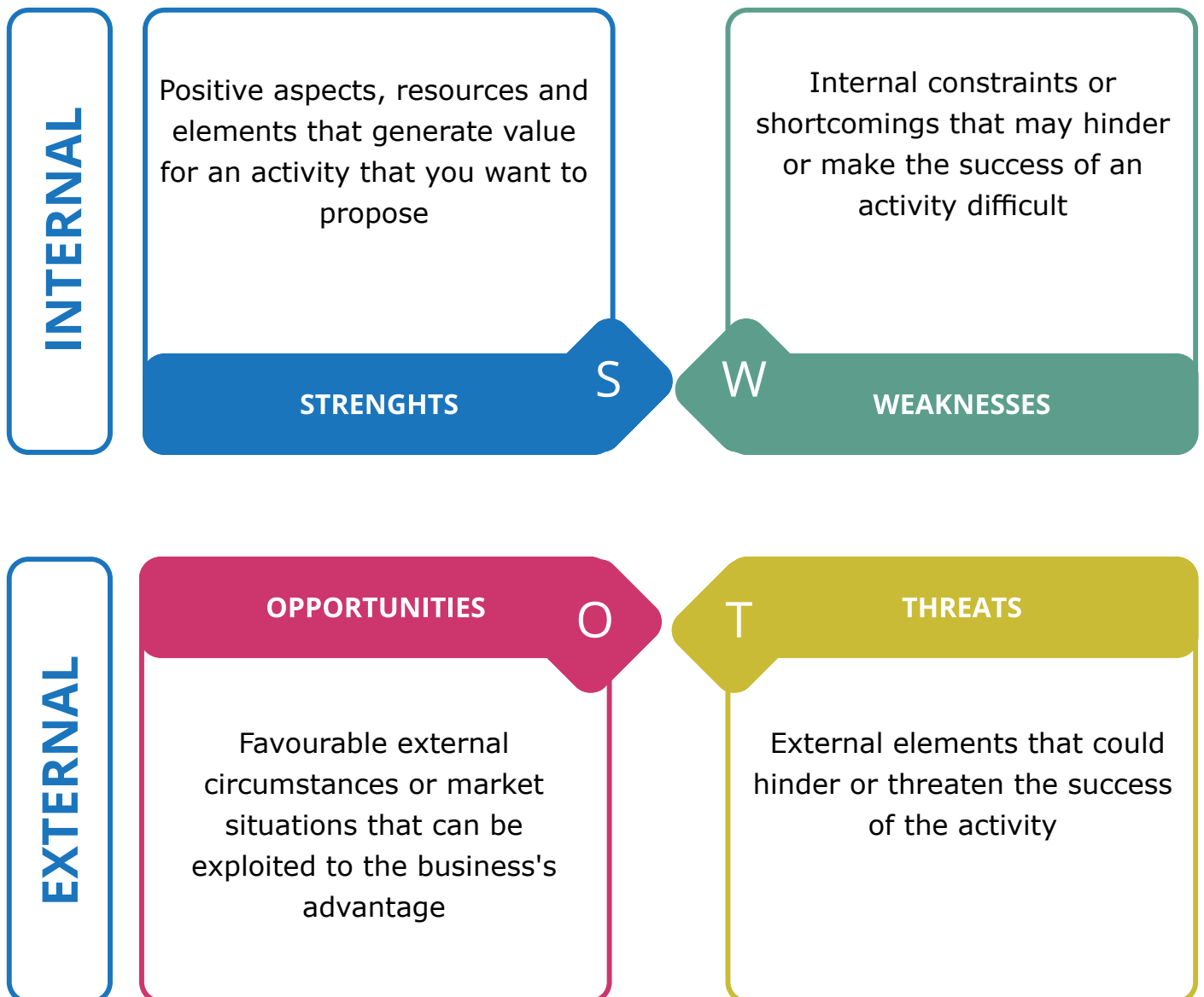


SWOT ANALYSIS

Activity Explanation

SWOT analysis, an acronym for Strengths, Weaknesses, Opportunities, Threats, is a widely used strategic assessment tool to comprehensively analyse a project or idea in various contexts, including urban regeneration. This methodological process helps to identify the internal and external elements that can influence the success of an urban regeneration action and enables the development of targeted strategies to maximise strengths and opportunities while addressing weaknesses and threats.

It helps to gain a deeper understanding of the context in which action is to be taken and to formulate targeted strategies to achieve the desired objectives, providing a clear view of the strengths to build on and the weaknesses and threats to address.



ACTIVITY NOTES



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SWOT ANALYSIS

Blank lined area for notes.

Blank box for Strengths.

STRENGTHS **S**

Blank box for Weaknesses.

W **WEAKNESSES**

OPPORTUNITIES **O**

Blank box for Opportunities.

T **THREATS**

Blank box for Threats.



STUD.IO AREAS COVERED



Evaluating the quality of sociability of places

Feedback and ideas for the quality of places

THE ACTION IN BRIEF

Activity Type: Survey

Target: Citizens

Duration: 1 month

Introduction

This activity is proposed to conduct an assessment of the level of sociability relative to a specific municipality or neighbourhood; the objective is to improve through the direct perception of those who live in the places, investigating and asking specific questions regarding the sociability of the places. Alongside the perception, it is important that the potential of the places and the effectiveness of certain actions taken are also assessed, also providing a useful starting point for future actions. The administration of the evaluation grid, and its tool, are proposed in the following steps.

Step 1: Defining Evaluation Objectives

While being aware of the ultimate aim of the evaluation process, i.e. the element of sociability, the facilitator must imagine and identify the elements that need to be measured, starting from the different areas of competence. Therefore, the specific dimensions are created (in our case, for the practical tool we will investigate the sociological, environmental,

psychological and urban planning areas we have learned about) but with the awareness that it is possible to add, subdivide and/or remove areas depending on the degree of detail we wish to give to an individual case. At this stage, the quantitative elements of the research are also defined, which are determined from the size of the places being investigated. The determining factors are different (demographic variety of the population, typology): the tool specifically, by providing anonymous data collection and without any distinction of category, obtains results with 5% of the total number of inhabitants of a given neighbourhood or municipality subject to the intervention.

Tools and resources

- Preparation of evaluation questionnaire and identification of intervention areas;
- Modulation of the questionnaire according to the area of intervention;
- Selection of delivery modes.

Phase 2 Questionnaire development and implementation

The proposed questionnaire in **TOOL 3**, is a functional scheme adaptable to different local contexts for the evaluation of urban contexts under the 4 areas of STUD.IO. The questions are modular and the areas implementable, so that the questionnaire can be easily implemented. Already in phase 1 the mode of delivery is identified, in this phase the administration of the instrument takes place. Prior to the actual launch of the questionnaire, the facilitator must carry out testing and refinement activities; through the preliminary testing of the questionnaire, carried out on a small group of people, any problems, difficulties of interpretation or other elements that may compromise the success of the activity are identified. Based on the feedback received, the questionnaire is refined to improve its clarity and relevance.

Data collection takes place over a minimum period of 3 weeks, during which the facilitator will monitor the number of responses received in order to improve and/or adapt communication strategies.

It is important at this stage to involve stakeholders and administration for a more widespread dissemination to the questionnaire targets.

Step 3 Data collection and evaluation

At the end of the questionnaire delivery phase, the facilitator has a pool of answers and related information for analysis.

Initially, it is advisable to categorise the answers according to the different subject areas considered: sociology, environment, urban planning and psychology. Then, for each area, it is necessary to calculate the average of the values assigned to the different indicators, ranging from 'very poor' to 'very good'. This will provide an overall picture of the situation, highlighting strengths and weaknesses in each area; it is essential to assess the distribution of scores to identify any anomalies in the sample analysed, in order to ensure an accurate and representative analysis.

Through the support of statistical tools, such as the analysis of standard deviations and the construction of bar graphs, the facilitator will be able to present the results of the analysis in a clear and incisive manner, facilitating the understanding and communication of the data collected to the citizenship, in order to return what has been collected and use these results for improvements to be proposed to the administration or to groups of citizens to initiate new participatory processes. Finally, the impact of the activity measured through the number of respondents allows the facilitator to understand whether their facilitation and information strategies were fit for purpose.

The data collected are summarised and evaluated by means of various indices proposed below, each of which has specific peculiarities in relation to the area considered:

Identity index: Predominant especially in historic centres or neighbourhoods of historical importance, this index highlights the anchoring of identity and cultural values over time, reflected in a deep stratification of identity resources. Identity is sustained by institutional and technical competences that favour its emanation, as well as by the active participation of the community, which is aware of its importance.

Potentiality index: Identifies situations where there is a discrepancy between citizens' recognition of potential and the current situation. This discrepancy acts as a catalyst for transforming the current state into what could be, thus fuelling the transformation process.

Dynamism index: Measures the presence of competences, skills and resources needed to initiate creative processes and promote future changes in the areas under analysis.

Interaction index: This assesses the presence of opportunities for informal and spontaneous communication, as well as the availability of an environment conducive to welcoming diversity and variety.

Multi-sectorality index: Highlights the importance of a multidisciplinary and synergetic urban environment that fosters connection and participation. This synergy is particularly evident in contexts with diffuse university settlements or concentrations of creative, productive and commercial activities.

To these proposed indices, the facilitator may add further elements for an overall evaluation of the collected data, depending on the needs of the given context.

Conclusion

The proposed activity can be used both as a specific action in its own right, useful for gathering information for field analyses or other research purposes, but also as a starting point for the initiation of participatory paths, both bottom-up and top-down.

In fact, having at one's disposal as complete an overview as possible of the considerations that the citizenship has with respect to the element of wellbeing and sociability in places, allows both the place being investigated and the facilitator to identify critical points, trends and shared problems. The administration will have an interest in obtaining this data also for the evaluation of policies and strategies already implemented or to be implemented, in the areas investigated, providing concrete indications for the improvement of the areas analysed.

The survey instrument for each area is proposed below, as well as a blank template to be used by the facilitator.

QUESTIONNAIRE

Sociological Area

mark with an x the answer you consider most appropriate

very poor poor average good very good

Social cohesion

Job opportunities

Education and training

Inclusion of minorities

Civic Participation

Accessibility to health services

Public Safety

Add your personal feedback on the topic:

.....
.....

QUESTIONNAIRE

Environmental Area

mark with an x the answer you
consider most appropriate

very poor poor average good very good

Recycling and Waste Management

Water Efficiency

Air Pollution

Light Pollution

Renewable Energy

Protected Natural Areas

Quality of green areas

Add your personal feedback on the topic:

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.....

QUESTIONNAIRE

Psychological Area

mark with an x the answer you
consider most appropriate

very poor poor average good very good

Opportunities for leisure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
----------------------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Perceived stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Social inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Trust in institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Sense of belonging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Level of social isolation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
----------------------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Access to psychological support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Add your personal feedback on the topic:

.....
.....

QUESTIONNAIRE

Urban Planning Area

mark with an x the answer you consider most appropriate

very poor poor average good very good

Access to green spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Public transport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Quality of roads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Lighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Accessibility for the disabled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Noise Pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
------------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Quality of buildings and public spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Add your personal feedback on the topic:

.....
.....

ACTIVITY NOTES



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QUESTIONNAIRE

mark with an x the answer you
consider most appropriate

very poor poor average good very good

Add your personal feedback on the topic:

.....

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STUD.IO AREAS COVERED



Together for the management of urban assets

An integrated community vision process

THE ACTION IN BRIEF

Activity Type: Workshop - Participation process

Target: Citizens and administration

Duration: 6 months

Introduction

At the European level, there are numerous examples of collaboration between administrations and citizens for the management of spaces or the promotion of participatory activities, such as the cooperation pact.

The cooperation pact between citizens and the administration represents an agreement based on principles of sharing, sustainability, transparency and inclusiveness for the management of urban commons. This instrument has marked an important turning point in urban regeneration policies, recognising local communities as central actors in this process. We therefore propose a revisited version of what is the pact of collaboration, using the New Oregon Model of community visioning, a technique used to create scenarios useful for imagining the social and urban context, with the participation of both administrators and citizens.

Within the cooperation pact, local communities and the administration jointly agree on community regeneration goals and plan strategies to achieve them. These objectives span a variety of areas, including the care of the city's public spaces, the management and maintenance of parks and public gardens, the regeneration of run-down urban areas, the

rehabilitation of disused or abandoned buildings, and much more. In cooperation, they establish the necessary tools, procedures and actions, as well as the timeframe to achieve these objectives. On average, the implementation of a cooperation pact takes about 6 months, taking into account participation and consultation activities, as well as the signing of the community pact itself.

The activity presented concerns the initiation of the community pact process, through a workshop, divided into 3 meetings, in which stakeholders, the administration and citizens collaborate using the **PESTLE** technique and the New Oregon Model technique. The community pact implementation process then continues with the 6-month implementation of the tool and implementation.

Phase 1: Identification of spaces, analysis and activation of the participation process

In order to initiate an integrated vision process in the community, the facilitator must structure a participatory process, following the different stages of activation and analysis, which are fundamental and preliminary to action.

The proposed activity specifically envisages a workshop divided into 3 days, 1 of which will be devoted to the evaluation and synthesis of the activities carried out, 2 to the implementation of the **PESTLE** tool and the New Oregon Model.

The facilitator in this phase identifies and selects the participants following the participation guidelines, proposing the activity to at least 9 participants, considering 1/3 citizens, 1/3 administrators and 1/3 professionals and/or stakeholders from the urban, environmental or social sectors.

Such representation allows the activity to be very successful, the maximum recommended number of participants is 18 for each activity. The action can also be proposed in several editions, and the results collected for a more complete overview.

Phase 2: Workshop implementation

Having identified the correct space and setting, the facilitator organises the workshop days using **TOOL 4** and **TOOL 5** as tools for the working day.

Participants will respectively engage in a collaborative analysis following the PESTLE model, which stands for Political, Economic, Social, Technological, Legal, Environmental analysis; it is a strategic analysis model used to examine the external environment in which an organisation, company or project operates. The tool presented is adapted for analysis use in the urban context, exploiting the dimensions of the STUD.IO project, assessing the key factors that may influence the urban contexts in which citizens live their daily lives or specific areas under discussion, for the development of a community pact.

The factors analysed are:

Political (Political): Political factors such as government policies, political stability, legislation and the role of the administration, which may influence decisions made on the proper management or improvement of a place.

Economic: Economic factors and other variables that may influence the analysis for the improvement of the urban context in question.

Social: Social factors such as demographic trends, social expectations, lifestyles, culture and attitudes that may influence the analysis for the improvement of the urban context in question.

Technological (Technological): Elements of technological innovation, research and development, which may influence the improvement process, bringing positive (or negative) added value to places, are considered.

Legal (Legal): Legal aspects such as safety laws, specific regulations such as environmental regulations that must be considered in improvement operations. This is why the presence of professionals and experts is useful to fuel the discussion.

Environmental: Consider the environmental aspects of the urban context analysed, the impact of the intervention or management ideas that the group can bring.

Having analysed these aspects, using the appropriate forms, the facilitator collects and returns them for plenary sessions to share with the participants, in order to understand what the best strategies might be in response to the different areas for the stipulation of an effective and efficient citizenship pact.

The second tool used instead comprises a 5-step activity through which the contents of the community pact are defined and a shared vision of the spaces on which we want to intervene directly.

The elements analysed are:

- The definition of the community profile, which describes who are the actors directly involved through the instruments activated;
- The analysis of good practices and trends similar to the actions to be proposed in the community pact
- The elaboration of a shared vision
- The planning of actions and implementation strategies of the pact

- The elaboration, implementation and definition of an activity monitoring system.

Phase 2: Gathering information, drafting the cooperation agreement and follow-up

Once the activities of phase 1 have been carried out, the facilitator will have at his disposal useful elements for the drafting of a cooperation pact, to be implemented together with the local administration in the manner provided for by the regulations, where foreseen, or implemented from scratch together with governance.

The data collected through **PESTLE** analysis and the "**Oregon Vision Model**" "allow for the consideration of roles and needs for urban space regeneration actions from a sociability perspective, including the roles, timeframes and materials required to complete the transformation process. The facilitator then synthesises the information, taking care to identify:

Specific objectives of the pact: clear and specific definition of the objectives to be achieved with the project, outlining the necessary steps for finalisation;

Identification of those directly involved: This includes the precise identification of the group of individuals and stakeholders involved, taking into account their specific characteristics. They may be different from the individuals taking part in the workshops.

Allocation of responsibilities between citizens/activities and the public administration: clear definition of the responsibilities and tasks assigned both to the citizens/activities involved and to the public administration, in order to ensure effective implementation of the planned activities.

Time Planning: This includes the definition of the time detail of the implementation of the proposed activity, indicating the specific steps and estimated time for the execution of each activity.

Resources and means required: In this phase, all human, financial, technological and material resources required for the effective implementation of the actions are identified and listed.

Budget Estimate and Administration's Contribution: This section includes a detailed estimate of the costs required to successfully complete the proposed project, and the administration's financial commitment and support.

Once the covenant has been drafted, it is first shared with the participants in the activities that led to its realisation, reviewed and published for the public. It is important that this is signed between the parties, so that the shared commitment takes on an even stronger value for the involved and interested parties.

Finally, the facilitator initiates the process of monitoring the proposed action(s), through a system of control and verification of the points identified by the cooperation pact: this is a key action that makes it possible both to consider the elements of success of the activity, but at the same time to demonstrate and show the results (positive or negative, such that improvement activities are necessary) obtained to the citizens involved and to the administration.

This process initiates the follow-up of the action, understood as the set of actions that make the implementation of the community pact sustainable. Depending on the type of intervention or action proposed, in fact, the type of follow-up to be activated may differ.

Conclusion

The pact emerges as an essential tool for the establishment of collective responsibility, promoting social integration around a shared good to be cared for and protected. At the same time, it encourages the affirmation of a community identity, highlighting the participants' ability to interpret and transmit the affective bond with their surroundings, inducing the formation of a shared sense of belonging.

Furthermore, the covenant takes a central role in defining detailed procedures for the management of e.g. a specific space, its maintenance and control, in order to foster a greater sense of belonging and promote sociability. This approach aims at the proper regeneration and optimal protection of the area, ensuring compliance with the relevant rules and regulations as stipulated in local legislation and structured in the covenant.

Explanations and activity sheets of the PESTLE and New Oregon Vision Model instruments follow in the next sections.

PESTLE ANALYSIS

Activity Explanation

A model for exploring the external macro-environment in which one intends to work: a methodology based on a number of context variables that can outline the scenario existing in the environment in which one operates, in order to identify which variables may be relevant in the decision-making process and in strategic and operational choices.



P

POLITICAL

External forces driven by government and politics.

T

TECHNOLOGICAL

External forces driven by technology.

E

ECONOMIC

External forces driven by the economy.

L

LEGAL

External forces driven by the law.

S

SOCIAL

External forces driven by social dynamics.

E

ENVIRONMENTAL

External forces driven by the environment.

ACTIVITY NOTES



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P

POLITICAL

The proposed activity or initiative is influenced or can influence at political level?



E

ECONOMIC

The proposed activity or initiative be impactful on economical level or depend from economical factors?



S

SOCIAL

The proposed activity or initiative can influence the community at social level or influence lifestyles?



T

TECHNOLOGICAL

The proposed activity or initiative is influenced from a technological point of view or can be improved through technology?



L

LEGAL

The proposed activity or initiative has potential influence from a legal point of view or can be influenced?



E

ENVIRONMENTAL

The proposed activity or initiative has an impact on environmental aspects or can be influenced by environmental elements?



ACTIVITY NOTES



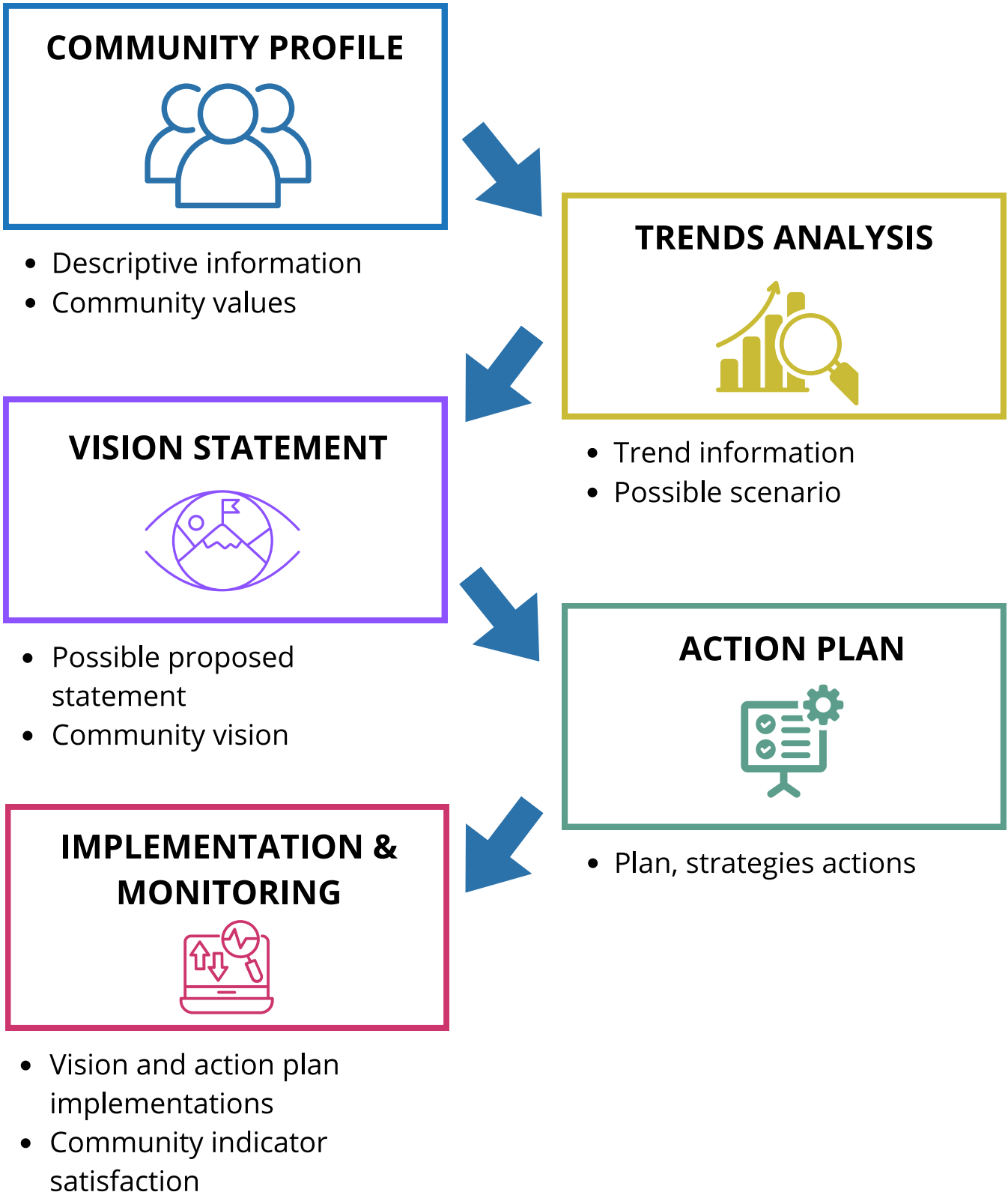
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"ORGEON MODEL VISION"

Activity Explanation

It is a model based on the 'vision' of the community; it is a tool that can be used in territorial and local planning, as well as for future strategies for the growth of a local and city context. At the same time, it allows changes to be managed and shared with citizens. The proposed model represents a comprehensive approach to visioning framed by five simple question steps, as specified in the figures below. The workshop is developed by providing cards and questions to participants.



"ORGEON MODEL VISION" EXERCISE

Q. Where are we now?

COMMUNITY PROFILE

Q. Where are we going?

TRENDS ANALYSIS

Q. Where do we want to be?

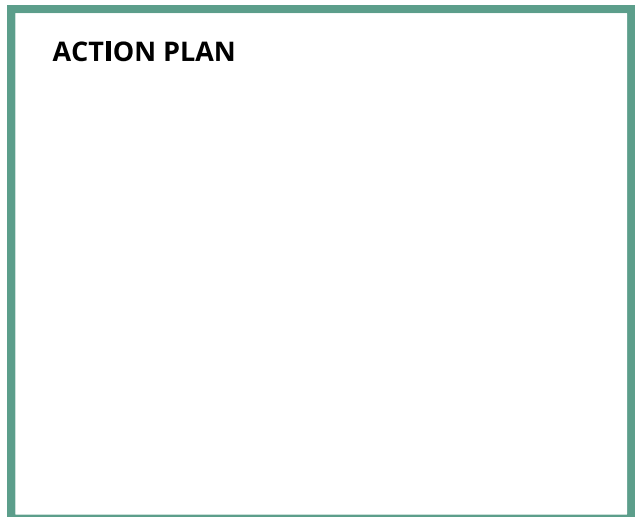
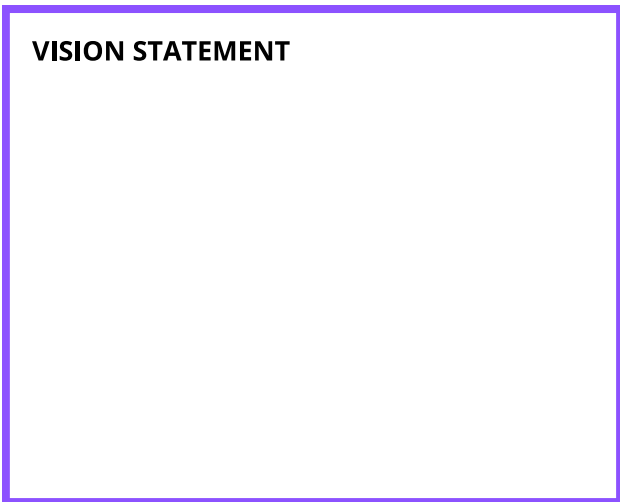
VISION STATEMENT

Q. How do we get there?

ACTION PLAN

Q. Are we getting there?

IMPLEMENTATION & MONITORING





STUD.IO AREAS COVERED



Assessing local well-being

Citizen consultation tools

THE ACTION IN BRIEF

Activity Type: Survey

Target: Citizens

Duration: 1 months

Introduction

Absolutely relevanto for STUD.IO facilitators and for the implementation of contextualised actions to have up-to-date and timely data available in the contexts in which sociability activities are to be proposed. This tool, in the form of a questionnaire, aims to collect residents' opinions, experiences and views in order to better understand the level of sociability in the community. Citizens' input is ufile to make specific improvements, taking up the expressed and unexpressed demands of the population. Indeed, it should be remembered that the places under analysis are then experienced by the citizens themselves, who can then recognise the value of their contribution and feel an active part of the community. Finally, the synergic work with the administration to develop this facilitation activity is useful for greater promotion and dissemination of the questionnaire, which makes it possible to obtain relevant data in qualitative and quantitative terms.

Phase 1: Identification of spaces, analysis and start of consultation

As already confirmed in previous activities, for the correct launch of participatory processes, which in our case take the form of a survey, it is necessary to follow the activation and analysis phases for the selection of the place of interest for the wellbeing analysis.

Once identified, the facilitator can adapt the proposed tool and the type of questions, adding or removing from those proposed.

In order to optimise the representation of the sample, it is suggested that responses be obtained from at least 5% of the total of the neighbourhood/site subject of the intervention, involving citizens within a 5km radius of the point whose sociability is to be assessed. In fact, this tool can be used to assess the potential not only of neighbourhoods or specific areas, but also of places such as parks, squares and other places where sociability and potentially sociability develops.

Phase 2: Survey implementation

The facilitator, having prepared the questionnaire, identifies the correct means of dissemination, such as the creation of an online questionnaire or survey that allows for easy participation, making QR codes to be placed in meeting areas or through word-of-mouth in the digital communities of the places targeted. It is also advisable to use the paper model especially in those contexts that are still 'digitally resistant' in order to obtain feedback from the population that is not accustomed to digital use.

It is proposed the **TOOL 6** as a questionnaire/implementation tool.

The data, analysed, are finally collated in a comprehensive report that will provide both the facilitator and the local administration with a fundamental starting point for the implementation of strategies to promote urban well-being.

It is important that the citizenry be informed of the result obtained from the analysis of the data collected, which is why it is suggested that a report be produced that can be easily read by the community, omitting statistical or high numerical elements, so that the experience can be shared. An alternative is to organise a public event and/or take advantage of organised events to present the results directly and try during the same interventions to initiate bottom-up transformation processes, bringing actors closer together and promoting models of sociability.

Conclusion

The questionnaire administered to citizens, together with other tools such as focus groups or seminar events, are an excellent way of intervening when the facilitator intends to initiate participatory processes or intends to analyse the potential of certain places from the point of view of sociability. In fact, the level of sociability may not be in line with the assumptions of the facilitator, who finds confirmation of the possible need for intervention precisely from the information received from the actively participating community.

The following is the tool/questionnaire that can be used for the elaboration of the activity.

EVALUATING LOCAL WELL-BEING

We invite you to participate in this short anonymous questionnaire that aims to assess the condition of sociability and social well-being in our municipality. Your answers are crucial to better understand the needs of our community and identify areas that require improvement.

For each question, select the option that best represents your current opinion using a scale of 1 (lowest level) to 5 (highest level).

If you do not have a specific opinion or experience regarding a particular question, you can leave the field blank. Your answers will be treated confidentially and anonymously, and will be used exclusively for community analysis and improvement purposes.

We thank you for your contribution and for taking the time to complete the questionnaire.

QUESTIONS:	YOUR OPINION				
	1	2	3	4	5
How important do you consider support from local institutions for the promotion of social interaction and cohesion in the community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How encouraged do you feel to actively participate in community initiatives or local interest groups?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How important do you consider the presence of welcoming and well-maintained public places to encourage meeting and socialising?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you consider public places in your municipality to be adequate and well maintained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well do you think public spaces are used to foster interaction and social cohesion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How aware are you of local initiatives to promote socialisation and inclusion in the community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How important do you consider support from local institutions for the promotion of social interaction and cohesion in the community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well do you think public spaces are used to foster interaction and social cohesion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How actively do you participate in social and cultural events organised by the local community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent do you think technology has positively influenced social interactions in our community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ACTIVITY NOTES



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Open Questions on Sociability

The following open questions are designed to gather your personal perspectives on your experience of community life and how we might work together to improve it. Your answers will be treated confidentially and will be used solely for the purpose of evaluating and improving our community.

Q.1 When you think of meeting places in your municipality, first that come to my mind is.... and why?

Q.2 What do you think are the main factors that promote social interaction within our community?

Q.3 What initiatives or changes could be introduced to create a more welcoming and inclusive environment in or municipality?

Q.4 What are the distinctive factors of our community that foster a sense of belonging and solidarity compared to other?

Q.5 What do you think our community lacks to be more sociable

ACTIVITY NOTES



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STUD.IO AREAS COVERED



Problems and solutions for a renewed sociability

Tree of Problems and Solutions as a tool

THE ACTION IN BRIEF

Activity Type: Workshop

Target: Citizens and NGOs

Duration: 1 week

Introduction

We now propose an activity, to be carried out in the form of a workshop, used to analyse the interconnections of problems in their causal structure in order to facilitate their representation in a cause-effect diagram. This approach is perfectly suited to activities proposed with citizens and associations in the area, which have a broader overall vision: in fact, by means of a mapping and perspective inversion, the problem-solving tree facilitates the development of strategies and solutions to be proposed at local level, in order to examine phenomena in detail and to co-design future interventions and actions.

The proposed activity is best carried out in groups of at least 6 and at most 12 participants, so that it can be divided into working groups effectively. The duration of the workshop can be 1 day or divided into several meetings, during which the phases of the activity will be developed.

The problem tree analysis is the first step in building a consensus among stakeholders regarding the city's problems, issues and constraints. This

allows problems (issues) to be converted into objectives (actions) to define the best strategic vision for the city.

The objectives of the problem tree analysis are:

- Identify a key problem, its effects and root causes in the development of the territory;
- Identify actors and strategies to address the identified problems.
- Prioritise issues, problems and projects;
- Identify the main target groups/beneficiaries and territorial areas for targeted interventions.
- Find appropriate solutions to the analysed problems.

Phase 1: Starting the activity and defining the causes

Start with a brainstorming session (**TOOL 1**) on the main problems (or potential problems) preventing the achievement of the desired vision for the city or urban area. Then define the problem(s) the group intends to work on. It is necessary to draw up a single problem tree for each problem; at this stage it is important that the problem is understood by the whole group and contextualised, in order to avoid results that are too generic and not adaptable to what is the ultimate aim of the activity: promoting local well-being.

Once the problem has been identified, it is graphically placed in the centre of the diagram that we will identify as the "problem tree", thus placed in the trunk. Starting from the trunk, we are going to establish cause-effect relations relating to the problem analysed.

To focus on the root causes of the problem, it is important during group work to discuss the factors that may contribute to it. Write these causes down for what will be the roots of our tree. This task is easier if you continuously ask the question: "Why does it happen?" for each of the

identified causes. A division into groups is recommended at this stage, in order to have a larger number of causes and, together, choose the most relevant or repeated ones.

Once you have selected the causes, you can connect them with lines to show the links that can be triggered between them. These connections become, also representatively, the roots of the tree.

We then move on to effects, again using the same methodology: starting with the problem, we identify all the effects that arise from it, dividing them into primary and secondary. The primary effects become the branches of our tree, while the secondary problems become the leaves.

Having thus constructed our problem tree, the group works on converting all the negative elements into positive ones, realising what will become the "goal tree". It is then a matter of converting into positive and desirable scenarios towards which precisely the community and group action must aim as a result of the workshop session, proposing useful actions for improvement.

Step 2 Analysis of collected results

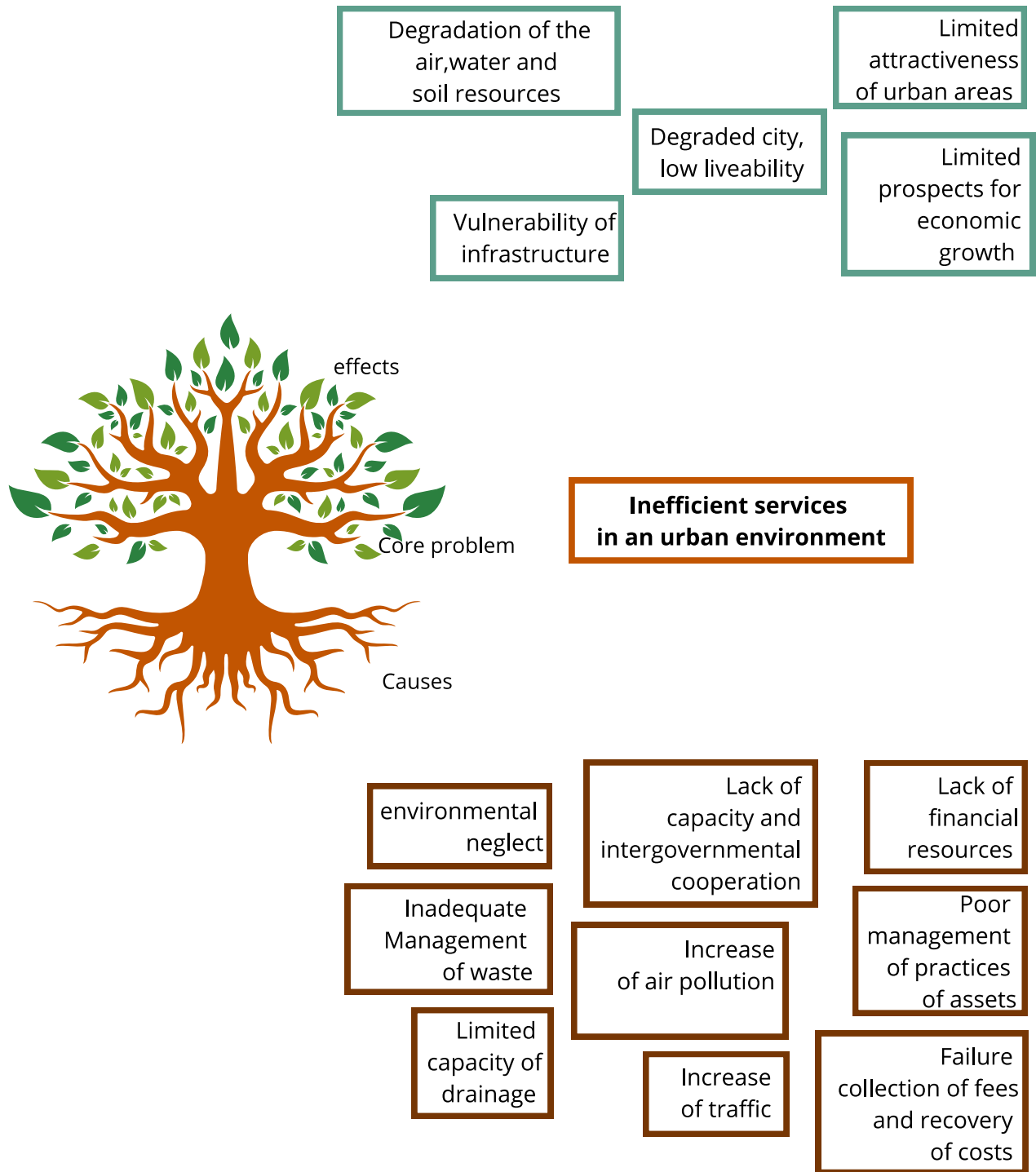
Through this activity the facilitator will have ideas formulated directly by the participants, in which they will represent themselves as the fruit of their work. Trees, problems and solutions allow:

- A clear and graphically documented understanding of the underlying causes of a particular problem preventing the achievement of a particular goal or vision.
- A better understanding of the causes and effects of the problem, from which participants can further explore the driving and/or restraining forces that may impact governance reform. A graphical summary scheme and related activity is proposed below.

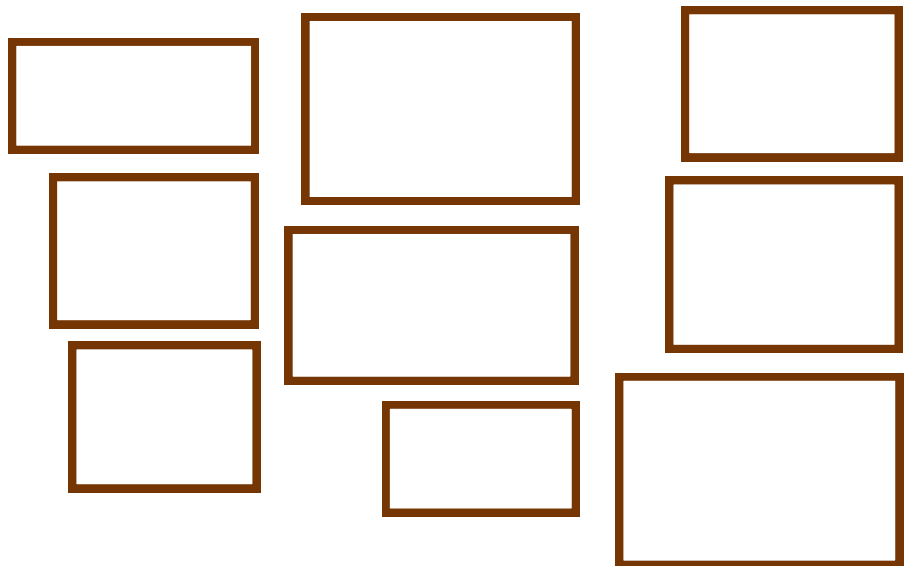
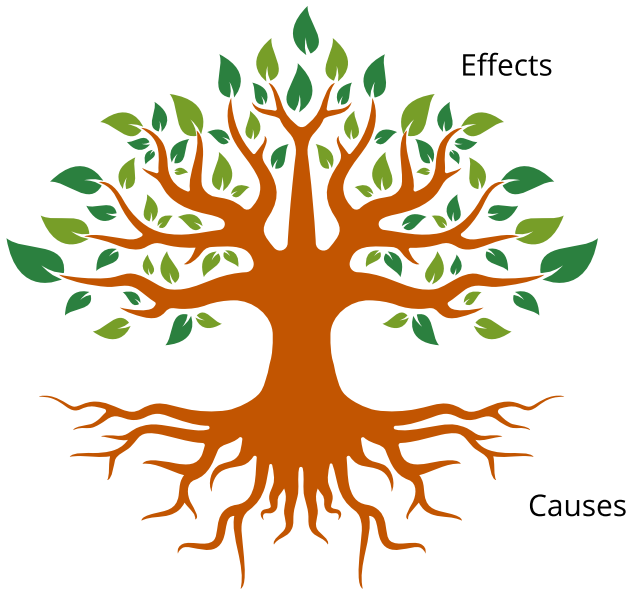
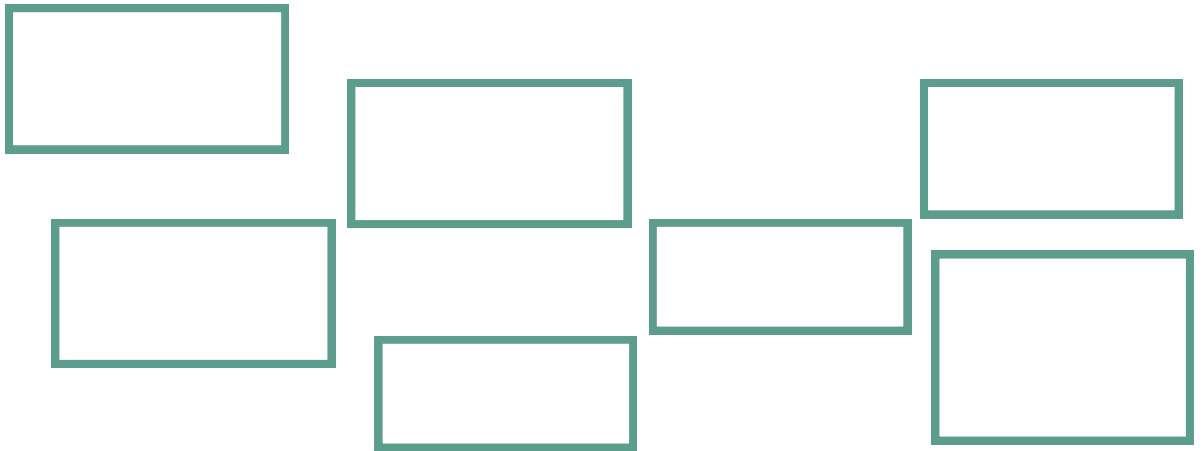
PROBLEM TREE ANALYSIS

It is recommended to work, if in large groups, with posters and post-it notes to give the group the opportunity to visualise what has been achieved.

sample



PROBLEM /SOLUTION TREE ANALYSIS





STUD.IO AREAS COVERED



Community Visioning

The EASW® Technique:
European Awareness
Scenario Workshop

THE ACTION IN BRIEF

Activity Type: Workshop

Target: Citizens and
Administration

Duration: 1 week

Introduction

We now propose as a final exercise what is an innovative tool, if understood for the scope of implementation of sociability promotion, for the purposes of the STUD.IO project, European Awareness Scenario Workshop (EASW)

EASW started as an initiative of the European Commission used to examine innovative projects in the European context. This activity aims to develop a common vision and definition of sustainability among different people belonging to the same community. It requires the participation of between 15 and 30 participants from four different social groups:

Citizens; Experts (sectors and fields of urban planning, environment, sociology and psychology); **Administrators; Stakeholders** (between associations of the places under analysis and entrepreneurs).

The EASW is therefore an innovative tool to facilitate the involvement and active participation of different social actors in innovation processes related to sustainable urban development.

Through a working workshop lasting one or two days, in which subjects identified by the facilitator through the activation and analysis phases of the participatory process take part, the local community comes together to develop common visions on the future of its territory.

The method promotes debate and participation and is particularly effective in local contexts, where it is extremely easy to associate problems with those responsible for solving them.

Through this method, the various participants work together to define integrated long-term goals for desired change, while simultaneously identifying priority actions to be taken in the short and medium term to achieve them. EASW is particularly effective in promoting the initiation of collaborative and participatory planning initiatives.

Phase 1 - Guidance on conducting an ESAW workshop to promote sociability

The main activities are two for the development of an EASW model, having identified the participants and the setting, are:

- 1) Selection of the local context subject to EASW analysis
- 2) The development of shared visions
- 3) The proposal of ideas

To develop the two activities, the participants, after a brief introductory session, work in 4 interest groups, according to whether they belong to the same social category (citizens, administrators, etc.). First of all, the group shares the choice of the place to be the object of the intervention: usually the facilitator proposes some alternatives to work on, pre-prepare supporting material according to the place selected.

After a preliminary presentation, participants are divided into four interest groups according to their membership in specific categories. Each

group, consisting of citizens, technical experts, representatives of the private sector and the public sector, individually draws up a vision of the desired future for the year 2040, related to the context to be analysed, selected beforehand.

Then, during a plenary session, each group presents five key elements of their vision of the future, followed by a discussion highlighting the similarities and differences between the four visions. The different perspectives are then integrated to define a shared vision for the entire community. This shared vision, elaborated by the facilitator and group leaders in a closed meeting at the conclusion of this first phase, will form the basis for the next phase of idea generation.

The next phase involves the generation of ideas, with participants divided into four further groups of mixed composition, each dedicated to a specific theme related to the workshop topic. The thematic groups examine actions, policies and measures to be taken to turn the shared vision into reality. Each group member reflects on how to implement improvements and who will be responsible for their implementation. Also during this phase, discussion is guided with the help of specific techniques to generate concrete ideas on how to implement the shared vision and who will be responsible, in relation to the assigned topic. Each group formulates a limited number of ideas, usually five.

In the concluding plenary session, each thematic group presents its five proposals for change. In the traditional version of EASW, each participant has five votes to assign to one or more proposals, allowing the group to select the five overall priority actions. Some workshops involve creating an action plan at this stage, while others organise a press conference to disseminate the issues discussed to the public or gather ideas for future action.

The role of the facilitator, especially in the different groups, is crucial to address and resolve any doubts. The key element is projection into the future.

Phase 3 - Results and ideas

Having collected the visions and related ideas, participants work in groups, using a diagram in **TOOL 8** through which they can determine 'how' and 'who' can realise the collected visions.

The scheme then summarises and concretises the projects, which become an expression of the group, both as individual categories and as a whole.

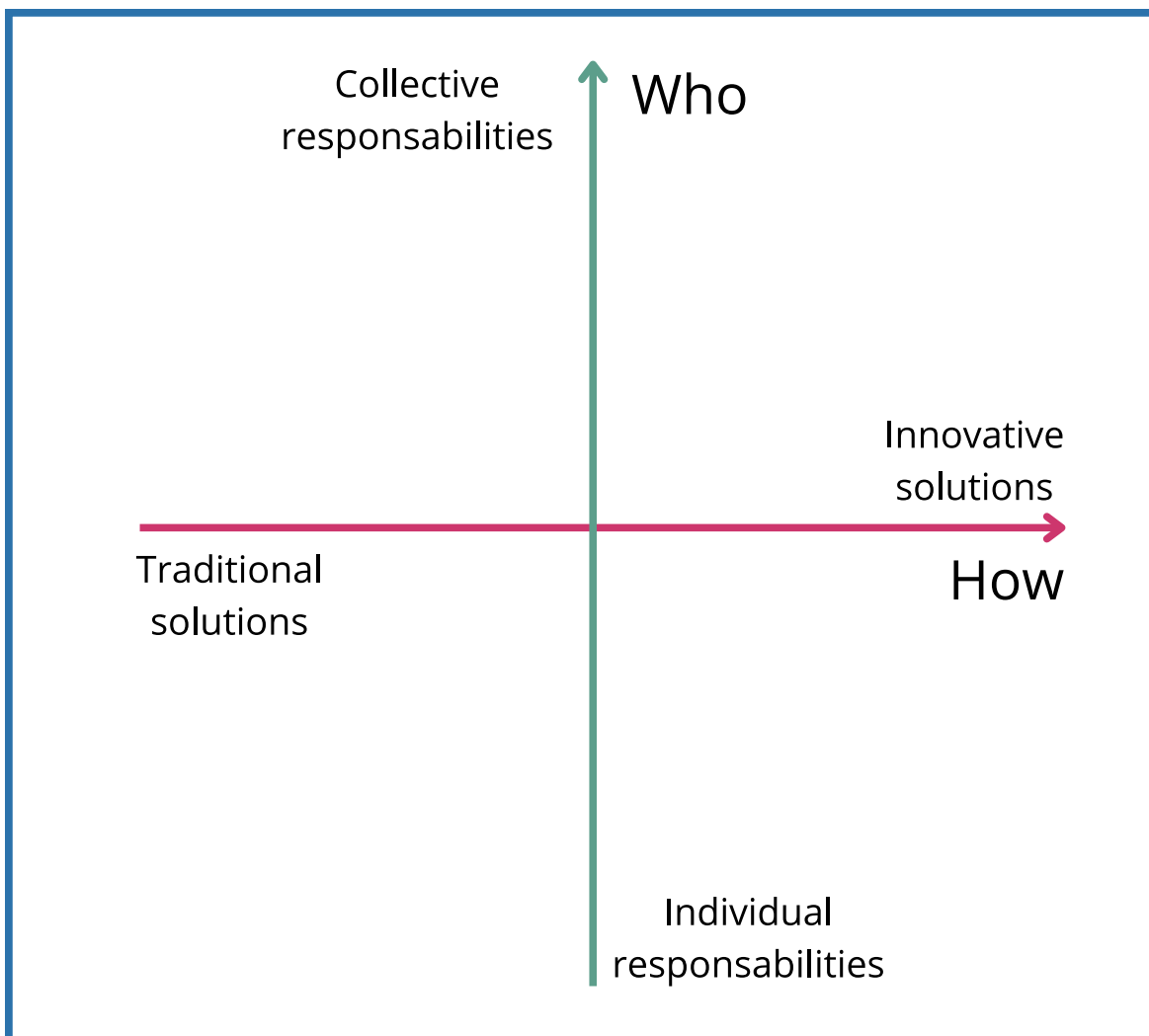
The EASW methodology proved to be particularly suitable for:

- encourage dialogue and participation of the various components of society;
- create a balanced relationship between environment, technology and development;
- ensure sustainable development models consistent with the needs and wishes expressed by local communities.

We propose below the tool for the discussion of ideas.

EASW® EXERCISE

Having collected the ideas generated by the group's visions during the implementation of the EASW model, participants can use this diagram to understand "Who" and "How" the proposed ideas can be realised. Specifically, the outline is used in the last phase of EASW model development described in activity 6.



ACTIVITY NOTES

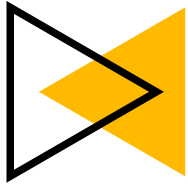


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EXAMPLES FROM STUD.IO EXPERIMENTATION AND CONCLUSIONS





EXAMPLES FROM STUD.IO EXPERIMENTATOIN

The STUD.IO project involved in the Pilote Course 40 students coming from the universities of the partnership in a Winter School realised from 16 to 28 January 2023 at the University of Enna "Kore", as a specialised in-presence part of the experimental training course "Interdisciplinary approach to promote sociability in urban environments". The objective of the pilote course and of the winter school was to train an innovative professional figure called "Expert in consulting, planning and management of territorial resources for the development of sociability in urban contexts". This professional figure, whom we understood as the facilitator of our handbook, is a figure capable of working in both the public and



private sectors, with the aim of promoting local relational well-being through his or her contribution to local planning. The training, which started online and continued with in-presence activities, was a fundamental moment of experimentation of the STUD.IO.

The course provided specialised university training for the careers of the students involved, particularly considering the interdisciplinary element between urban planning, architecture, sociology and psychology.

In this context, during the Winter School, the students worked in 4 groups to elaborate their theses, which were then presented in the plenary phase as the object of examination, proposing activities of experimentation of what they had learnt during the theoretical part and through the tools provided in the various practical activities. The groups, composed of students from Spain, Italy, Slovakia and Romania, specifically conducted field research in the Municipality of Enna and the Municipality of Calascibetta.

The researches developed, 2 per locality, included complementary investigations, focusing on aspects of sociability and well-being in places.

Starting from the experimentation carried out in the municipality of Enna, first of all the groups used urban planning and geographical material, understanding the strengths and weaknesses of the municipality's geographical location, which being in the centre of Sicily is clearly a particularly suitable place for analysis due to issues related to viability and the difficulty of reaching certain starting points. Beyond the cartographic aspects, they moved on to the sociological and psychological elements of the context, i.e. the main social problems through official sources and at the same time exploiting the technique of surveys conducted with the local citizenship; using the tool of SWOT

STUD.IO - intellectual output 4 Pilot activities and intervention guidelines

analysis, they finally understood strengths, weaknesses, threats and opportunities that they turned into proposals for improvement. A further study of the area was carried out by another group of students in the town of Calascibetta, province of Enna. The studies were carried out during the same time period and served to verify the differences between neighbouring towns and possible similarities.

The students who analysed the Calascibetta area also carried out a field study, mapping the town and talking to the local population



Results of the on field activities

to ascertain what issues were most perceived by the people. The students carried out on-the-spot visits to the villages under analysis, accompanied by the experts and teachers from the partnership in order to provide useful hints and ideas for the work carried out; through photos and by analysing the urban structure, they tried to develop a possible solution that could bring an improvement to the town. In the end, they developed a project to innovate the main street in order to boost tourism and make the central area of the town more innovative.

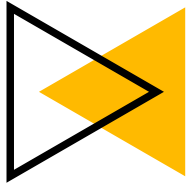
Photographs show some of the work carried out by the students through photos and drawings during the activities of observing and analysing the sites.



Groups Activities in class

Visiting Calascibetta





CONCLUSIONS

The activities and research developed during the implementation of the STUD.IO project, and specifically for the elaboration of the guidelines presented, allowed for an in-depth study of urban regeneration, citizen participation and the development of specific professional skills, in an interdisciplinary key that accompanied the dimension within which researchers, teachers and professionals actively contributed to the activity.

What emerged as pre-eminent was the objective of filling the lack of perspective that took into account the relational, psychological and physiological needs of citizens within cities and urban contexts, such that we started from the simple concept of promoting urban happiness, to that of a structured project and an innovative course of study that we believe can continue over time, enriching itself with content and contributions. Both the training course and these guidelines are intended to be a starting point: looking at urban participation as a challenge, urban planning or psychology as distant sciences, as well as sociology and the environment. We want the new generations of professionals to be increasingly prepared for the challenges that may lie ahead in the next two decades, following the path traced by European strategies and initiatives that are marking and defining Europe's vision and future.

And over more than two decades, the European Union has promoted numerous initiatives, projects and actions focused on social innovation and urban regeneration, recognising the

importance of improving the quality of life within urban communities. Programmes such as Urban Innovative Actions, and then the URBACT programme, now in its 4th publication, have and continue to play a key role in the transformation of several European cities and associated countries through experimentation laboratories for integrated regeneration and redevelopment strategies.

Specifically, the URBACT IV programme (2021-2027), is a European territorial cooperation programme to support the adoption of sustainable urban development policies by European cities and targets interregional cooperation to strengthen the effectiveness of cohesion policy by promoting the exchange of experience, innovative approaches and capacity building in relation to the identification, transfer and exploitation of good urban practices of integrated and sustainable development.

The proposal of STUD.IO, in its innovativeness within the Erasmus+ Higher Education programme, was to analyse the gaps and training needs in the field of university education to prepare new professionals for European challenges and the needs of a changing community; and what the research conducted and the field experiences have shown (through the analysis of good practices already implemented and the work of the partnership) is that in the context of urban regeneration and urban well-being, participation represents a fundamental tool to promote environmental awareness and socialisation within urban communities. Spaces that must, in addition to being created, also be maintained over time and not imagined as static elements, but as constantly changing as society changes. Among all of them, accessibility, equal access to channels of participation and social cohesion are now the challenges that propel us to the ever closer 2030 date of the UN Agenda, among which sustainable

development, environment, social cohesion are cornerstones among the 17 Sustainable Development Goals.

In order to integrate and support European and international strategies, and thus the macro aspects, it is, however, necessary to look at the everyday and what happens in specific contexts, and thus at the micro, while being aware of the complexities and facets this may entail. What is the added value of the STUD.IO project, both in terms of project outputs and the proposed impact, is the adaptability of the tools offered. The paths and training materials in Open Educational Resources (OER) are useful both for the educational and training objectives of the professional of the STUD.IO model, "*expert in Consulting, planning and management of territorial resources for the promotion of sociability in urban environments*" output figure of the piloted course implemented in "*Interdisciplinary approach to promote sociability in urban environments*" as well as for the administrator of a municipality or the professional working in NGOs operating in the territory. The idea is that of an open, complete and accessible education: both this toolkit, easy to read and understand, as well as the training material on the e-learning platform (elearning.studio-project.eu), for a greater dissemination of culture and learning in a Life Long Learning (LLL) perspective.

It is clear that the partnership worked towards the goals of Higher Education, but it was precisely the interdisciplinary nature (both of the topics and of the actors involved) that gave a greater impetus to consider aspects of learning that were not exclusive to higher education, with the realisation that citizenship involvement takes place at every level.

We therefore conclude by inviting the reader to use the tools offered by the STUD.IO project, including these guidelines, both as an educational resource and as an operational tool for the

creation of renewed spaces, together with citizenship and administrations, for strategies that follow long-term objectives and keep the well-being of the city and the community in the foreground. However, in order to create more sustainable, inclusive and happy communities, in which cohesion and connection between those who live in these places is encouraged, it is first necessary to understand all the facets and dimensions that these have in everyday life, with the awareness that sudden changes and external causes can put what we consider as solid and certain into extreme crisis. Participation tools in this are an effective way of empowering and including citizenship on several levels, while at the same time allowing those who implement to grow and have a positive and useful feedback for their professional goals, to respond effectively to local and global challenges that may arise.

ACTIVITY NOTES



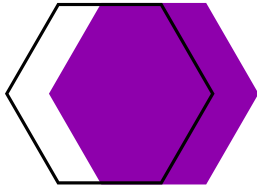
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GLOSSARY & BIBLIOGRAPHY





GLOSSARY

Alliances for knowledge

Transversal initiatives that promote collaboration between academic institutions and companies on shared issues. The primary objective is to strengthen Europe's capacity to innovate and support the evolution of European higher education systems. These initiatives focus on one or more of the following:

- Development of new innovative and interdisciplinary approaches to teaching and learning;
- Encouraging entrepreneurship and business skills among students, academics and employees of companies;
- Exchange of knowledge and collaboration to find innovative solutions.

More details on European alliances can be found at the following link: <https://erasmus-plus.ec.europa.eu/it/knowledge-alliances>

Brainstorming

A technique of creative idea generation that encourages open discussion without judgement, usually adopted as an initial stage in addressing and solving problems.

Facilitator

A professional who assists and facilitates a participatory process without influencing the content, ensuring that all participants have

the opportunity to express themselves. The facilitator proposes a method and working questions, as well as managing the timing of working sessions. Depending on the context and the specific role, the facilitator may also be referred to as a moderator or animator.

Focus group

Opinion-gathering method involving a small group of individuals to discuss specific topics. Participants may be purposively or randomly selected according to the topic under discussion.

Opinion poll

An opinion poll is a research technique that aims to understand the opinions of a group of individuals on a specific topic. It usually involves a representative sample of people who are asked a series of questions, the answers to which are analysed to obtain a broader idea. They can be used to monitor political trends and obtain feedback on satisfaction or appreciation towards a strategy.

Matrix

Graphical representation in the form of a grid that allows comparison between different variables. Used to evaluate various opinions, record participants' interventions and structure the discussion.

Participatory planning

Design method that actively involves the end users of the object or space in the design phase.

Problem Tree

Graphic representation of the interconnection between problems, causes and effects within a community. An illustration in a tree, in which the trunk symbolises the main problem, the roots represent

the underlying causes, and the branches highlight the resulting effects.

Stakeholders

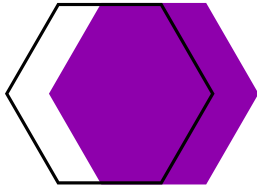
Stakeholders or social actors who might be involved in or interested in an issue discussed within a participatory process. Stakeholders may include organised groups, individual citizens, traditional social partners and newly formed organisations.

SWOT analysis

One strategic planning method used to assess the various aspects of a project is the SWOT analysis, which is an acronym for 'Strengths', 'Weaknesses', 'Opportunities' and 'Threats'. This analysis allows the internal and external perspectives of a project to be systematically collected and evaluated, enabling participants to examine in detail the positive and negative aspects, as well as the possibilities and challenges, in order to make more informed decisions.

Vision

It represents an ideal image of how things should be in the future. This perspective can be expressed verbally or through illustrations. The vision provides a valuable reference for development projects and for setting priorities. Having a vision implies creativity and imaginative capacity.



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https://studio-project.eu/intellectual-outputs/#intellectual_output1

Sitography

<https://erasmus-plus.ec.europa.eu/it/knowledge-alliances>

www.communityplanning.net/methods/planning_for_real.php

<https://unric.org/it/agenda-2030/>

<http://partecipazione.formez.it/>

<https://happycities.com/happy-homes-toolkit>

<https://urbact.eu/>



STUD.IO - Pilot activities and intervention guidelines

Published on August 2023

V.1 English Version

Project Code and References:

STUD.IO:Sociability Through Urban Design Innovation

ERASMUS+ 2020-1-IT02-KA203-079833
Strategic Partnerships for higher education - Innovation



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

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which 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

STUD.IO HANDBOOK



SOCIABILITY
THROUGH
URBAN DESIGN
INNOVATION



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