



CITIES AS ARENAS OF POLITICAL INNOVATION
IN THE STRENGTHENING OF DELIBERATIVE AND
PARTICIPATORY DEMOCRACY

**EVALUATION AND MONITORING
REPORT ON THE PILOT ACTIONS**

EUARENAS investigates the ways in which social movements coupled with local government reform initiatives, manifesting themselves in local-level experiments, create momentum for political change that include more inclusive and participatory forms of governance.



For more information:

euarenas.eu

Grant Agreement	959420
Duration	January 2021 – June 2024 (42 months)
Coordinator	University of Eastern Finland
Contact	Professor James Scott (james.scott@uef.fi)

About the document:

Name:	D4.2. Evaluation and Monitoring Report on the Pilot Actions
Authors:	Krisztina Keresztely Comparative Research Network Kadri Kangro University of Eastern Finland Lola Tarnaud Comparative Research Network Lukács Hayes Eutropian
Publication date:	June 2023



EUARENAS has received funding from the European Union's Horizon 2020 research and innovation programme under Grant Agreement N° 959420.

Table of Contents	3
Foreword	4
1. Approach and methodology	6
1.1. Introduction	7
1.2. Theory of Change: the overall approach for piloting	7
1.3. Methodological framework	8
2. The organisation of piloting - Action Research	14
2.1. WP4 as a collaborative platform	15
2.2. Guiding principles for coordination: co-creation and open dialogue	15
2.3. Narrative and storytelling-based tools for engaging stakeholders	17
2.4. Questionnaires for checking the state of art of the pilot cities	20
2.5. Action planning tools	22
2.6. Impact assessment tools	25
3. Pilot activities and feedbacks	29
3.1. The pilots' results so far	30
3.2. Self evaluation of the first results of the pilot processes	34
3.3. Internal feedbacks of the action research process	36
4. Toolbox – collection of innovative tools and methods of deliberation	38
4.1. The state of art of the toolbox development in WP4	39
Concluding remarks	42
Annexes	44
ANNEX 1: Future steps and dimensions of a cross-case study analysis of the pilots	45
ANNEX 2: Zero Evaluation template	52
ANNEX 3: Action Plan template	58
ANNEX 4: Assessment questionnaire on Phase 1 of implementation	66

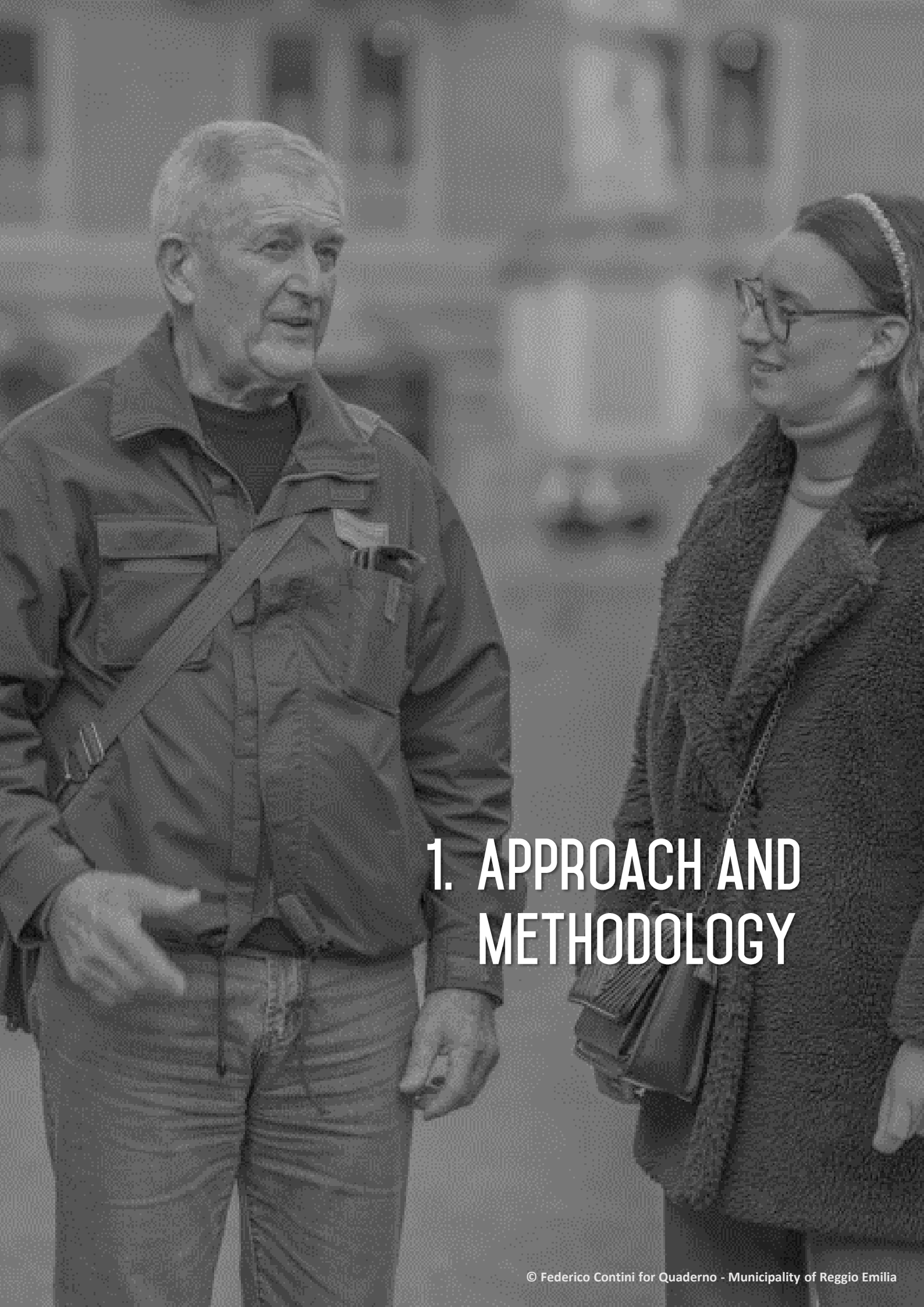
FOREWORD



Foreword

The following report has been created as the second deliverable of Work Package 4, which deals with the coordination and analysis of the **EUARENAS** piloting activities. Work Package 4 (WP4) is one of the most complex work packages of the project in terms of its objectives and activities as well as the composition of the partners involved in it; the identification of the main approach and content of this report needed time and common reflection on behalf of the partners. The different stages of the report created by the work package (WP) coordinators have been discussed and commented on by partners and stakeholders. As a first step, partners discussed the main elements of the future report during an in-person meeting held in Voru on 29-30th March 2023. Apart from the identification of the main state of art of the pilots, several discussions took place concerning the main questions of a future cross-case evaluation of the pilots (summarised in the annex of the current document). A first short draft of the report based on these discussions, including the methodology and the evaluation questions, was presented at the Community of Practice meeting held on 16th May 2023 in Berlin. Based on the feedbacks provided by the Community of Practice members and the participants, the partners agreed that the cross-case evaluation questions still needed further reflection, involving also other work packages (WP1 – theoretical background and WP3 – case studies), and that the current report should focus on the critical description of the complex and often innovative activities realised as part of the action research during the first one and half years of piloting. Following these suggestions, the authors decided to change the orientation of the report, and to concentrate primarily on the presentation of the overall Action Research process. This included the description of the methodology and tools used during the process and a summary of the main results achieved so far. The second draft version of the report was presented to the partners at the beginning of June 2023 for comments, corrections and suggestions.

The present report is therefore the result of a continuous and fruitful collaborative process, reflecting the overall perspective and spirit of WP4.



1. APPROACH AND METHODOLOGY

1. Approach and methodology

1.1. Introduction

Work Package 4's (WP4) main objectives are to create a bridge between research and action, and to test and experience how the existing tools and methods of deliberative and participatory democracy identified in different European cities can be transferred in an innovative and comprehensive way into specific urban areas.

The Piloting WP of EUARENAS had been designed to be an experimental, practice-oriented research activity, where cities, urban development experts, and academic researchers collaborate in implementing participatory processes in four European cities¹. Under WP4 cities are continuously supported to use and test different deliberative tools, methods of collaborative planning, impact measurement, needs assessments, etc., that can help them and create impactful deliberative processes. During the implementation of the pilots, cities are encouraged and supported to permanently monitor and analyse their activities, and to report back on the use of the selected tools and methods. In this way, the pilot actions feed at the same time a practice-based analysis (action research) and the development of an experimental toolbox.

WP4 piloting is therefore based on three pillars:



The piloting, the Action Research and the Toolbox development are in constant interaction with each other during the piloting work package, not only feeding into each other but also contributing to the overall project activities and results.

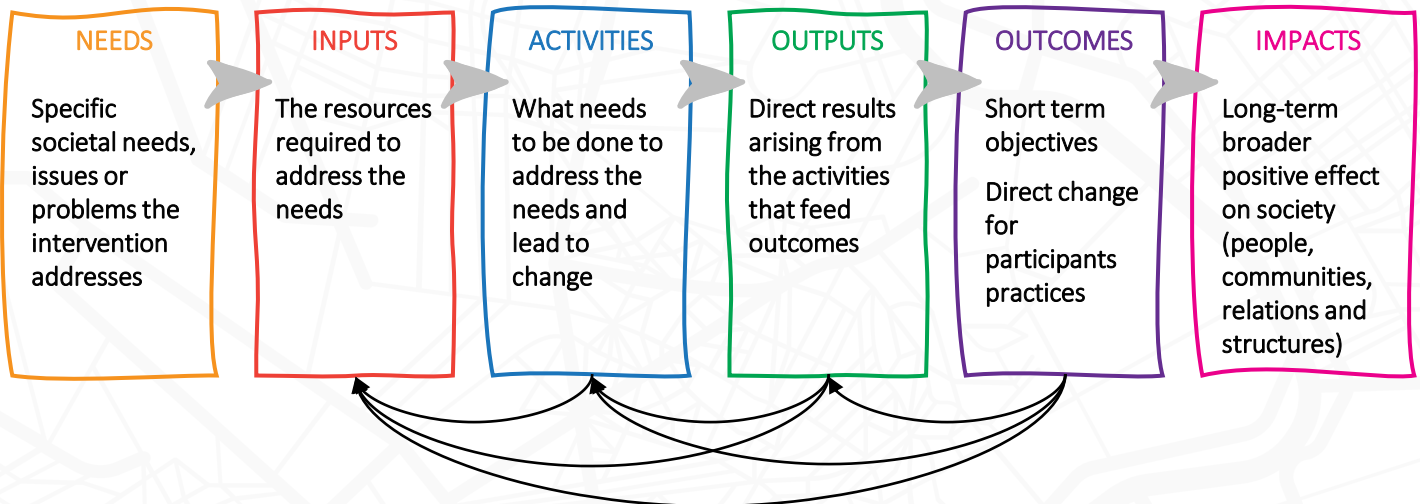
1.2. Theory of Change: the overall approach for piloting

The overall frame for WP4 is followed by the Theory of Change approach. The Theory of Change (ToC) is an analytical tool that provides a comprehensive description of how and why a desired change is expected to happen in a particular context. It explains how a set of interventions are expected to lead to a change and relies on a causal analysis based on available evidence. The ToC is a strategic picture that starts by

¹ In EUARENAS, three cities/localities are involved in the piloting as full partners: the Vöru County Development Centre, the City of Reggio Emilia and the City of Gdansk. The fourth partner, the district of Józsefváros, Budapest is only involved partially, by giving feedback on some elements of the piloting, due to budgetary issues.

identifying the expected impact and visualises the hypothesis of multiple interventions required to produce early and intermediate outcomes that are preconditions to the expected impact and long-term change. This analytical tool helps to address the most pressing social and environmental challenges by analysing dynamic situations in the institutional environment in the context of future decision making. This enables organisations to think about their work more deeply and consider the consequences that may arise from any decisions (Ostrom et al., 2010²; Serrat, 2017³).

Figure 1: The ToC model



Even if the simplified hypothetical picture of expected change before activities is visualised linearly, when ToC is a framework for practice, it carries several feedback loops, and its regular evaluation is needed. This means that ToC is a flexible and dynamic framework that allows ongoing learning from practice and improvement of understanding of how expected change is happening in real life, which makes it a suitable approach for applying in the EUARENAS piloting WP. The challenge is that the world is not static and we are co-creating the scene for actions ongoingly.

The ToC model can be applied in different levels of activity from the individual behavioural experiments to the system change level. In the EUARENAS project, it is used from the overall WP4 planning and assessment to each pilot-project planning and assessment. The focus has been on how to design and implement activities in a way that achieves identified impact, what the milestones are in achieving it in the long run, and how each action contributes to needed outcomes that create expected change in the timeframe.

1.3. Methodological framework

1.3.1. Strategy: action research

Action research (AR) is a practical and participatory approach that combines inquiry, reflection, and action, to facilitate social change. It combines theory and practice to create knowledge about an action, while also taking that action. It emphasises the importance of paying an increased attention to the practical experience in scientific research and at the same time, encourages taking action to achieve meaningful change. It essentially refers to the fact that the research is realised partly or entirely by the actors (organisation, people, etc.) who are active in the realisation of the process, innovation, service, etc., the

² Ostrom, E., & Basurto, X. (2010). Crafting analytical tools to study institutional change. *Journal of Institutional Economics*, 7, 317 - 343

³ Serrat, O. (2017). *Theories of Change*. In: Knowledge Solutions. Springer, Singapore. https://doi-org.ezproxy.tlu.ee/10.1007/978-981-10-0983-9_2

research is concentrating on. In this way AR is an **ongoing activity that is done parallel to the implementation and development of its subject and implemented by the actors (practitioners) realising the subject**. AR supports practitioners of social actions in obtaining feedback for their communities and can be used as a form of self-reflective inquiry to improve the rationality, justice, understanding, and situations surrounding these practices. It also brings information and feedback about the social change their actions created (Carr and Kemmis 1986⁴, Bogdan and Biklen 1992⁵, <https://infed.org/mobi/action-research/>). From this aspect AR can be regarded as a **(self)monitoring tool** that is implemented by the actors themselves. AR helps the actors to permanently check the state of art of their project/actions, and in case of need, to recalibrate it. With the ability to continuously assess and adjust interventions, AR is an appropriate strategy for adapting to evolving environments.

In **EUARENAS**, AR is realised in an intersectoral collaboration between the partners representing the practical approach (i.e. the piloting partners/cities), and those representing the methodological and theoretical research. This permanent collaboration between the two “sides” of the action allows the partner cities to permanently improve their actions by learning new methods and tools for implementation and evaluation but also by exchanging about their mutual experiences, and to the partners leading methodological and theoretical research to feed their results with conclusions coming from the practical experiences.

AR has thus some elementary conditions as follows also relevant in **EUARENAS**’ WP4:

- The main objective of AR is to follow up and understand the change generated and how the change is generated;
- Intervention and research are implemented parallel to one another by the practitioners and actors themselves;
- AR provides regular feedback on the activities, results, goals of the project, and thus can be used as a monitoring tool;
- AR produces a critical analysis on a process based on the reflections of a person involved in it and thus creates a double outcome: a continuous monitoring of the process, and co-creation of the main conclusions of the pilots with the target groups.

AR is becoming increasingly recognized as a meta-methodology, extending beyond the bounds of AR to cover other heterogeneous research practices in various fields (Erro-Garcés & Alfaro-Tanco, 2020⁶). Within this general framework AR can follow a large variety of methods depending on the topics, the aim of the process, etc. Design thinking can be considered as one of the leading principles in AR. Also, being realised by the actors of a project and not by researchers themselves, AR corresponds to the principles of *citizen science*. In the context of the **EUARENAS** project AR has also an important aspect of dialogue and *community building*, as it allows a permanent internal discussion about the problems faced and the solutions found during a process.

In WP4 of **EUARENAS**, AR is permanently following and enriching the pilot activities. AR works on different levels:

- On an educational and experimental level, it helps cities to use new approaches and methods in order to implement their actions;

⁴ Wilfred Carr, Stephen Kemmis (1986): *Becoming Critical Education Knowledge and Action Research*, Routledge, ISBN 9781850000907

⁵ Robert C. Bogdan; Sari Knopp Biklen (1992): *Qualitative Research for Education: An Introduction to Theory and Methods*, Allyn & Bacon

⁶ Erro-Garcés, A., & Alfaro-Tanco, J. A. (2020): *Action research as a meta-methodology in the management field*. *International Journal of Qualitative Methods*, 19, 1609406920917489

- On a monitoring level, it supports cities to permanently monitor and update their actions in order to achieve the expected impact;
- On an analytical level, the use of common methods and tools helps the work package (WP) partners to analyse on a comparative basis the actions and their results.

Objectives of AR and synergies with other EUARENAS research fields:

- Monitoring the pilots in a comparative way, based on a guideline that is common for the piloting cities;
- A tool for the local pilot cities to monitor their activities and to evaluate the change implemented;
- Analysing/understanding the piloting process, the difficulties met, the ways of encountering issues, the solutions found, etc.;
- Contributing to the impact assessment within EUARENAS;
- Contributing to the formulation of policy recommendations concerning the use of deliberative tools in cities/areas with different conditions and levels of deliberative democracy.

AR is a versatile process encompassing multiple subprocesses and can be considered as an umbrella for different methods. In the EUARENAS project, the living labs methodology was used with tools of design thinking.

1.3.2. Methodology: Living Labs

Living Lab (LL) is a concept to support the processes of user-driven innovation. One precondition for LL activities is that they are situated in real-world contexts, not constructed laboratory settings. LL is an answer to many contemporary trends such as users' changed roles from passive consumers to active co-creators of the solutions, and shorter time from discovery to implementation into systems and increase in adaptability⁷. A Living Lab could be established on a street, in a house, within an organisation, or include a whole city or industry, depending on the project. In the EUARENAS project LLs are practice-driven project organisations that facilitate and foster open collaborative innovation in citizen participation and are based on the real-life environment of pilot cities. LLs are arenas where democracy innovation processes are developed and studied. They operate as intermediaries among citizens, research organisations, companies, cities and regions for joint value co-creation, rapid prototyping or validation to scale up innovation and businesses⁸.

In EUARENAS, 3 LLs are functioning in Gdansk, Reggio Emilia and Vöru. Budapest Józsefváros acts as an external observer and provides feedback on some methods implemented in the pilots.

As living labs, the cities are not only active in WP4 but also in other WPs:

- In WP3, by providing information about their previous deliberative actions in the form of case studies;
- In WP5, by contributing to the future storytelling activities, and working on the concept of local democracy.

More generally and indirectly, they contribute to the theoretical background (WP1), to establishing policy recommendations and to knowledge exchange (WP6), to generating impact (WP8), and to the analysis of methods (WP2).

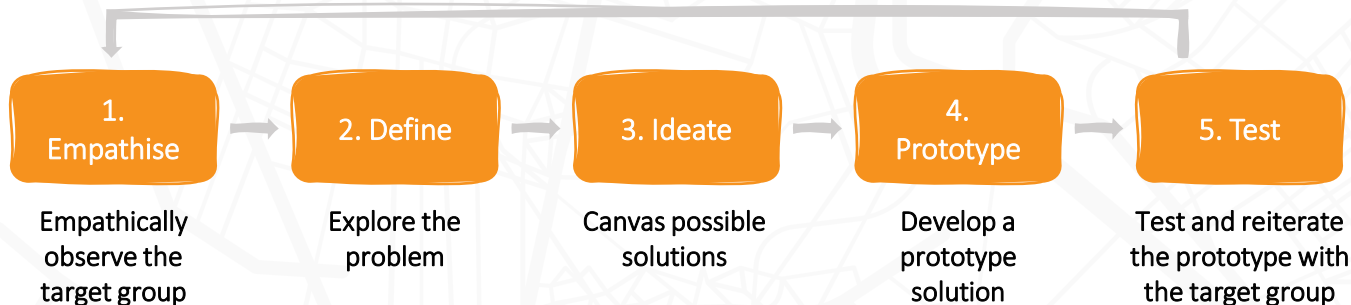
⁷ <https://enoll.org/> European Network of Living Labs

⁸ Cited from the EUARENAS common work document "Key Concepts" prepared during the Helsinki Meeting, 29. October 2021.

1.3.3. Tool: Design thinking

Design thinking (DT) offers a solution-based and target oriented approach for tackling complex human and social problems. The method is based on the close cooperation with the target groups, by supporting them to be part of the entire design process, from the identification of the needs until the finalisation.

Figure 2: The Design Thinking model



This approach of working on product creation based on the cyclical feedback loops of the target groups makes Design Thinking a highly relevant tool in our Piloting, following the philosophy of the Theory of Change and the methods of Action Research and Living Labs. The circularity of DT fits in the cyclical approach of our piloting as presented above (see *Figure 1 on page 6*).

1.3.4. Mode of operation: iterative (cyclical)

AR is a cyclical process. Kurt Lewin’s Spiral Theory argues that AR is a spiral of actions “each of which is composed of a circle of planning, action and fact-finding about the result of the action” (Lewin 1946, reproduced in Lewin 1948: 202-3). Lewin described the steps of the spiral as following self-reflective cycles, including: planning a change, implementing the change, observing the process of implementation and consequences, reflecting on the process of change and re-planning. This process is then repeated. EUARENAS’ WP4 is following a similar logic (*Figure 3*).

WP4’s process had been conceived in a way to respond to the cyclical approaches represented by the above-described methodological framework.

The piloting work package is divided into 3 main cycles:

- Cycle 1: Preparation, lasting between Month 12 and Month 21 of the project (December 2021 - September 2022);
- Cycle 2: Implementation, lasting between Month 22 and Month 35 (October 2022 - November 2023);
- Cycle 3: Evaluation, lasting between Month 36 and Month 40 (including 2 months for the reporting) (December 2023 - April 2024).

Figure 3: EUARENAS piloting process within WP4

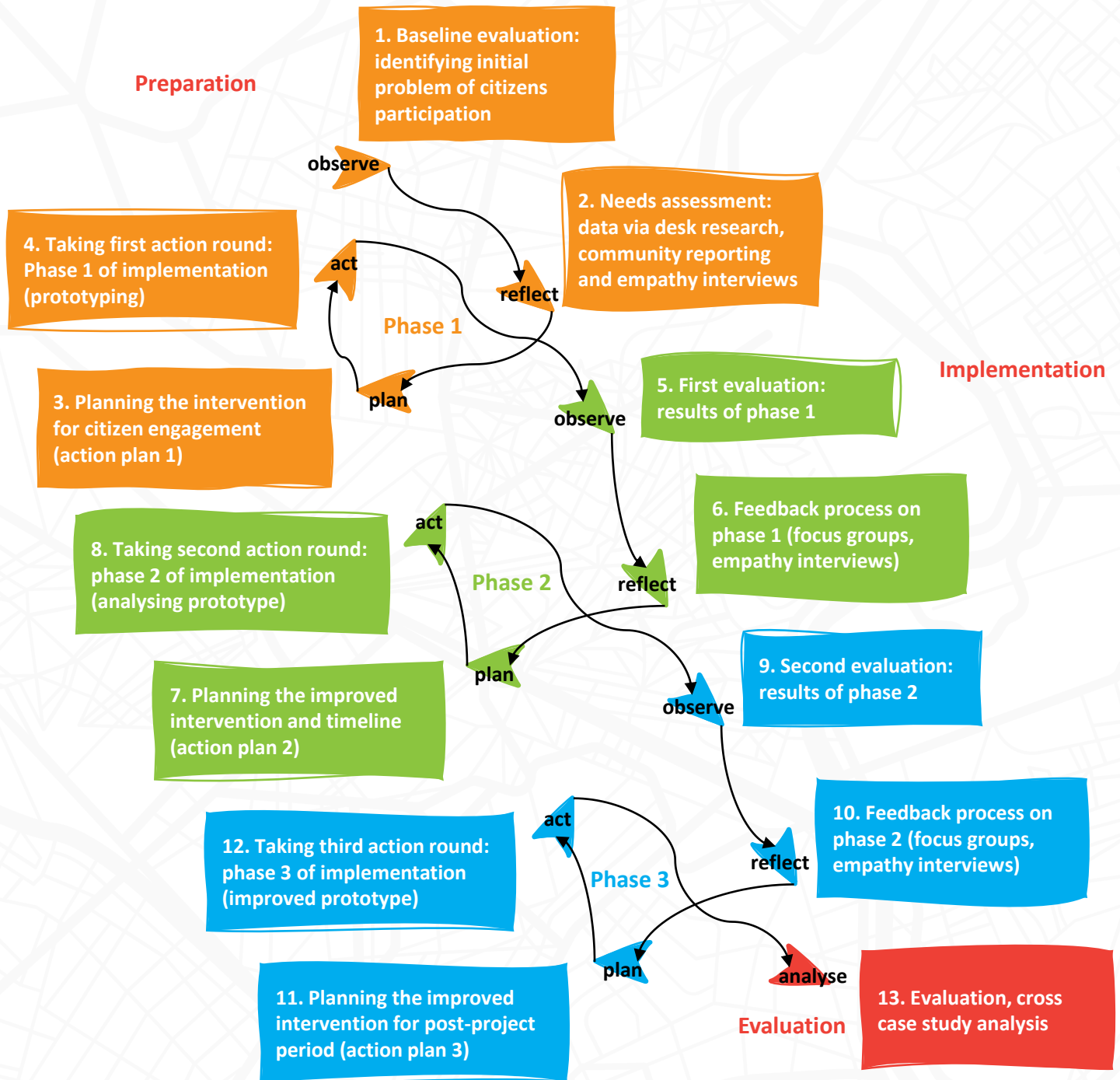


Table 1: Overview of the actions in piloting cycles in WP4

WP4 Cycles and period	Description of the cycle
Preparation Dec 2021- Aug 2022	The preparation cycle was dedicated to observation and exploration and the planning of the concrete steps of the pilots. Each city went through a process, including: <ul style="list-style-type: none"> a) Needs assessment realised in synergy with WP 3 and 5, with the help of Community Reporting and focus group interviews; b) Summary of their initial situation with the help of Zero evaluation templates; c) Preparation of the Pilot Action Plans and the rough timeline of the pilot activities.

<p>Implementation Sep 2022 - Nov 2023</p>	<p>The implementation cycle is divided into 3 phases, representing the design thinking approach.</p> <p>Phase 1 (Sep 2022 - Jan 2023) was dedicated to the creation of the first prototypes of the innovative deliberative tools in the core of the pilots.</p> <p>In Action Research, this phase was also targeting the introduction of the main tools of AR and the launching of the permanent dialogue between the cities.</p> <p>In the piloting, this was the phase of the creation of the first pilot prototypes: the participatory workshops in Gdansk, the election and setup of the Consulte (neighbourhood councils) in Reggio Emilia, and the Hackathon and its follow up projects in Voru.</p> <p>In the Toolbox development, this phase was used for assessing the needs of the cities and the ways in which the toolbox can be useful for the pilots.</p> <p>Phase 2 (Feb - July 2023) is underway during the writing of this report and it has been dedicated to the evaluation of the first results, and to a reflection on the transferability of the pilot tool to another target group or area, or on the improvement of the performance of the tool and extension of its outreach. During this phase pilots have also started to think about the ways to link the piloting deliberative actions to the political decision making.</p> <p>In action research this phase was dedicated to support the cities in the evaluation of their first results and to link the pilots to other work packages, mainly WP 1 and 3. A co-design of the main research questions, to be the basis of the evaluation of the pilots, has also started during this phase.</p> <p>In the piloting this phase has been dedicated to the “reiteration” of the first prototypes based on a self-evaluation process: evaluation and planning of the adaptability of the participatory planning workshops in Gdansk, feedback and training with the representatives of the Consulte in Reggio Emilia, and summary of the results of the hackathon in Voru.</p> <p>In the Toolbox development, after the identification of the main tools included and the parameters to be discussed, the data gathering has started, in the form of desk research and interviews.</p> <p>Phase 3 (July - Nov 2023) will be dedicated to the testing of the improved or adapted version of the deliberative tools.</p> <p>In Action research, this phase will be further and further concentrated on the finalisation of the research questions for the analysis of the pilots.</p> <p>In the piloting the implementation of the improved or readapted versions of the pilot actions will take place: the adapted versions of the participatory planning workshops in another district of Gdansk, the improved activities of the Consulte and the creation of the first district agreements in Reggio Emilia, and the first version of the Political hackathon in Voru.</p> <p>The Toolbox development will be dedicated to the finalisation of the descriptions and their uploading on the website.</p>
<p>Evaluation Dec 2023 - April 2024</p>	<p>It will be dedicated to the co-creation of the evaluation of the pilots and the process of action learning.</p>

Piecki-Migowo

2. THE ORGANISATION OF PILOTING - ACTION RESEARCH



2. The organisation of piloting - Action Research

EUARENAS introduced an environment along with a process enhancing a permanent interactivity between the cities and the other project partners. In the following chapter the main elements of this process and the results achieved thus far will be presented.

2.1. WP4 as a collaborative platform

WP4 plays a crucial role in the project, encompassing a range of diverse activities including piloting, action research, and toolbox development. To fulfil the complexity of its tasks, WP4 requires an environment and organisations for continuous collaboration among partners with different roles, experiences and capacities. WP4 is at the core of the multi-actor approach employed by **EUARENAS** and is based on the interaction and co-creation between different stakeholders. It is designed to function as a collaborative platform for project partners where different roles are highlighted (pilot cities, academic partners, non-academic partners, CoP members), and where information is shared, and mutual learning takes place under the coordination of the WP leaders.

Roles/positions of partners within WP4 are as follows:

1. **The piloting partners**, consisting of the municipalities of Reggio Emilia and Gdansk, and the Vöru Development Centre, are actively engaged in implementing pilots⁹. These partners were selected into the project based on their preliminary pilot ideas, which also served as a criterion for their inclusion. The pilot partners receive support from other consortium members to ensure that their activities contribute to their own development and address their specific needs. Additionally, these activities facilitate a comparative analysis of different aspects, such as activities, results, and tools employed.
2. **WP4 coordinators** and partners involved in the Action research process directly support the piloting process. They assume the responsibility of providing methodological, analytical and organisational support to the pilots. They monitor and assist the pilot activities to ensure that the results are comparable and contribute to the overall project outcomes. The Comparative Research Network (CRN), as the coordinator of the work package, with the permanent support of the University of Eastern Finland (UEF) offers methodological, analytical, and reporting support. The University Libera Università Internazionale degli Studi Sociali (LUISS) contributes to this process by leveraging their methodological and impact assessment expertise. Eutropian collaborates with the cities and other partners to design and develop the toolbox that aligns with the project's objectives.
3. **The other research partners, including WP leaders**, form the third group within the work package. Their role involves analysing the results, providing feedback and identifying synergies between the piloting efforts and the overall project. The SWPS University (SWPS) bridges the gap between theoretical research and the pilots, facilitating the exchange of knowledge and insights. The University of Gdansk (UG) focuses on finding connections between the analysis of case studies and the pilots, ensuring that valuable insights are integrated. People Voice Media (PVM) contributes to the methodological support for the needs assessment through WP5, thereby enhancing the overall research efforts. Community of Practice (CoP) members provided overall feedback for assessing the piloting results and providing recommendations for planning.

2.2. Guiding principles for coordination: co-creation and open dialogue

The action research process within the piloting work package relies significantly on a co-creation approach

⁹ Due to financial reasons, Budapest Józsefváros is not actively involved in the implementation process, and contributes as an observer.

involving all partners. The primary principle guiding this process is to offer support and guidance to cities in implementing their pilots, while considering their specific needs, strategies, and opportunities. This approach ensures that the piloting process facilitates the development of innovative deliberative actions that contribute to enhancing participatory policies within each municipality. Furthermore, it guarantees that the project generates comparable and innovative pilots that contribute to the overall project outcomes. To achieve these objectives, the coordination of the pilots involves continuous monitoring of local activities, the adaptation of the tools and methods used in the action research, a support for the cities to address challenges encountered throughout the process and finally a space for exchange and learning from each other and from the other project partners. Flexibility, dialogue, and guidance based on co-creation are the pivotal characteristics of pilot coordination.

Dialogue and interaction between the cities and the partners started already during the first year of the project, **prior to the official start of WP4**. Pilot cities had been contacted and interviewed about their needs and expectations from the project. These conversations were meant to help pilot partners to integrate into the context of a research project, and vice versa, to inform the research partners about the specific needs and realities in the pilot cities. At the start of WP4, a two day online launching workshop was held, where partners discussed the timeline of the preparation cycle of the piloting, and pilot partners were trained on the use of needs assessment tools (empathy mapping, community reporting, stakeholders' mapping and inclusion).

2.2.1. Tool for coordinating co-creation: regular meetings

Based on the discussion and feedback from pilot partners, the need for regular information sharing was identified to help organise piloting. Since Month 20, **regular (weekly) online meetings** have been introduced, scheduled every Thursday from 11 am to 12 pm on the Teams platform. Not only did these meetings become the main arenas for discussions and dialogue between cities and research partners, but they have also been helpful for the permanent monitoring of, support for, and learning from the pilot activities. Regular weekly meetings have been a relevant choice in making project operation smooth and effective.

The agenda of the meetings varies depending on the circumstances. The main clusters of topics for information sharing and discussion have been:

- Important milestone in the pilots or in the action research (for instance end or start of a phase within implementation);
- Internal tasks related to action research (for instance, impact assessment or evaluation);
- Cities sharing their ongoing activities and experiences with each other and project partners;
- Before the use of some of the action research tools, coordinators provide short trainings to the cities (for instance on empathy mapping, action plan canvas, or impact assessment);
- Pilot cites highlighting and asking their specific questions or presenting specific needs.

At certain moments, the content of the meetings is undefined, and cities and partners are invited to join and raise any questions, needs, or share their thoughts. One example: after the end of Cycle 1 of implementation, the challenge of transferring the results of the deliberative actions into real policies occurred in the case of Gdansk. As a result, the challenge of how cities can evaluate internally the results of their local deliberative actions became the lead topic of the forthcoming meetings concerning all pilot cities. The flexibility of the agendas of the meetings does not only permit to identify and support any ad hoc needs and challenges in the cities, but it is also an excellent way for the partners and the WP coordinators to learn about the processes in the making.

These weekly meetings have also been dedicated to facilitating the smooth interaction between the pilots and other project activities, ensuring that the pilots fulfil their primary role as bridges between theory and practice. As the meetings take place consistently in the same online space, all partners have been invited to

join them spontaneously or regularly based on their availability and interests and/or to raise topics to discuss according to the activities within their work packages. As an example, a dialogue started between WP 1 and 4 in May 2023, to support a series of theoretical topics with practice-based answers. Also, a permanent interaction takes place between WP 4 and 3, helping the pilot processes to also learn from the case study analysis; between WP 4 and 2 for the definition of methodology, and WP 4 and 8 for impact assessment. The topics for the meetings are announced a few days in advance to the meeting, and minutes are diligently recorded by the coordinator (CRN) and shared among the partners.

Piloting partners find these regular meetings valuable because they:

- Help to hold the ‘pace and rhythm of actions’;
- Create space for direct communication and discussions around relevant issues for piloting;
- Help expand the understanding of the topic, and help find inspiration and novel solutions to raised issues by sharing experiences and having an external view on the local actions;
- Mitigate the risk of not fulfilling the project expectations;
- Activated a regular self-evaluation of the pilot actions which have thus maintained a constant ongoing monitoring of the activities.

Furthermore, the partners involved or interested in WP4 are connected by a **common mailing list**, where the main information as well as the summaries of the meetings are shared.

2.2.2. Tool for coordinating co-creation: MIRO board

The work of the weekly meetings has been supported by the co-creation of content on the WP4’s shared **MIRO board**¹⁰. The board serves as a common working space but also as a storage space of all the information relevant to the cities. It stores the results of the different action research activities including needs assessment, action planning, Impact Assessment, etc., and the main results of the dialogue and exchange activities. The MIRO board is constantly available, the pilot cities and other partners can use it as a resource of information and as a co-creation space in the frame of the online and offline meetings.

2.3. Narrative and storytelling-based tools for engaging stakeholders

In the process of Action Research the narrative and storytelling-based tools obtain an important role for assessing the local needs and obtaining feedback about the piloting process from the team members and local participants and these tools will also be in use for the evaluation of the final results of the pilots.

2.3.1. Storytelling for needs assessment

During the first stage of the piloting in the preparation cycle, the **Community Reporting** method was used for identifying the main needs of local inhabitants and stakeholders involved in or concerned by the pilot activities. The three pilot cities started to work in the **EUARENAS** project by having a concrete piloting idea based on their local needs. To understand these needs in a comparable way, but also to minimise overlapping between the activities of the cities, WP4 collaborated with WP3 and 5 to identify these needs with the help of the Community Reporting method and focus group interviews used in both WPs¹¹.

¹⁰ https://miro.com/app/board/o9J_lOgwzIU=

¹¹ Community Reporting Dialogue interviews with citizens - among others - in the three pilot cities about their perceptions of democracy through storytelling (WP5). The dialogue interviews were analysed by the interviewers with the help of a summary template, including a question on how these stories can be linked to the pilot topics. For more information about the process: *D5.2 Lived Experience Foresight Guide*, EUARENAS, May 2022
Community reporting dialogue interviews with citizens and focus group interviews with stakeholders in the frame of the case study analysis (WP3): *D3.2 Mid-term Report*, EUARENAS, December 2022

THE MAIN NEEDS

Based on the summary templates of the Community Reporting storytelling activities, the following needs in the cities could be identified:

Representation and involvement of the entire society into the participatory processes were identified as a common need in the three cities. This need was articulated in different ways by the cities. In Gdansk, the involvement of people living in marginal situations at risk of exclusion (migrants, LGBTQ, people with disabilities, etc.) was highlighted. In Reggio Emilia, this need was rather approached from the legal perspective on the one hand, suggesting the use of the term “inhabitants” instead of “citizens” when talking about the extension of participatory rights to everyone, and from an institutional perspective on the other hand, deciding to include a non-elective component in the Councils, representative of economic and social stakeholders. In Vöru, the extension of participatory actions was approached from the perspective of the involvement of youth - and through them, of the institutions, entrepreneurs, and further social groups.

These needs recall the principle of representing social and cultural diversity and social inclusion in the participatory processes.

The need to **improve the institutional basements of participation** was highlighted by all cities as well, in different ways. The needs identified were all based on the previous participatory experiences/policies realised by the pilot cities. In Gdansk the necessity to find ways of providing more time and problem sensitive responses to the citizens’ suggestions was raised based on the assessment of the participatory budgeting process in the city. The need of improving the cooperation between institutions to find more adequate responses had been highlighted too. In Reggio Emilia, the creation of organised/institutionalised forms of participatory policy making covering the entire city was raised as a need based on the previous collaborative policy making processes in the city (Quartiere Bene Comune). In Vöru, the institutional need was identified rather vaguely, referring to the idea of strengthening open governance.

Improving the quality of dialogues with citizens appeared also as a general need in all cities. Here the dilemma of the use of digital tools has been raised: will digital tools help open up the outreach of the processes to a wider public, or, on the contrary, will they rather exclude people without the necessary digital skills.

The above summarised 3 basic needs are completed by more specific ones in each city:

- ⇒ In **Gdansk**, the participatory processes need to learn from the failures of the previous ones (the participatory budgeting for instance) and need to make sure that the suggestions of citizens are really transferred to the decision-making process.
- ⇒ In **Reggio Emilia**, the specific need is to extend the participatory approach to the overall city as a logical follow up of the previous deliberative tools in the city.
- ⇒ In **Vöru**, the specific need is to create new models of open governance and to better involve the young generation into policy making.

2.3.2. Empathy interviews for getting the feedback of the partners on the pilot process

“The empathy interview is an approach used to find out as much as possible about a **person’s experience as a “user” of a space**, a process, an objective or an environment. We want to understand the choices that people make and why they make them. By entering and understanding another person’s thoughts, feelings, and motivations, we can **understand the choices that person makes**, we can understand their behavioural traits, and we are able to identify **their needs**. This helps us innovate, and create products or services for that person.”¹²

¹² <https://webdesign.tutsplus.com/articles/techniques-of-empathy-interviews-in-design-thinking--cms-31219>: Techniques for Empathy Interviews in Design Thinking.

Empathy mapping is a narrative-based needs assessment method, that is **based on a free dialogue** between interviewer and interviewee and helps the interviewer to analyse the results of the interviews by categorising the messages provided by the interviewee according to the different levels of their manifestation: verbal and non-verbal expressions, feelings, deep thoughts, and the observations of the interviewee on the reactions of the external world on a given topic. In this way, one can obtain an overall picture about the real needs of the interviewed person, including needs/ideas that the person could not articulate verbally or tangibly, rather just as a feeling or as a thought.

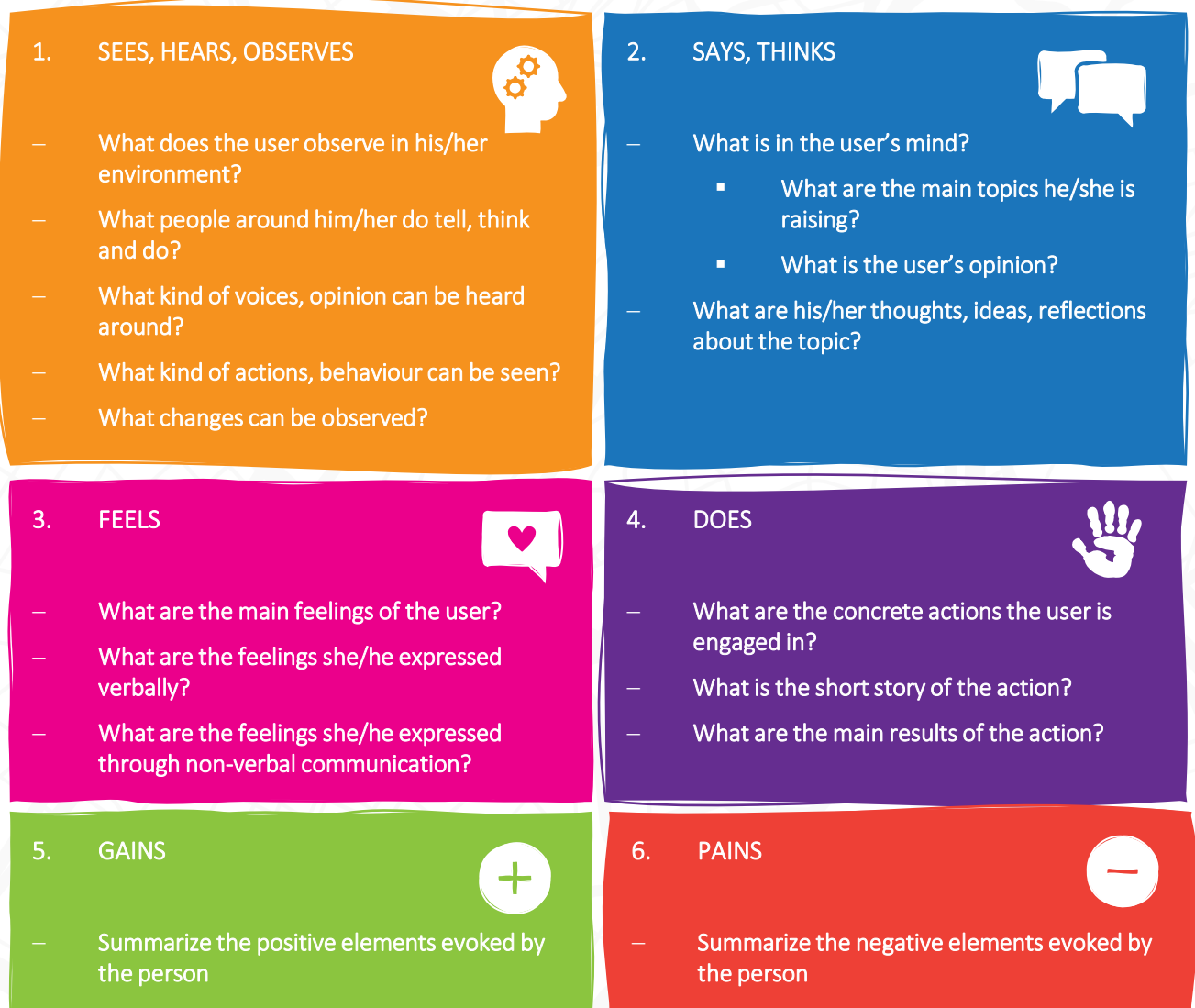
Empathy mapping is used at different levels and stages of the piloting:

- Cities make empathy interviews with their team members at regular intervals to see the difficulties and successes people have during the realisation of the project;
- Cities make empathy interviews with their own target groups for realising needs assessment during their events.

Empathy mapping contributes to AR by providing a strong approach on the human/organisational factor of the implementation of the deliberative processes, and helps to analyse the *intuitive aspects of participatory processes*.

As a common activity, at the end of each phase of the preparation cycle and of the three phases of implementation cycle, **empathy interviews** have been conducted by the pilot cities within their team members and other local collaborators to obtain feedback on the changes of their feelings, challenges, thoughts during the different stages of the process.

Figure 4: The Empathy Map template



2.4. Questionnaires for checking the state of art of the pilot cities

2.4.1. Zero evaluation

To summarise the state of art of the pilot cities at the different stages of the piloting, cities have been working on specific questionnaires co-designed by the coordinators, the pilot cities and the other partners. The first questionnaire was the **zero-evaluation template** filled by the cities in June 2022, six months after the start of the piloting work package.

Understanding the initial state of art has been important for the continuous evaluation of the success and impact of the deliberative actions. Beyond this, it also helps the non-standardised analysis of the overall deliberation process, by letting the research assess it in the light of the local conditions and possibilities. Therefore, the zero-evaluation template demanded the cities to draw a wider picture of their initial situation and to provide some factual information on topics that at first site did not seem to be directly linked to the pilot activities. It demanded information on the social and economic background of the cities including facts on the economic structure or the main type of housing, the overall context of their governance and administrative structures, the main challenges they were facing in terms of environmental, social and economic policies, the basic needs that they identified during the needs assessment process, as well as the main objectives, the personal, administrative and political contexts of the piloting. The template was also questioning the cities about the deliberative tools they had been used so far, and the potential additional resources they might be using for the pilots. The results of the template were included into the action research prepared by each city¹³.

The template is divided into the following sub-sections:

- A. Description of the overall socio-economic context of the city, including the key challenges of the area in terms of social inclusion, environment protection and economy;
- B. The political decision making and administration structure;
- C. The traditions of using deliberative tools;
- D. The local needs identified;
- E. The main pilot idea, including the tools to be used and the experiences the pilot is based on.

SUMMARISED RESULTS OF THE ZERO EVALUATION TEMPLATE

Gdansk, Reggio Emilia and Võru represent three strongly different cases in terms of their social, economic and geopolitical backgrounds as well as their traditions of deliberative democracy and governance. These data had been gathered in the zero evaluation templates, and summarised in one summary table.

The three pilots are running in three different types of areas: in Gdansk, the pilot area is one of the cities' districts; in Reggio Emilia, it covers the entire city, whereas in Võru it concerns a rural county, including 5 municipalities. Gdansk and Võru are situated in post socialist countries that is reflected in a later appearance of deliberative tools; however even within this zone the two pilot areas show differences. Gdansk, with the introduction of the Participatory budget in 2013, has been one of first cities in Central and Eastern Europe to introduce deliberative actions (i.e., Participatory Budgeting, see [D3.1 Initial Report](#)). Since then, Gdansk has been undergoing a complex development of its deliberative traditions, between a constant willingness of the local authorities to improve it (also for instance with the co-creation of social policies with citizens) and the constraints caused by the national regulations - impacting for instance the Participatory budgeting. Võru on the other hand is a rural county with very few deliberative traditions and where the invention of the process of the

¹³ A complex analysis of this template from the point of view of impact assessment has been provided by *D8.3 Monitoring Report of the Activities | Time Zero Evaluation, EUARENAS, December 2022*

Social Hackathons (see [D3.1 Initial Report](#)) paved a way to start to think about participatory processes. Reggio Emilia represents a different case. The city's history has been characterised by a strong participatory spirit since the 1960s: here the creation of the neighbourhood councils anticipated the national debate on the institutionalisation of municipal administrative decentralisation in 1976. Coming to the early 2000s, the city also sought to introduce the tools of participatory and deliberative democracy. Beginning with the Agenda 21 processes, going so far as to experiment with participatory budgeting for a couple of years in some districts. Collaborative projects were experimented in the wake of the new regulations on common goods that began to spread, starting in Bologna, and in several Italian cities. In Reggio Emilia, the project Quartiere Bene Comune (A Neighbourhood as a Common Good) began in 2015 and has developed to date (see [D3.1 Initial Report](#)).

The main challenges of the areas are however not that far from each other:

- ⇒ Social challenges: ageing and decrease of the population (or even shrinkage in Võru).
- ⇒ Economic challenges: diversification and the reuse of old industrial plants in Gdansk; the improvement of services to support businesses in Reggio Emilia, and the lack of workforce and updated technology in Võru.
- ⇒ Environmental challenges are all linked to the needs raised by climate change: more green spaces, more green infrastructures, etc. More concretely: heat waves and floods as the main threats identified in Reggio Emilia, the maintenance of the green spaces in the city by Gdansk.
- ⇒ Võru and Gdansk are directly concerned by the effects of the Ukrainian war: in Gdansk the arrival of refugees needed the reorientation of the local priorities during the first months of the war and even led to a periodical stop of the pilot activities during spring 2022. In Võru, the most important impact of the war has been the new plan of the national government to extend the military plant in the vicinity of Võrumaa city, which might bring a couple of positive and negative impacts on the city. The city is now in a negotiation process with the government.

In the zero evaluation template cities also summarised their main needs identified (see above), as well as their main ambitions identified in light of the pilots.

- In Gdansk, the ambition is to improve participation by extending it to all social groups of the city and more specifically to include the participatory approach into the creation of the Master Plan of the city;
- In Reggio Emilia, the ambition is to institutionalise participatory decision making in the entire city, based on a new regulation and on the system of the Consulte (Neighbourhood councils);
- In Võru, the ambition is to enhance open governance, and to involve different social and age groups into the participatory processes.

2.4.2. Evaluation templates for monitoring the pilots

During the implementation phase of piloting, cities fill a feedback evaluation template at the end of each sub-phase of implementation. The first questionnaire was provided in February 2022. This questionnaire asked about the activities created during the previous phase, the impact generated by these activities and any challenges faced by the cities, etc.

The main sub sections of the template are as follows:

- A. The activities implemented during the previous phase of implementation
- B. Outreach: number and composition of the inhabitants and stakeholders outreach to during the activities
- C. The partners the cities have been working with - the partners which dropped out and the new partners who joined the process
- D. Impact on different levels (see impact assessment tool)
- E. Tools and innovation used during phase 1 of implementation
- F. Summary: difficulties and threats and other concluding remarks

With the help of the questionnaires, cities can double check if they are in line with the initial plans included into their Action plan (see point D), identify the missing elements and the main difficulties met during the implementation. These documents also provide knowledge for a first comparative analysis of the pilots.

2.5. Action planning tools

At the end of the Preparation Cycle the pilot cities were supported for creating their own Action Plans by following a specific process based on the approach of the Theory of Change. Through this process the coordinators intended to provide an intuitive and innovative way of thinking about the piloting. Cities were guided to think first about the impact they wanted to generate until the end of the pilots and beyond and based on these expectations, they were invited to identify the expected outcomes, outputs, activities and the necessary inputs. In this way cities were encouraged to start their planning by using a different perspective than the one they usually have: instead of starting the planning by identifying the main goals and the activities to be undertaken, often without thinking about the general and long-term change (impact) to be generated, they were encouraged to start thinking about the change they want to achieve.

Once this reflection was done, cities were asked to verify the logical setup of the process they created by following the reflection the other way round: starting at the necessary inputs and activities to be planned, they were guided to double check if these led to the expected outputs and outcomes and finally, if all these are able to generate the planned or expected change by the end of the pilots.

To support this reflection process, pilot partners used an **Action Plan Canvas**, an interactive frame on the MIRO board. To fill these Canvases, pilot partners were encouraged to set up a co-creation event or workshop to think together with their team members and the stakeholders or partners they were planning to work together with the pilots.

Once the canvas was filled and the relations between impact, outcomes, outputs, activities and inputs were verified, the piloting teams filled the **Action Plan Templates** by precisising all the elements of the pilot in detail. Based on this template, cities were also asked to fill a **timeline** precisising their activities at least for the first phase of implementation.

The action planning process lasted almost two months and was closely followed and supported by the coordinators during the weekly meetings: mini trainings were provided to them on the use of the canvas and the templates, and the cities gave regular feedback about their local workshops and the challenges they faced while working on the template.

The AP canvas and the template include the similar sub elements that were explained in detail to the pilot partners in the documents, as well as during the online mini trainings in the form of a glossary. The aim of this glossary was to ensure that city teams were following a similar logical path when thinking about their pilots, providing them comparability and a common ground for further reflections and dialogue.

GLOSSARY OF THE ACTION PLAN ELEMENTS

Impact: the main change that the pilot will generate and that will play an effect on the pilot's target group (for instance, young people, people with migrant background etc).

- *Short term:* The change that you can observe/measure immediately after the pilot implementation.
- *Medium term:* A change is expected 1 year after the ending of the pilot.
- *Long term:* A change expected during the following 5 years.

Outcomes: Outcomes are the main results of the pilot that contribute to the impact and the main social change to be generated by the pilot. These outcomes can be of any kind for example:

- A new policy or policy making approach in the municipality;
- Target groups become informed or empowered by new skills, knowledge or information;
- Innovative participatory tools or methods are created;
- Decision makers obtain new experience with specific target groups.

Outputs: Outputs are the tangible results or products of the pilot activities that will lead to the outcomes presented above. They can be of any kind as follows:

- A participatory or community event with a specific aim;
- A training;
- A new rule/regulation documented;
- Summary of interviews;
- A publication;
- An online tool for supporting digital participation.

Indicators: The achievement of the expected impacts, outputs and outcomes can be assessed by quantitative and qualitative indicators.

- *Quantitative indicators* are the measurable data that prove if the expected impact, outcomes or outputs are achieved. When identifying these indicators, one has to be careful to provide rational, accessible, and realisable data.
- *Qualitative indicators* are useful for providing a more nuanced assessment of the impacts, outputs and outcomes. They can also provide information on the quality of the generated change when this change cannot be assessed yet with quantitative performance indicators. Qualitative indicators can be produced with the help of interviews, storytelling methods, photos, videos, reports, etc. When identifying these indicators, one needs to pay attention to avoid biased or superficial questions.

Activities: The concrete actions that will be undertaken for achieving the outputs, for instance:

- Organising of a meeting;
- Co-creating of a participatory tool;
- Interviewing;
- Creating a training curriculum.

Inputs: All types of resources that you need to use for implementing your activities. In this template we suggest you differentiate the following inputs or resources:

- Financial (especially resources other than **EUARENAS**);
- Institutions/stakeholders which support you;
- Material and technical;
- Knowledge and methods;
- Tools, especially from the **EUARENAS** toolbox.

Table 2: Action Plan summary: Gdansk

Expected changes	More deliberate planning tools in the city; better access to the city institutions; improved decision making among different city institutional levels. More direct impact of citizens on the city; Gdansk becoming more inclusive and attractive.
Main results /outcomes	Cooperation between city institutions; creation of a deliberative planning method; improved cooperation between stakeholders and their involvement into the planning process.
Outputs	A socially sensitive participatory tool for engaging citizens into the planning of the city areas.
Main activities	5 participatory workshops (phase 1) - social analysis, stakeholder mapping, recruitment process, workshop organisation. Analysis/evaluation of the workshop (phase2) - evaluation of feedback, focus group interviews, identification of the elements to be changed and the area of reiteration. Reiteration in another district of the workshops (phase 3) - planning of the process and reiteration of the workshops.
Inputs	EUARENAS tools; team; network of stakeholders, political will to deliberate, external expertise.

Table 3: Action Plan Summary: Reggio Emilia (RE)

Expected changes	Strengthening dialogue between territories and administration; RE becomes a model of collaborative city governance; improving the quality of life and wellbeing of the community; social and climate justice.
Main results /outcomes	<ol style="list-style-type: none"> 1. Better clarity and organisation of co-governance; 2. Neighbourhood protagonists identified; 3. Deliberative participatory bodies (neighbourhood councils = Consulte) are created and trained; 4. Synergies between the new tool of Consulte and the existing ones.
Outputs	The system of the Consulte created based on the regulatory framework and tested; the tool of district agreements between Consulte and Municipality is created and tested.
Main activities	Adoption of the regulatory frame, training and information campaign, preparation of the Consulte within the administration; organisation of the Consulte elections, selection of the Consulte members (Phase 1) Evaluation of the Consulte's running, trainings, 1 Consulte meeting / month, creation of an online platform to share documents, work together and confront ideas (Phase 2) Going towards the district agreements between Consulte and the municipality, creation of the agreement, translation of the results of the work into the planning documents of the Municipalities (phase 3)
Inputs	Scientific support (LUISS team), Open Lab Chiostri di san Pietro, teamwork, digital support, EUARENAS tools, City Science Office

Table 4: Action Plan summary: Vöru

Expected changes	Open and inclusive governance, motivated municipalities, stakeholders and citizens engaged in policy making; increased youth participation; transparency of decision making
Main results /outcomes	Municipalities implement inclusive democracy and open governance in different topics such as education
Outputs	Realising projects based on collaborative planning. Creating a tool of collaborative policy making: the political Hackathon
Main activities	Training for officials on the hackathon; organisation of the Vunki Mano hackathon; selection of one or two between the winner projects and follow up of their activities (phase 1) evaluation of the hackathon; follow up of the winner projects (phase2) trainings on the hackathon and Organisation of the Political hackathon prototype and testing (phase 3)
Inputs	ideas and contributions of the five municipalities, leaders of communities, technical and facility support, communication and marketing, awards

2.6. Impact assessment tools

From the beginning of the implementation phase of the pilots, an Impact Assessment process was initiated by the coordinators of the work package. In line with the principle of the Theory of Change, this process aims at providing support to the cities for regularly updating the impact of their activities and readapting their action plans according to the results on these assessments. For this activity, cities were introduced to use the **impact plus tool**¹⁴. With the help of this model the impact of the activities can be identified on four levels: 1) on the level of the team itself; 2) the level of the organisation/ municipality; 3) the level of the citizens and stakeholders participating; and 4) on the systemic or policy levels. The tool also permits the cities to estimate the strength of the impact between one and five. During the weekly meetings cities passed through a mini training on the use of this tool.

The impacts have been assessed in different steps in each phase. At first, pilot partners identified the expected impact of their projects by the end of the piloting. Following this, they prepare their impact assessment in two steps in each phase of implementation: at the beginning of the phase, they identify the expected impacts and at the end of the phase, they describe the impacts achieved. The comparison of the two tables provides the necessary information for the cities to eventually recalibrate or improve their activities, as well as a timeline of the following phase. At the end of piloting the overall achieved impact will be compared to the expected impact identified in the beginning.

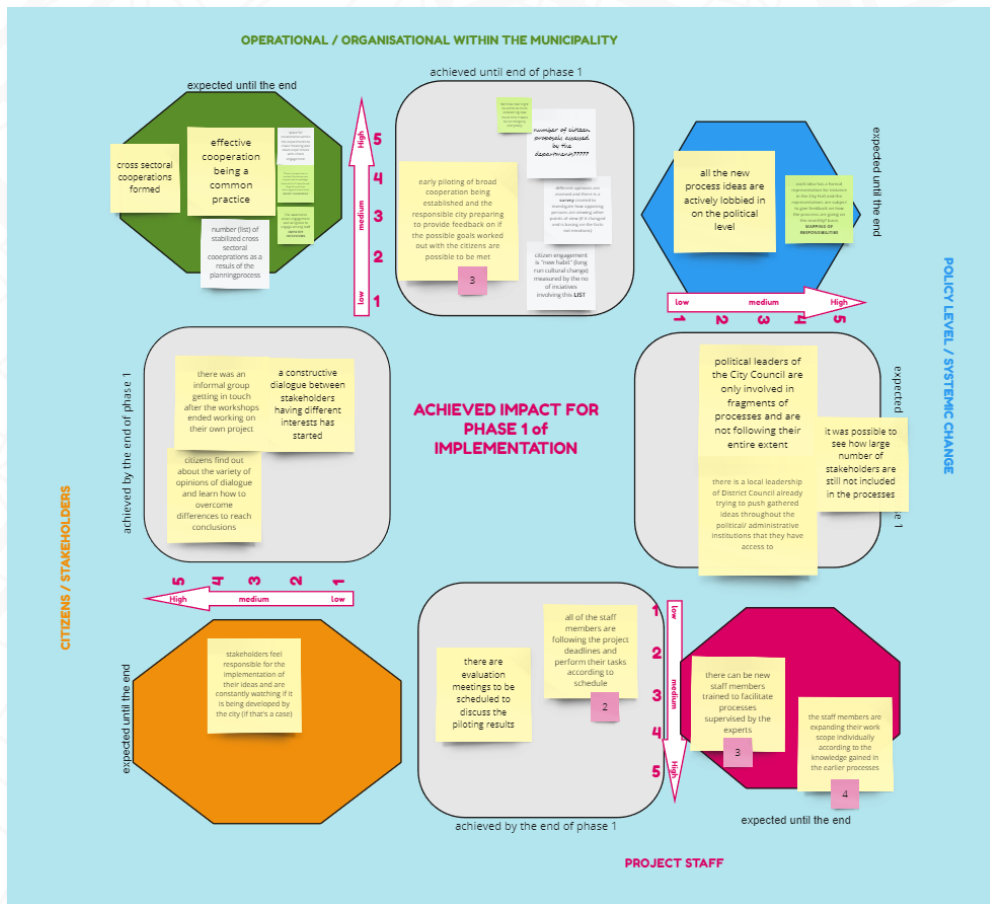
As a first stage of impact assessment cities identified the type of impact they expected and achieved on the 4 levels. As a second stage they will identify the concrete impact indicators, in cooperation with WP8.

¹⁴ <https://www.salto-youth.net/tools/toolbox/tool/impact-plus-guide-on-project-management.2460/>

The impact assessment frame on the MIRO board



Example: Achieved impact for Phase 1 - Gdansk



BRIEF SUMMARY OF THE IMPACT EXPECTED UNTIL THE END OF THE PROJECT AND ACHIEVED AT THE END OF PHASE 1 OF IMPLEMENTATION

The expectations of the cities until the end of the project:

On the team level: Partners have been expecting to form gradually, throughout the pilot a well-formed local team that are aware of the concrete challenges as well as the overall institutional background of the pilot. The local pilot teams have been formed during the preparation cycle in most of the cases and by the end of the 1st phase of implementation all pilot cities reported working with a team, trained and partly experienced.

On the organisational/ municipal level pilots have different expectations.

- **In Gdansk**, the main expectation is to achieve a cross-sectoral cooperation between the municipal departments and organisations for supporting participatory processes.
- **In Reggio Emilia**, the expectation is to achieve a stable system within the municipality where the Consulte can work with all municipal departments
- **In Võru** the main expected impact by the end of the network is to have a network of consultants in the 5 municipalities forming the County of Võru who can improve the participatory approach.

On the level of the target groups inhabitants, citizens and NGOs involved in the processes:

- **Gdansk's expectations** are to achieve a constant dialogue between stakeholders and having as much of them as possible involved into the local participatory processes
- **Reggio Emilia' expectation** is that local citizens and associations are actively involved in the planning of citizen policies, and they can express their opinion in a structured way
- **In Võru**, the main expectation is to have youth generation (7-26 years) more involved in the local policy making

On the systemic level, concerning the local policies:

- **Gdansk** intends to have as an impact a more frequent use and adoption of deliberative tools in the city, and the spread of the use of the Citizens' card as a currency and a tool for participatory processes;
- **Reggio Emilia** intends to obtain a change in the overall policy making system by introducing synergies between the main deliberative tools as the Consulte, the Quartiere bene Comune and other institutional programming documents.
- **Võru** expects to see the Hackathon as an acknowledged policy making instrument creating a bridge between all age groups.

The expected vs. achieved impact until the end of Phase 1 of the implementation:

Team level:

Expected: *In all cities: trained and informed team members*

Achieved: All cities managed to gather a local team that has been trained and experienced in the use of the deliberative tool.

Organisational/municipal level

In Gdansk:

- **Expected:** *Feedbacks on the goals identified by the citizens will be provided by all city departments*
- **Achieved:** The involvement of 2 departments and the local district and some local NGOs was achieved during phase 1.

In Reggio Emilia:

- **Expected:** 9 Consulte elected and municipal staff dedicated to work with, regulatory document adopted for the regulatory frames of the Consulte
- **Achieved:** The institutional/organisational frames of the Consulte have been created: all the 9 Consulte are elected, the municipal staff is dedicated to work with them, the Municipal regulation is approved, the online digital platform (Hamlet) is on the run in 3 pilot districts and the municipality responsible is being trained for its use.

In Võru:

- **Expected:** Increased knowledge on inclusive governance through trainings
- **Achieved:** The involvement of the municipalities is rather on the level of information: they learned about the use of hackathon, and one of them is involved in a new project.

On the level of the target groups / inhabitants and stakeholders:

In Gdansk:

- **Expected:** Citizens learned to build constructive dialogues and find solutions to overcome the variety of opinions
- **Achieved:** Citizens and stakeholders learned how to participate in a debate and deal with a variety of opinions.

In Reggio Emilia:

- **Expected:** Citizens and associations actively involved in the Consulte election
- **Achieved:** Citizens and associations were actively involved in the process of the election; the entities not elected are also involved through permanent information.

In Võru:

- **Expected:** Citizens of all age are widely involved in the Hackathon
- **Achieved:** Some NGOs and only the most active inhabitants were involved. relatively low level of youth involved.

On the systemic/policy level:

In Gdansk:

- **Expected:** Elected political leaders in the district and the city are informed about the process and actively participated with the citizens
- **Achieved:** Involvement of policy leaders is fragmented; the weaknesses of participation i.e., the lack of involvement of a large part of the society became clear despite the original expectations.

In Reggio Emilia:

- **Expected:** The system of the Consulte is recognized by the citizens and the municipality
- **Achieved:** The 9 elected Consulte started to be recognized by the local communities, quite a wide scale acknowledgment: only 4 out of the 55 neighbourhoods haven't participated in the process.

In Võru:

- **Expected:** At least of the one ideas of the hackathon is in implementation
- **Achieved:** One municipality, Setomaa has been involved in a winner project.

VUNKI  MANO!

Märgptami kuun

3. PILOT ACTIVITIES AND FEEDBACKS

VUNKI  MANO!

LOOMETALGUTE VÖITJA

ÕPPERIS MEESKONNALE
PARIMATE PRAKTIKATEGA TUTVUMISEKS

2000 euro väärtuses

Konkurentsivõimeline haridus




3. Pilot activities and feedbacks

3.1. The pilots' results so far

The following tables summarize the main results achieved by the pilots during the Phase 1 and partly phase 2 of the implementation cycle.

Table 5: The results of the Pilot in Gdansk, Poland (582 000 inhabitants)

 <p>PIECKI-MIGOWO</p>	<p>Concept: A complex participatory process with participants representative for the local population, aiming at identifying the main lines and actions of the future Master Plan of Gdansk. The first activity in the pilot area, Piecki Migowo, will be evaluated and replicated in another area.</p>
<p>Participatory planning: In the form of a series of workshops, it aims to develop a participatory district development plan with the cooperation of local experts: residents, social activists, representatives of local institutions and companies, as well as councillors and officials from the City of Gdańsk. The workshops take place in the form of dialogues on the socio-spatial future of the district. The result of the workshops will be a masterplan - a document supporting future district planning.</p>	
<p>Activities which have been implemented thus far, since the beginning of the implementation phase (September 2022):</p>	
<ul style="list-style-type: none"> • Research and mapping of the inhabitants and particularities of the Piecki-Migowo district prior to the launch of the process: how to ensure that participants represent the social structure of the district? • Selection of participants • Organisation and implementation of the 5 workshops • Currently running the evaluation of the workshops 	
<p>5 Workshops:</p>	
<ul style="list-style-type: none"> • Workshop 1, 17 November 2022: General introduction, open to everyone, 60 participants. • Workshop 2, 28 November 2022: Selected participants (45), discussion in 4 groups: mobility, social sphere, spatial infrastructure, and green areas – a first list of issues. • Workshop 3, 19 December 2022: Selected participants (45): project cards based on the previous list; selection of the most important topics (group work, voting) and start of the project's preparation (solutions). • Workshop 4, 30 January 2023: Selected participants (45): continuing working on the projects and placing them on the area map (visualisation). Presentations. • Workshop 5, 20 February 2023: Open meeting, 50 participants. Summary of the workshop results, awarding participants. 	

Results which have been achieved thus far:


- A local leadership of the District Council is pushing gathered ideas throughout the political/ administrative institutions that they have access to.

The municipal team is working together with the city architect on including the workshop conclusions into the city plan

What will happen next?

This participatory process will be reconducted in another Gdansk district. However, the team is waiting for the updates from the city architect; following his green light, they will start planning the next workshops.

Table 6: Pilot results in Reggio Emilia, Italy (172 000 inhabitants)

	<p>Concept: <i>Creating a territorial co-governance system based on the quintuple helix model, involving inhabitants and stakeholders into the local administration through a network of elected and non-elected local representatives: the “Consulte”.</i></p>
--	--

The Consulte: *The councils are groups of inhabitants of the neighbourhoods and hamlets of Reggio Emilia, voted for by their citizens based on a spontaneous self-candidacy, who dialogue in a structured way with the Administration to plan joint actions in the area and improve the well-being of the communities. There are 9 councils which represent the inhabitants of the 9 territorial areas, identified as homogeneous aggregates of neighbourhoods or hamlets, into which the city has been divided.*

Activities which have been implemented thus far, since the beginning of the implementation phase (September 2022):

- Pre-phase: on 12 September 2022 the Regulatory text on democracy, urban and climate justice was implemented by the municipality. It paved the way for the creation of the Consulte.
- 4 to 27 October 2022: Public assemblies to present the project.
- 17 October to 14 November: Online nominations for citizens and associations.
- 25 November to 5 December: Online and offline voting.
- In January 2023: Establishment of the Consulte.
- 10 February 2023: Identification of the non-elected part of the Consulte (delegated by local NGOs and organisations)
- 21 February to 21 March 2023: Official establishment of the Consulte.

A few numbers:

- ⇒ 10 public meetings + online and offline communication
- ⇒ 9 Consulte (Neighbourhood Councils) and 55 neighbourhoods
- ⇒ 245 applications – 96 women and 149 men, all age groups represented between 19 and 79 years old
- ⇒ 124 elected Councillors

- ⇒ 10 days of election including 2 offline days at 13 vote points, 5251 votes in total
- ⇒ 19 January 2023: 1st Plenary meeting: Future search workshops (WP5) – 110 participants

Methods used for the implementation of the pilot (after the elections and the identification of non-elected and permanently invited components):

- ⇒ Listening assemblies in the neighbourhoods (about 25 have been done from March to date).
- ⇒ Distribution of surveys in 3 neighbourhoods. The survey will also be adopted in the other 6 neighbourhoods. It is customized according to the specific neighbourhood. The surveys will stay online until mid-June, then the data will be processed to figure out which three issues are of most interest to each Council and on which the Council will begin in-depth work together with municipal offices.
- ⇒ Training activities on how the co-programming (i.e., the aim of neighbourhood Councils) tools work: there will be three meetings in groups of three councils at a time by the end of May, with the City Council Budget Manager.
- ⇒ Training activities on Hamlet digital platform to serve the Councils: April 27 training for the 18 coordinators in presence, May 6 online training (43 participants).
- ⇒ Activation of 9 email addresses: one for each council (example consulta@comune.re.it).
- ⇒ Inclusion on the municipality's website of a box for each Council with information on scheduled meetings.
- ⇒ Empathy maps are being conducted to 4 municipal employees involved in the policy.

Evaluation process:

- ⇒ 250 people took part in a survey organised by the municipality, amongst them elected members from the Consulte.

The main topic was trust: "Do the elected members of the Consulte and the citizens trust the municipality? Do they feel like they have the space to work and reach expectations? After some months of work, are their expectations met or not?".

Results which have been achieved thus far:

- 124 elected Councillors within 9 Consulte.
- Since the establishment, trainings and evaluations have taken place:
 - ⇒ 25 trainings for counsellors, which will keep on happening until December.
 - ⇒ Creation of tools to translate Councils' instances into municipal programming
 - ⇒ 1 Council meeting / month
 - ⇒ Analysis of all requests from the Councils/topic follow-up on 1-2 topics
- Unified Territorial Conferences of Services, provided for by the new Municipal Regulation, are being held: Councils and municipal offices meet and dialogue to focus on problems and critical issues and find together working options to be included in the Neighbourhood Agreement. The first two were on 16 and 26 of May, but many others will be scheduled.

The collaborative framework to develop the "Patti d'Ambito" (Area agreements) is established by the Regulation approved in 2022.

What will happen next?

- The municipality of Reggio Emilia will integrate some of the Consulte decisions into the city plan.
- The work to establish the first Neighbourhood Climate Contract will start soon, involving some of the Councils.

The Consulte will sign district agreements with the municipality that will be the basis of their collaboration for the forthcoming year

Table 7: Pilot’s results in Voru, Estonia (35 000 inhabitants)



Concept: Upgrading already existing social hackathons into a policy making tool (political hackathon) among others, for empowering active participation of youth for keeping and/or re-attracting young people in the area.

Social hackathon: A social hackathon is an experiential learning and deliberation opportunity for local inhabitant groups to innovate solutions and generate new ideas, addressing a community challenge. In Võru, it tackles thematic issues on the quality of life and participation in rural areas, raised by both citizens and municipality officials.

Activities which have been implemented thus far, since the beginning of the implementation cycle (September 2022):

- Preparatory seminar and information to stakeholders and municipalities
- 23 – 24 September 2022: First Vunki Mano! Hackathon in Setomaa Municipality, Värskä
 - ⇒ Working groups/themes: 8
 - ⇒ Total participants: 81; most of them between 27 and 63, and only 6 under 26
 - ⇒ The winning theme selected by the Voru Development Centre for the EUARENAS project: „Competitive education for every student” by Setomaa municipality.
 - ⇒ Objectives: rethinking the education model and creating a new curriculum in Setomaa that provides more competitive and sustainable education around 3 topics: cultural heritage, health, and entrepreneurship.
- 22 December 2022: Study trip by the Setomaa team (5-7 members) to 4 schools, meeting 70 people
- 24 January 2023: Round table discussion in Setomaa with 82 participants, including the Minister of Education and research

Results which have been achieved thus far:

- In 2022, 8 topics were awarded, and one was used as a pilot program for Voru through the EUARENAS project: the Setomaa School project. The theme selected by the Voru development centre for the EUARENAS project: “Competitive education for every student” by Setomaa municipality.
- **Objectives:** rethinking the education model and creating a new curriculum in Setomaa that provides more competitive and sustainable education around 3 topics: cultural heritage, health and entrepreneurship.
- The clusters of topics of the participating ideas were: Education, Networking, Environment and Tourism.
- Vunki Mano's hackathon as a policy-making tool:
 - ⇒ Municipalities are willing to adapt this hackathon method in their localities.
 - ⇒ 1 hackathon organised
 - ⇒ 100 people involved
- Trainings have been conducted (training courses for municipalities representatives)
- Community reporting videos has made (results of community reporting and interviews)
- Engagement seminars for hackathon have been conducted (involvement trainings for officials and representatives of organisations)

- Communication plan has been implemented
- Summary report of hackathons is given for municipalities

What will happen next?

- 13 and 14 October 2023: Vunki Mano! Hackathon in Võru Municipality
 - ⇒ The second Vunki Mano hackathon will be a “political hackathon”, with the aim to achieve political decision-making.
 - ⇒ 48-hour-hackathon, 50 participants, at least 5 ideas from municipalities (at least 1 per municipality) plus up to 5 ideas from communities.

Leading to this second hackathon, there will be multiple activities

- Generating ideas:
 - ⇒ In June: preliminary event with employees of Development Centre of Võru County.
 - ⇒ 29 August: preliminary event with the people of the development strategy working group.
- Collection of ideas:
 - ⇒ August 2023: SETO-VÕRU youth festival
 - ⇒ In sessions on the 11 and 20 September 2023.
- Seminar for employees of the Development Centre of Võru County:
 - ⇒ The event will take place on June 7 2023; all employees of the Development Centre will participate.

Follow-up study, analysis of the results in October - November 2023.

3.2. Self-evaluation of the first results of the pilot processes

During the 2nd Phase of the Implementation cycle the pilot partners were engaged in a reflection on the evaluation of their pilot activities and tools. On the weekly meetings, the following questions were raised:

- 1) How can the results of the piloting actions (the first “prototypes” of piloting) obtained during phase 1 of Implementation be transferred into the policy making level?
- 2) What needs to be improved in the pilot prototypes so that they can be better used for policy making or transferred in other areas?
- 3) How can pilot cities evaluate their actions and summarise the results? How will they reiterate their action plan according to the results of these evaluations?

Following these reflections, the 3 pilot partners launched their evaluation processes in three different ways. In most cases the analyses of the results for the evaluations are still under development, in this report the main methods used, and the first results achieved can already be summarised.

In Gdansk, the evaluation of the local workshops was raised in the form of focus group interviews conducted by SWPS in collaboration with the pilot partner, the City of Gdansk. Two groups were interviewed: a) Municipal employees and decision makers (6 persons) and b) Community leaders (4 persons). According to the preliminary results, some important recommendations have been identified for the readapted version of the workshops:

- a) **Concerning preparation of the workshops**, several remarks has been made, especially when it comes to the recruitment of diverse group of participants: distributing a brochure before the workshops with the basic information; promoting the workshops in social media and informal networks (etc.

neighbourhood groups on Facebook); reaching out to local leaders, school councils; housing committees; organising promotional open workshops to attract more audience; preparing self-printing materials for citizens. It is important to pay attention to the language used – it was too middle-class focused and did not attract the youth. Moreover, the need to precisely identify the problem was seen as crucial – around 20 meetings with local stakeholders had taken place prior to the workshop, but there was no budget prepared for that. According to the organisers holding the workshops by an external expert was a good idea, however they estimated that more critical opinion would have been useful to improve the workshops.

Concerning the venue of the workshops: the organisers had the feeling that the meeting place was too small and therefore the groups were too loud and disturbed each other; however, the participants' opinion was different: they felt that being all in the same room made them more connected to each other, gave the feeling of real collaboration, and that they are part of a common vision.

Concerning the length of the workshops: according to both the organisers and the participants, they should be shorter, although perhaps one more day of deliberations – instead of a closing, open meeting – would be useful.

- b) The **substance of the meeting** has been assessed positively, though the municipality employees have noted that some participants lack proper knowledge of the basic terms – a glossary of city planning could have been useful. On the other hand, some participants said that they had expected more – but it was voiced by a long-term, experienced and highly educated activist. According to the participants, including a more interactive element into the series of workshops, such as a bike or walk tour in the district would be useful. They also lacked evaluation of their ideas mid-workshop.
- c) As **a general constant** it became evident that more engagement from the municipality experts would be helpful. It was a difficult and hard task to curate all necessary information for the workshop, even though departments were helpful and willing to collaborate. Citizens at the workshop were divided into separate tables in such a way that there were some experienced people at every single one of them. However, they still lacked more expert input (lectures, building technical competences to work with maps etc.).
- d) Finally, a clearer and more straightforward path of implementing **the results** should be outlined, either during the workshop or by the organisers. It also turned out that the workshops already had a local impact beyond its original purpose: people started to be contacted, and they created a local coalition that might become an NGO in the future.

In Reggio Emilia an online survey has been launched with the elected Consulte members. So far, the questionnaires were filled by the members of 3 councils, the results of the 6 others are still pending and the overall final analysis of the questionnaires will take place in the second half of June 2023. The survey asked the council members' opinion about...:

- 1) The relationship between them and the municipality;
- 2) The potential impact of the consulate on the area and the inhabitants;
- 3) The types of involvement to be engaged in by Consulte members;
- 4) The general impression of the Consulte project.

According to the first evaluation, the answers reflected a rather positive opinion about the process and the potential role of the Consulte. In the discussions about the survey, it became clear that the positive answers might also be linked to the fact that the overall process is still at its beginning; for obtaining real valuable feedback, a comparison with a second survey to be implemented at the end of the Pilot action might be needed. Furthermore, through the WP4 coordination, Reggio Emilia agreed to follow closely on the

implication and experience within the Consulte of 2 or 3 selected Consulte members, thanks to the use of narrative methods such as empathy mapping and storytelling. This additional process will complete the quantitative approach of the survey with a qualitative and narrative based method.

In Võru, the summary of the social hackathon took place in the form of a desk research analysing the feedbacks of the participants provided in the frame of an online survey and video interviews during and after the event that took place in September 2022. The research analysed the social hackathon based on several guiding questions, as follows:

- What were the ideas raised during the Hackathon?
- What kind of problems were raised and selected to be discussed during the Hackathon?
- How many teams were formed for creating project ideas?
- How much was the success of an idea depending on the sector and organisation it came from?
- What were the conditions, organisational background?
- How was the involvement of the municipalities realised?
- How was the overall facilitation of the participation organised and evaluated by the citizens?
- What is the role played by the local municipality in the successful realisation of the project?

The clusters of topics of the participating ideas were: education, networking, environment, tourism.

The main conclusions supporting the upgrading of the social hackathon into a political hackathon highlight the need for improving the external support (expertise, etc.) for developing and implementing ideas after the Hackathon. Furthermore, awareness needs to be raised within the municipalities on how the Hackathon could be a helpful tool for engaging stakeholders into a particular policy creation process, and that a more active participation on the municipality's side is needed.

3.3. Internal feedbacks of the action research process

At the end of the second phase of the implementation cycle we started preparations for the Evaluation cycle of WP4, including also an overall evaluation of the AR process in WP4 (see also annex 1.). Through discussions in weekly meetings and short bilateral interviews with pilots' managers we started to define the most crucial aspects in implementing AR for cities. These discussions were focusing on the general feedback of the cities on the overall action research process and more particularly, on how AR helped cities reach a smoother pilot implementation and enhance their opportunity of learning from and exchanging with the other pilots and partners.

Insights to WP4 project organisation for trans-national learning:

WP4 cyclical approach, predefined milestones and project organisation that holds pilots' co-creation process under regular collective observation, helped pilots to keep them on track and focused. Pilots value weekly meetings even if sometimes it is rather limited to information sharing about practicalities and not a full discussion. The parallelly evolving piloting processes might enable the three cities to have connections between their pilots, because all cities are in similar stages with processes and therefore share the topics for the discussion and trans-national mutual learning for improvement of their local actions. Parallel processes in similar frames (same milestones, tools etc) of the pilots help to create spaces for instant knowledge sharing. It is especially important as the pilot cases are taking place in very different geographical, social, and political contexts and implement different ideas in **EUARENAS**, then it enables to better compare this context-sensitive information and better link diverse experiences.

On the other hand, different context and applying different ideas for experimenting with citizen engagement are also creating barriers for mutual trans-national learning and stronger linkage of pilots. This highlights the language barrier in its broad sense. Acknowledging this barrier and having experienced how “lost in translation” can inhibit creative process, force cities to pay more attention about how to communicate about activities and results outside. It pushes more self-analysis to understand the core topics and messages and the most important implication and to generalise it in a way that helps others to relate. This kind of pressure avoids getting lost in details, but keeps the focus and reach a broader understanding and self-learning about actions taking place. It is also relevant for improving the local (regional) communication towards groups that are not aware of the project and topic of deliberation, but their contribution to local actions is important.

City visits in pilot places have been a favourable way to reduce the language and context barriers. All cities highlighted that after having been on site where pilots take place and experienced a closer look to piloting in its original context, improved the quality of further discussions, knowledge sharing and trans-national learning process. These personal experiences opened “corners” that have remained hidden or not understood during online meetings in a short timeframe. For example, the meetings have better clarified how and to what extent the critical issues encountered in local contexts were elaborated and addressed.

All cities find that learning from each other has been rather in the level of conceptualising deliberation and citizens participation for themselves and creating deeper understanding about deliberation and related concepts used in **EUARENAS**. Trans-national learning has not significantly shaped the piloting ideas in action, but building the knowledge background for improving the anchoring of experiences and expanding the general capacity for AR. The main sources for shaping and improving the actions and results comes from learning within local context and networks.

4. TOOLBOX – COLLECTION OF INNOVATIVE TOOLS AND METHODS OF DELIBERATION



4. Toolbox – collection of innovative tools and methods of deliberation

4.1. The state of art of the toolbox development in WP4

The Participatory Toolbox is one of the three pillars forming the work under WP4: it supports and is supported by the implementation of the pilots, and by the action research accompanying the pilots. The Toolbox is set to address a double objective: first, it assists the pilot cities in the implementation of their action plans by presenting and analysing the tools they can use during their pilots, and by presenting them suggestions on how to transfer these to their cases; second, on a wider scale, our Toolbox is planned to become useful for any other cities for implementing their projects and/or for creating their own participatory toolboxes.

The development of the toolbox is running parallel and in close interaction with the piloting and the Action research, based on the needs of the pilot cities identified during the Piloting process and the Action Research. By providing their permanent feedback on the use of the tools, the pilots feed the toolbox, and as such, the toolbox is an important instrument contributing to the practice-based outcomes of EUARENAS.

The development of the toolbox started in April-May 2022 with the description of the first draft version of the Participatory Toolbox¹⁵. During October/November 2022, pilot cities were interviewed about the tools they use during their pilots and their needs for improving further tools. Based on these interviews, several adjustments have been added to the original draft including the improvement of the content.

The methodology and the structure of the toolbox were updated in January 2023. This is the moment when Eutropean, responsible for the Toolbox development, started coordinating with a web developer who will develop the website where the Participatory Toolbox will be made available around the start of the year 2024. A list of 20 cases have been shortlisted to be included in the Toolbox. Six of them were taken from WP3 (case studies) to facilitate better cross-WP cooperation and connect the substance of different work packages. Further 14 tools (cases) were selected based on the needs of the pilot cities identified during the Piloting process and Action Research.

During the selection of tools, a wide range of deliberative democratic practices were covered and examples of processes from different European countries (with some global initiatives also included) were taken into account. Following this selection, in-depth interviews have been conducted since March 2023 with prior promoters or managers (implementers) of participatory processes.

Table 8: Summary of the main characteristics of the toolbox

Prospective users of the website
<p>The primary target group of the online participatory toolbox will be urban practitioners looking to study, plan or implement a participatory tool. These could be people working in the civic sector, at municipalities or other types of organisations working with local governments. This includes urban practitioners involved in the EUARENAS project and more specifically people working on the pilot participatory processes in Budapest, Gdansk, Reggio Emilia and Võru. The toolbox aims to also cater to academia, offering an in-depth view into some of the influential participatory tools and processes carried out in recent years. Professors, researchers and students alike will find materials that will aid their inquiries or work.</p>
Toolbox Structure
<p>Too much information often causes problems in online services, whether on ecommerce sites, news sites, social media, or any big datasets. One way to help users navigate through many dimensions is to allow them to narrow down the list of items to a manageable number that satisfies their specific criteria.</p>

¹⁵ D.4.1 Toolbox experimental - participatory toolbox, EUARENAS, June 2022

In this regard, the Toolbox is shaped around two main categories: filtering and non-filtering. The former narrows down the list of tools through filter values, while the latter further describes the selected tools. In the following subchapters, the two categories are depicted in detail.

Filtering categories

By filtering it is possible to analyse a given set of content to exclude items that do not meet certain criterion. Importantly, a filter category is one or more properties of the items, which contains several filter values. In accordance with the dimensions of the Toolbox, the filtering categories are the following (in brackets the filter values):

- Tool (*citizen’s assembly, participatory budgeting, social hackathon, ...*)
- Scale (*International, national, regional, municipal, district or neighbourhood level*)
- Promoter (*national, city or district administration, NGO, informal group, individual citizen, and other*)
- Participants (*Representative, regular citizens, minorities, specific age or gender groups or marginalised groups*)
- Level of participation (*manipulation, therapy, informing, consultation, placation, partnership, delegation, citizen control*)
- Decision (*binding or non-binding*)

Non-filtering categories

Based on the filtering categories and the respective values, a selection of cases will be included in the Toolbox. Each case in the Toolbox, in addition to the previous categories and values, is communicated in a sort of a data-sheet that summarises the core of the selected case. The one-pager contains the following non-filtering categories:

- Abstract: summarising the case;
- Motivation: a reason or reasons for acting or behaving in this specific way;
- Financial aspects: the number of resources necessary to the promoter to finance the process and the related activities and the sources of funding;
- Ambition: the desire to do or achieve a particular result;
- Recruitment: how did the promoter of the process go about the recruitment of participants, what were the challenges, etc.;
- Process: a series of actions or steps taken to achieve a particular end;
- Inclusivity: how inclusive was the process and who (which demographic, ethnicity, etc.) was included;
- Outcome: the way the process turned out;
- Adaptability: how adaptable the given tool would be in different contexts, what would be challenging.

What went wrong: with the term “bad practice” we refer to a case which is not only bad, but a case that has been proven to not work well and produce bad results, and is therefore not recommended as a model. Whether a case turned out to be a bad practice will be mentioned.

Table 9: Cities/cases selected so far for the tool box

Name	City	Country	Method	Promoter	Scale
Józsefváros Office for Community Participation	Józsefváros, Budapest	Hungary	Multiple	City/District Administration	District/Neighbourhood
Copenhagen Citizens’ Assembly	Copenhagen	Denmark	Citizens’ Assembly	City/District Administration	District/Neighbourhood

District Liaison Officers	Helsinki	Finland	Neighbourhood Forum	City/District Administration	Municipal
Gdansk Participatory Budgeting	Gdansk	Poland	Participatory Budgeting	City/District Administration	Municipal
Quartiere Bene Comune	Reggio Emilia	Italy	Co-City	City/District Administration	District/Neighbourhood
Social Hackathon	Voru	Estonia	Hackathon	NGO	Regional
Vorarlberg Citizens' council	Vorarlberg	Austria	Citizens' Assembly	City/District Administration	Regional
Helsinki Youth Council	Helsinki	Finland	Student Council	City/District Administration	Municipal
UK Climate Assembly	-	United Kingdom	Citizens' Assembly	National Government	National
Newham Permanent Citizens' Assembly	Newham, London	United Kingdom	Citizens' Assembly	City/District Administration	Municipal
World Wide Views on Climate and Energy	-	Worldwide	Mini Public	NGO	Global

CONCLUDING REMARKS



Concluding remarks

The above document was the product of a wide scale collaboration between the WP coordinators (the authors of the report), the pilot cities and other project partners. We intended to present here the complex and innovative process of Action research and its first results which have been realised during the past one and a half years of the piloting.

WP4 will enter the third phase of the implementation cycle in July 2023. This third phase is dedicated to the testing or adaptation of the improved versions of the pilots' outputs. Following implementation, a final evaluation phase will start, where WP4 partners will work in close collaboration on the cross-case analysis of the pilots, the action research as well as on the finalisation of the toolbox. A first draft of the main dimensions and questions of this cross-case analysis can be found in the annex of the present report.

As a final expected outcome of the evaluation period, WP4 will create, apart from the toolbox, a methodology on how to follow up and support deliberative processes in cities, including needs assessment, action planning, monitoring and impact assessment. These results, together with the detailed reports of the cities on their local pilots, are to be presented in the final report of WP4.

ANNEXES



Annex 1: Future steps and dimensions of a cross-case study analysis of the pilots

During the third phase of Implementation, WP4 partners will start to co-design the dimensions and main aspects of the evaluation of the pilots. This methodology will be based on all the activities undergone during WP4, and on the main cross case analysis of the evaluation part of the piloting.

*A first set of ideas and aspects to be used during this analysis/evaluation period were raised and discussed in large part **during the WP4 meeting held in Võru on March 29-30th 2023**, and improved based on further discussions with the cities and the other WP leaders, as well as at the CoP members' meeting held on May 16th in Berlin.*

The above presented ideas and questions and are not exhaustive; yet they will form the basis of the common work during the forthcoming months. For the finalisation of the evaluation questions, WP 4 will work in close interaction with with WP1 (Theory), WP3 (case studies) and WP7 (policy recommendations).

Challenges and successes identified by the cities

As a first comparative assessment, pilot partners identified the main challenges they met during the piloting actions. The discussion was dedicated to collecting useful information for the toolbox development and to help the partners identify the interview questions to be asked to the promoters of other participatory processes planned to be integrated into the toolbox. On the other hand, these questions also raised some fundamental aspects of the implementation of the pilots and contributed to the reflection on the aspects of the overall analysis.

The topics that were covered during the workshop were around:

What challenges did you face when...

1. ...choosing the target group;
2. ...planning participatory process;
3. ...seeking funding;
4. ...recruiting of participants;
5. ...working on the inclusiveness of the process.

Biggest lessons learned based on challenges

Results:

1. Choosing the target group

In Gdansk, the identification of the target groups was based on a preliminary research on the socio-educational background of the district's population. The aim of the city was to identify the participants of the workshops in a way to cover the same division of social group in the real context. The identification of the criteria of selection was sometimes challenging because they had to take into consideration some ethical issues. This is why for instance, the ethnic belonging, or the citizenship of the people were not included into the analysis.

If the identification of the groups was relatively easy, it was really hard to reach them. Five established categories of participants were identified. The main difficulties were in reaching some specific target group, such as business and entrepreneurs which didn't really care about the project or it was difficult for them to find the time to participate in the workshops.

In Reggio Emilia, the Coculte project targeted all inhabitants, so there wasn't any no problem about defining a target group. As for the elected part of the Consulte, every inhabitant could be a candidate at the elections with two conditions: being over 16 years old and being a registered inhabitant of the city. Concerning "grouped stakeholders", the non-elected part of Consulte, as they wished for every category to be represented in the elections, Reggio had to divide the groups within categories themselves. Here 8 different categories were identified and were chosen only among the most representative part of the population

In Võru, the youth was initially the target group, but later they decided to work with the entire society and concentrate on involving a large variety of social groups. In the end, the representation of youth was rather weak.

As a general observation, cities highlighted that the identification of any selection criteria for identifying the target groups contribute to the decrease of inclusiveness of the deliberative process..

2. Planning the participatory process

In Gdansk the biggest challenge of planning the process was to decide about the frequency - whether they should be held once a week, or once a month- and the schedule of the events - the afternoon or morning; the importance to consider external events was also discussed (e.g. Poland football match), besides the availability of the political representatives.

In Reggio Emilia the voting of the Consulte members had been originally planned to be fully online through the digital platform ELIGO, however some candidates asked for physical voting points. This was run smoothly, and volunteers helped to succeed.

In Võru the organisers of the hackathon found difficulties about the establishment of the topics which might be of interest for one municipality but not for others. Here the "diversity" of the topics was an issue.

3. Seeking funding

In all three cities, the **EUARENAS** funding is covering the pilots therefore there was no need to find complementary resources. However, after the ending of the project, it will probably be difficult to find funding for the follow up.

In Võru, the idea is to search for external funding to support the team after the end of **EUARENAS**.

4. Recruiting of participants

In Gdansk it was challenging to involve certain specific groups. First, the business sector: the big businesses didn't respond to the inquiries at all while the small businesses answered the initial survey questions but did not take the time to attend the workshops. Second, the engagement of minorities and migrants was also challenging and not very successful. In the future more posters and flyers need to be handled, and the idea to include church and ecclesiastics movements to advertise the participatory planning process was raised as well.

In Reggio Emilia the city tried to recruit people with a large variety of backgrounds, this is why the criteria of eligibility were left wide. They recruited via associations, and the churches – although they decided that the latter should not be included as religious entities just as local associations.

5. Working on the inclusiveness of the process

In Gdansk inclusiveness was an ethical concern during the identification of the target groups and the

selection of participants. Is it ethical to invite people because of their race, sexual identity, religion, etc, just to ensure the social representation purpose, or not? In the end, the team decided to not ask for these data and is not aware of those personal specificities. In their questionnaire they only asked for age, sex education, flat and street, other information such as disability, sexual orientation were not asked. Most participants were middle-aged, under 65-year-old, and with higher education degrees. The school the workshops took place in was not perfectly accessible. The disseminated communication also didn't specify that the event was inclusive and adapted to disabilities.

In Reggio Emilia, the process was especially very inclusive because the focus was wide, including only to citizens but also any inhabitants who are registered in the city, independently of their national belonging.

6. Main lessons learned

Gdansk: First lesson: "you can't base your action plan on materials and theories provided by the academia, it is detached to some extent from the real process". Second: "there is still a need to work on the internal municipal team's knowledge and competences".

Reggio Emilia: "People who don't have any trust anymore in public institutions want to be personally involved and know the limits and possibilities of their engagements, and what the municipality has to offer. Only after having this information are they willing to participate and cooperate. There is therefore a lack of trust, and the way to gain trust and to put people in the centre of the process and to have clear information."

Vöru: "Communication is important since the start and the final results cannot be planned at the start of the process, changes, unpredictable things might overcome and we need to respond to them." In the future it is important to put a higher attention on inclusiveness through: 1) the representation of youth and elderly; 2) by attenuating the overrepresentation of highly educated people 3) selecting the space/venue by following also the aspects of social inclusion 4) on the communication before and during the process

Preparation of Evaluation Cycle - dimensions of the cross-case analysis of the pilots

The Evaluation Cycle will last 4 month after the ending of the pilot implementation and will lead to eh analysis of the piloting on several layers:

- a) A cross case analysis of the pilots the processes and their results;
- b) A critical analysis of the action research and based on that, the description of a model process transferable to other cities;
- c) The critical analysis of the use and potential improvement of the Toolbox.

The questions and methods of the overall analysis are going to be worked out during phase 3 of implementation with the help of the cities and the other partners participating in WP4. However some preliminary activities have already been done, preparing for this common reflection.

As for the analysis of the action research process, a first round of bilateral discussions took place in May/June 2023 with the pilot cities (see 3.3.)

As for the cross-case analysis of the pilots themselves, during the personal WP4 meeting in Voru, an entire section of group discussions was dedicated to identify the dimensions and some initial questions.

At first, some key values have been identified to be achieved by all pilots such as:

- Sustainability and continuity
- Replicability

- Innovation
- Inclusivity
- Urban justice
- Learning and transferability

These values can be represented in different levels: in the piloting processes themselves, or in the final results and outcomes, in the general changes created, or in all of these at the same time. The cross-case analysis will pay particular attention to identify how and where these values were represented or created, and which are those eventually missing.

The discussion on the dimensions of cross case analysis took place in the form of an *open world café*. Contrary to the usual practice of launching the world café discussions with one initial question at each table, in our practice there had been no predefined questions. During the first round, participants of each table had the freedom to identify the main topic they wanted the table to deal with. This topic was maintained as the basis of the discussion during the following rounds as well. In this way, the main dimensions of analysis were identified in a free way by the cities and the partners themselves with a smooth support and guidance if needed, by the table moderators.

Based on these first rounds, 3 main dimensions of the analysis were identified as follows

1. What are the main organisational elements of the pilots, what are the main issues and how have these been resolved by innovative methods? How can these challenges be linked to local specificities?
2. What are the different levels of policy impact and how can these be observed in the pilots?
3. What are the main forms of the impact of deliberative processes on local societies?

Following a feedback discussion with all project partners on the summary of the world café's results, a fourth dimension has also been identified with the partners:

4. What are the main impacts of the pilot on learning and transferability?

In the following the main questions/reflections linked to each of the dimensions will be summarised¹⁶.

1. The overall organisational challenges and their link to innovation and local characteristics

In this point the analysis provides a comparison on how the deliberative processes were conducted in the pilot cities. What were the main challenges and how did cities overcome them? How can these challenges and the solutions provided be linked to the local characteristics, the political context, the local barriers or advantages and how can we assess them as more general features?

In the cross-case analysis, the information provided by the cities on their initial situation (based on the zero-evaluation template and the needs assessment realised during the preparation cycle) will be compared to their feedback on the overall pilot implementation.

The information on the initial state of art are as follows:

- The socio-economic situation of the city (or area)
- The key challenges in the area: social, economic, environmental
- The structure of local governance and decision making
- The deliberation tools already used in the city/by the municipality

¹⁶ The summary also includes some changes based on the discussion with the members of the Community of Practice that took place on 16.05.2023 in Berlin.

- The level of participation in the area according to the estimations
- The existing characteristics of the local structures/decision makers etc. that support the future pilot in deliberative democracy
- The availability of any complementary budgets

The feedback the piloting process will be analysed in the following topics/questions:

i. The planning of the pilot process

- Challenges to plan the overall process and to make it compatible with the **EUARENAS** objectives and time frames
- Challenges to identify the topics of deliberation
- Challenges to find the full support for decision makers

ii. The recruitment of the participants

- Challenges to maintain inclusivity, raise interest and add value to the participation
- Adapting the call to the target groups (finding the ways to attract different target groups)
- Representativeness vs. diversity of the participants (diversity of participants needs to be balanced by representativeness)

iii. Keeping the process to the main values of inclusion, innovation, sustainability...

- Dealing with ethical concerns: what are the data that we can ask to the participants
- Challenge of identifying and mitigating the risks of exclusion (stigmatisation)
- Challenge of using concepts with an administrative connotation: “citizen” vs “inhabitants”
- Seeking synergies for other local programs and fundings (sustainability)
- Challenge of taking into consideration the local context and competencies

iv. Finding solutions to using the pilot’s results in the local policy making

- Challenge of keeping decision makers on board
- How to deal with the dilemma between flexible and open deliberative process and the often-contradictory political interests in the municipality
- Challenge of raising attention and political motivation of decision makers
- Taking into consideration the informal paths and informal actors’ roles

2. The different levels of policy impact – challenges of systemic change

Generating change in the local political system, introducing participatory tools, approaches and methods in policy making can be considered the main objective of the pilots. The different stages of our action research (including impact assessment and empathy interviews with the team members) showed that 1) achieving such systemic political change is not a linear process, and it may involve several ups and downs, unexpected difficulties and challenges and 2) the policy impact can be observed in different fields and levels, depending on the time passed since the start of the process, the general context, the engagement and expertise of the people participating in the process, etc.

The observation and assessment of these impacts are linked to a variety of signals and forms. Sometimes they can be described with the help of clear qualitative or quantitative indicators (for instance, the number of municipal departments involved in the process, the number of decisions made, etc.). Other times only some slight changes in behaviours, narratives, or some small events indicate the possibility of a change at a

certain level of the local policy making. No hierarchy is needed to be identified between these signals though: a small change in the behaviour of council members regarding a proposal can be a first but inevitable sign of a real systemic impact.

WP4 partners decided to map the possible signals of change based on the observations of the pilot cities and to create from it a toolbox of signals that eventually might help other cities in the future to evaluate the impact of deliberative processes on the overall municipal policies.

The transfer from one sign to another is often introduced by some changes of perception, an event, or the accomplishment of a certain activity within the pilot that can be therefore regarded as a turning point, a Momentum of Change. The cross-case analysis will observe if these Momentum can be identified and compared with the help of storytelling-based interviews to be conducted within the cities after the ending of the pilot implementation.

3. The forms of impact on the local societies: human and organisational dimension of deliberation

The third dimension of cross-case study analysis focuses on the forms of the project impact on deliberative processes in local communities (local societies). This dimension explores the grass-root level of democracy, how it is exercised, and what impact it brings. This allows us to dive more deeply into tracing the possible elements, relations and dynamics that constitute the process of change. This dimension helps to link micro and small-scale experiences to more abstract and broad units of analysis to draw a comprehensive and rich overview of the pilots. With project partners, we identified three sub-dimensions for structuring this layer:

- Impact on local democracy
- Impact on citizens and communities
- Impact on relationships

In the analysis of the impact on local democracy, we explore how the project influenced the local decision-making process from the participators' point of view. We approach this question both from the general point of view of the principles of democracy (like plurality, transparency, legitimacy, accountability, etc.) and from the organisational point of view on how to carry these principles into action through organisations. In this sense, this approach will be complementary to the previous point, as it will analyse the changes of behaviour and approach to democracy of the participants not involved in the decision-making process (the inhabitants, the local stakeholders, etc.).

In the analysis of the impact on citizens and communities, we explore how the participation affected attendees' everyday lives and well-being and what was the direct impact on the local community. How pilot activities (citizen participation) were engaged in the local everyday life of communities. Furthermore, we pay attention to the spatial aspects, for example what was the environment where deliberation happened and what influenced the process (for instance, the advantages of the venue of the deliberative meetings, etc.).

In the analysis of the impact on relationships, we explore how deliberation influenced local relations between different actors and what affected them. How is the aim of deliberation (changes in power relations) expressed at this level?

4. The impact of the pilots on the local knowledge: learning and transferability

Learning and transferability are key elements of deliberative processes and as such of the **EUARENAS** pilots. They have been identified as a common criteria both for the analysis of the case studies, and of the Pilots. For the latter two main approaches have been identified so far:

- a) Learning and transferability as part of deliberative processes:

Deliberation and participation are processes that by definition have unforeseen elements, often raising the need of improvisation, flexibility, creation of new solutions. This specificity in itself means that these processes include the necessity of a permanent learning and adaptation to the local needs on behalf of the leaders/initiators of these processes.

Furthermore, the **EUARENAS** piloting is also focusing on the creation of transferable deliberative tools and methods. The three cities working actively on their pilots are all engaged in the adaptation or improvement of their pilots in 3 different forms.

- Vöru: adapting the Social hackathon to a political hackathon
- Gdansk: repetition of the participatory workshops in other districts
- Reggio Emilia: perfecting the functioning of the Consulte

The cross-case study analysis will examine the methods/forms of learning as realised by the cities throughout the process, and how it helped them to replicate and/or improve their initial prototypes and/or results. A non-exhaustive list of these learning processes is as follows:

- Evaluation workshops with participants of the deliberative process
- Empathy interviews, focus groups interviews for obtaining feedback from the participants, decision makers and the organisers
- Evaluation questionnaires
- ...

b) Impact on the project of the action research process

The aim of action research is per definition to provide immediate impact on the process based on the observations of the participants of the process. Based on the pilot cities' evaluations, we will analyse:

- How did the ongoing process of piloting itself change the project? Was it a self-learning process and the plan was evolving based on the results of action research?
- How successful was the action research in this project? What was difficult in it for pilots?

Annex 2: Zero Evaluation template

WP4 – State of art/zero situation evaluation

As agreed in Reggio Emilia, in the frame of the Action research, we would like to ask our pilot cities to provide us with some basic information on the initial situation of the cities. This will help us to permanently double check the achievements and impact of the pilot actions on *the local level, according to the local cultural, social, governance etc. conditions.*

This document will on the other hand, help you evaluate the zero situation of your city, to summarize the needs, potentials and capacities and as such will hopefully contribute to the creation of your action plans.

Please answer to the following questions, and share them with us by **June 30th 2022**.

1. Description of the pilot area and its socio-economic context

1.1. Please present the area the pilot is planned, provide a map if possible.

Size and location of the area	
Administrative status of the area	
The geographical location within the city/region/country (peripheral, core etc)	
The main function of the area	
Connectivity and quality of local transport	
Others?	

1.2. What are the key socio-economic characteristics of the area?

If no relevant data exist on the area itself, please give estimates based on data of the city, or other documents. Please state the source of this information.

The composition of the population

Number of inhabitants (2020 or later)	
Tendency of the change of the population	
Unemployment rate (%)	
Ethnic composition (in % of the ethnic groups living in the area)	
Age composition (in % of inhabitants according to the age groups)	
Educational level of the population (% of inhabitants according to their educational level)	
Other?	

Economic profile

Value GDP/inhabitant	
Tendency of economic development (growth or decline?)	

The key economic sectors and specification of the area	
Number of local registered enterprises / Are there big enterprises among them	
<i>Other?</i>	

Social and cultural characteristics

Dominant type of housing (age of housing, construction type)	
Dominant type of housing ownership (Municipal/state/private/cooperative)?	
Share of social housing	
Main cultural events, institutions	
Availability of educational institutions on different levels (primary school secondary school, university?)	
Availability of social and health care institutions	
<i>Other?</i>	

Environmental characteristics

The environmental issues of your area	
Emergencies	
Pollution	
Polluting infrastructures	
Presence of green areas per inhabitants	

1.2. What are the key challenges of the area ?

Please describe briefly the key challenges, topics identified as issues in your area by the local strategies.

Social problems (unemployment, migration, housing, poverty etc)

Economic problems (economic environment, availability of inputs, smartification, etc)

Environmental problems (clean air and food, transportations, housing, energy, other CO2 emissions, waste etc.)

Any other specific challenges

2. Political decision making and administration

Please precise the **administrative structure** your area is belonging to, and what is the administrative role of your area within it?

Please describe the key **political decision-making competences** on the level of the area (Full autonomy, Partly autonomy, no local decision making competences..)

3. The use of deliberative tools in your city/area

These questions have already been raised a couple of times, during our meetings and partly also in the case studies. If this is the case, please just put a reference, or a short summary.

Please describe the main participatory tools/methods already used by the local government, local policies in your area? In what topics they are used, since when, and are they successful?

What is the role of deliberation or participation in the decision making in your city/area?

Please estimate a level of this role between 1 and 10: 1 meaning no role of deliberative democracy at all in your municipality, and 10 where deliberative democracy is regarded as a regularly used approach/tool for decision making. Please explain you score.

4. Local needs

Please summarize the needs of inhabitants/citizens, based on the Community Reporting stories gathered in WP5 (see your reports for ideas of input) and other surveys or discussions, that your pilot would like to tackle with. If you use any other surveys or discussions, please provide details of them (e.g. when were they from, who was involved in completing them).

Please summarize the results of the Focus group interviews in the area from the perspective of the needs and motivations of your local stakeholders

Please summarize the key challenges of your area based on the discussions with citizens and stakeholders.

Are there existing policies, plans, strategic framework in place related to the above identified needs and challenges? If yes, please list them and also mention if you think you will use them in the frame of the EUARENAS pilot.

5. The pilot idea

You don't need to detail here the pilot itself, this will be done in the Action Plan. Just please place the pilot in the overall context developed under the previous points.

What is the main ambition of your pilot? What kind of change do you want to generate in your area?

What will be the possible focus of your pilot? What will be your more concrete objectives?

What will be the key results and expected outputs?

To which SDG is the pilot answering to? (if you know or you think this is relevant)

6. Expected impacts of the pilot – your ambitions

What are the expected impacts of your pilot? Please identify impact on the different levels: the municipality, the different groups of inhabitants, the stakeholders, the urban tissue, the institutional system, the regulatory system, the planning system, etc. You can use the suggested categories or create other ones if needed.

Urban and Environmental impact

Social and Cultural impact

Economic impact

Political and institutional impact

Technological and digital impact

Other:....

7. The organisation background of your pilot

What kind of political support your pilot will have? Are there elected officials actively supporting the project? On what level is the project supported?

Describe your organisational capacities to innovate. Are there sufficient organisational capacities and resources available for the implementation of the action plan? (i.e. acceptance and promotion of innovation within the organization; encouragement and equipment for public servants to innovate; support to explore, iterate and test; cultivation of new partnerships and involvement of different voices; diffusion of lessons and practices; etc)

Have you already set up a team for the implementation of the pilot? If yes, how many people will be involved, and what will be their roles?

Have the relevant stakeholders to be involved in the action network been identified and mobilised? Who are they and what are their motivations? Have you already carried out a stakeholder analysis (pls see our Miro board)

Do you have a network group around the piloting? If yes, is it built on an existing group or forum involving stakeholders, or is this set up as a new group for the pilot? What are their roles? If you don't have such a group, do you plan to create one?

Do you plan to use additional resources to the pilot beyond the **EUARENAS** project budget? If yes, have you already activated it?

Please describe your main concerns/problems regarding the planning and implementation of the pilot? Please don't hesitate to list as many problems, potential threats as you can identify now.

Thank you for the answers.

Annex 3: Action Plan template

WP4 – Action Plan Template

Part 1: INSTRUCTIONS AND TERMINOLOGY

Dear Pilot cities,

Please use this action plan template together with the action plan co-creation canvas on the [EUARENAS Miro board](#). We strongly recommend you do this action planning process together with the stakeholders you will collaborate with and the local team that will implement the pilot.

Please work on your action plan process as follows:

Please read carefully the following template document, as it contains also some important information on the process to be done and explanation of the terminology used.

Step 1: Co-creation of the main elements of your Action plan:

If possible, organise an at least 2-3 hours long working session with your partners. On the MIRO board each organisation will find their action plan canvas: a blank frame with description and post-its of different colours.

You can use this platform or you can also create the same canvas on a flip chart if you prefer to work offline with your partners. In the latter case, please do not forget to copy paste the results into the MIRO board so that we can use them during the Action research phase.

Please plan the main elements of your pilot by using the following logic:

1. What is the main change you want to generate? What are the expected short/medium/long term impacts of your pilot?
2. What are the main outcomes that you need to achieve in order to generate the impact?
3. What are the outputs/tangible results or products that will help you to achieve the outcomes?
4. What are the activities needed to be done to create the outputs?
5. What are inputs: the resources that you will need and use?

Please find a more detailed explanation of this terminology below.

Once discussed about all these with your partners/team, use the canvas on the MIRO board and put the ideas that you had on the relevant post-its. Place your post on the canvas, starting with impacts, followed by outcomes, outputs, activities and input.

This done, please revisit your scheme and indicate the connections between these elements. For this activity, please start your reflection on the other way round: start with input, then activities, check how they lead to the outputs, these to the outcomes, and those to the impacts.

If all connections are logically built, and you can show clearly how activities will lead until the expected impacts, identify some basic assessment indicators and indicate them on your canvas as well.

Step 2: Fill in the template

Based on the canvas you can start thinking about all these elements in more details, based on the following template. Again, please start your reflection with impact, outcomes...

This activity can be done by the closer pilot team. Double check regularly if your plan corresponds to that on the canvas.

Step 3: Final check and timeline

Once the template is filled with all details, please go back to the MIRO board, and complete your canvas, if necessary, by also indicating the main assessment indicators.

Please fill in the timeline that you will also find in your frame on MIRO.

A demonstration of the MIRO canvas will be provided to all of you during a short meeting.

Glossary

Please find here a short explanation of the terminology that we would like to use in the ACTION Plan and Action research.

Impact: the main change that the pilot will generate and that will play an effect on the pilot's target group. (for instance, young people, people with migrant background, etc.)

short term~: the change that you can observe/measure immediately after the pilot implementation

medium term~: a change is expected 1 year after the ending of the pilot

long term~: a change expected during the following 5 years

Outcomes: Outcomes are the main results of the pilot that contribute to the impact and the main social change to be generated by the pilot. These outcomes can be of any kind for example:

- A new policy or policy making approach in the municipality
- Target groups become informed or empowered by new skills, knowledge or information
- Innovative participatory tools or methods are created
- Decision makers obtain new experience with specific target groups
- Etc.

Outputs: Outputs are the tangible results or products of the pilot activities that will lead to the outcomes presented above. They can be of any kind as follows:

- A participatory or community event with a specific aim
- A training
- A new rule/regulation documented
- Summary of interviews
- A publication
- An online tool for supporting digital participation
- Etc.

Indicators: The achievement of the expected impacts, outputs and outcomes can be assessed by quantitative and qualitative indicators.

Quantitative indicators are the measurable data that prove if the expected impact, outcomes or outputs are achieved. When identifying these indicators, one has to be careful to provide rational, accessible, and realisable data.

Qualitative indicators are useful for providing more nuanced assessment of the impacts, outputs and outcomes. They can also provide information on the quality of the generated change when this change cannot be assessed yet with quantitative performance indicators. Qualitative indicators can be produced with the help of interviews, storytelling methods, photos, videos, reports, etc. When identifying these indicators, one needs to pay attention to avoid biased or superficial questions.

Activities: the concrete actions that will be undertaken for achieving the outputs, for instance:

- Organising of a meeting
- Co-creating of a participatory tool
- Interviewing
- Creating a training curriculum
- Etc.

Inputs: All types of resources that you need to use for implementing your activities. In this template we suggest you to differentiate the following inputs or resources:

- Financial (especially resources other than EUARENAS)
- Institutional/stakeholders who support you
- Material and technical
- Knowledge and methods
- Tools, especially from the EUARENAS toolbox

Part 2: PILOT ACTION PLAN TEMPLATE

I. Short overview of the pilot

This is a summary table, containing the main basic elements of the Action plan. Please DO NOT START to fill it as a first step; fill this table gradually, based on your answers to all the questions of the following template.

Main objective	
Specific Objectives	
Targeted area and its' challenge	
Target group and their needs	
Expected outputs	
Expected outcomes	
Expected impact	

II. Impact: What is the main change you want to generate?

II.1. How did you identify the need of this change?

II.2. Please identify the short-term impacts of the pilot? Please show us how with the help of quantitative and qualitative indicators what you want to be changed by the end of the pilot, and how you can assess it?

Qualitative indicators:

Title	Description

Quantitative indicators:

Title	Description

II.3. Who will be the main beneficiaries of the Pilot project?

II.4. What will be the medium and long-term effects of your pilot?

One year after the pilot’s ending?

5 years after the pilot’s ending?

III. Expected Outcomes

What are the main outcomes you need to accomplish for achieving the expected change? How these outcomes will generate change, and how this change will lead you to the main expected impact?

Please fill the table for each outcome by showing the logical structure of their achievement. Please copy the table as many time as many outcomes you would like to present.

Outcome 1:

Title	
Short description	
What kind of change it will generate?	
Qualitative indicators	
Quantitative indicators	
When do you want to achieve this?	
How will it contribute to the success of your pilot?	
What are the main risks of the achieving of this outcome?	

Outcome 2:

...

IV. Expected Outputs

What will be the tangible results/products of your pilot?

Please fill the table for each output by showing the logical structure of their achievement. Please copy the table as many time as many outcomes you would like to present.

Output 1:

Name	
Short description	
Qualitative indicator(s)	
Quantitative indicator(s)	
Which activity will lead to this output?	
When will you achieve this output?	
Which outcome(s) it will contribute to?	
Any comments?	

Output 2:

...

V. Pilot activities

What will be the activities to be undertaken during the pilot?

Please present all you pilot activities one by one. Please fill the table for each output by showing the logical structure of their achievement. Please copy the table as many time as many activities as you would like to present.

Activity 1:

Activity name	
Description	
Who will be responsible for the implementation?	
When will it take place?	
What are the main financial, material, and non-material resources you will use?	
What are the expected outputs (tangible results) of the activity?	
How will the activity contribute to the main outcomes?	

Activity 2:

...

VI. Inputs – what do you need for implementing your pilot?

Based on the previous questions, please revisit what are the financial, material and non-material resources that you need for the successful implementation of you pilot.

VI.1. Financial resources

Will you need to use any additional financial resources that cannot be covered by the **EUARENAS** project?

Source	Amount	How it will be purchased?

VI.2. Institutional and stakeholder support

Which are the main stakeholders, institutions whose support is needed for the implementation of your pilot? What are the connections with them?

Name of the stakeholder/institution	How will they contribute?	Do you already have an agreement with them/when do you plan to make an agreement?

VI.3. Material and technical resources

Conference room, IT, etc.

Name	Which activity is the material needed for?	Status of the purchase and resource needed

VI.4. Knowledge and methodological resources

Tools, good practices/cases

Name	Which activity is the material needed for?	Is it already available or if not how will you obtain it?

VI.5. Tools

Will you use any of the tools included into the **EUARENAS** toolbox? Please explain how.

VII. timeline

Please go to the [WP4 MIRO board](#), and fill the timeline by indicating the timing of your activities and expected outputs.

Your timeline and the canva of the Action plan will be imported to the present Action Plan document

Name	Which activity is the material needed for?	Status of the purchase and resource needed

VI.4. Knowledge and methodological resources

Tools, good practices/cases

Name	Which activity is the material needed for?	Is it already available or if not how will you obtain it?

VI.5. Tools

Will you use any of the tools included into the EUARENAS toolbox? Please explain how.

VII. timeline

Please go to the [WP4 MIRO board](#), and fill the timeline by indicating the timing of your activities and expected outputs.

Your timeline and the canva of the Action plan will be imported to the present Action Plan document

Annex 4: Assessment questionnaire on Phase 1 of implementation

Assessment questionnaire WP4: Part 1 of Pilot Implementation Phase

Sept 2022-Jan 2033

Activities, actions and results: what has been achieved after the first phase of Implementation?

Following the ending of the first part of the Implementation phase of WP4, this document will help us to permanently double check the achievements and impact of the pilot actions on the local level, according to the local cultural, social, governance etc. conditions. It will also help us move forward the Project Review taking place at the beginning of March 2023.

Please read carefully the template. In case of questions asking detailed answers on activities, impacts, etc, please use the provided sample table models to answer each question by copy pasting the tables in as many examples as you need.

Please incorporate **impact indicators with data and values** in your answers as it is necessary for the subsequent drafting of the report.

Please answer to the following questions, and share them with us by 27.02.2023.

I. ACTIVITIES

Describe what you have achieved during this first part of Implementation: which activity was put into place, how you achieved it, and which results were obtained?

Activity n°1 - Name

When	
Where	
What type of activity	
Who were the people included in the activity	
Who were the people affected by it	
Main outcomes	
Results achieved through the activity	
How did you evaluate the activity?	
Any other relevant information	

Activity n°2 - Name

When	
Where	
What type of activity	
Who were the people included in the activity	
Who were the people affected by it	

Main outcomes	
Results achieved through the activity	
How did you evaluate the activity?	
<i>Any other relevant information</i>	

Activity n°3 - Name

When	
Where	
What type of activity	
Who were the people included in the activity	
Who were the people affected by it	
Main outcomes	
Results achieved through the activity	
How did you evaluate the activity?	
<i>Any other relevant information</i>	

Activity n°4 - Name

When	
Where	
What type of activity	
Who were the people included in the activity	
Who were the people affected by it	
Main outcomes	
Results achieved through the activity	
How did you evaluate the activity?	
<i>Any other relevant information</i>	

Activity n°5 - Name

When	
Where	
What type of activity	
Who were the people included in the activity	
Who were the people affected by it	
Main outcomes	
Results achieved through the activity	
How did you evaluate the activity?	
<i>Any other relevant information</i>	

Please continue if needed

What were the major issues (if any) compared to the Action Plan, and what are the necessary changes that resulted from those issues?

Please describe:

Change1:.....
.....

Change2:.....
.....

Change3:.....
.....

Please continue if needed

II. OUTREACH – Beneficiaries and partners on the local level

II/A Beneficiaries

1. Basic quantitative indicators

Please fill in the table for each activity you implemented. Don't hesitate to add lines for further activities if needed. Take care that the numbering of the activities corresponds to the one presented in the previous section.

	Number of participants	Share male/female	Main age groups & share in %
Activity 1					
Activity 2					
Activity 3					
Activity 4					
Activity 5					
Activity 6					
....					

2. Qualitative indicators

a) Social/economic composition of the beneficiaries - citizens

Please describe the composition of the participants/beneficiaries of your activities according to their social status, gender, age, ethnical belonging. If possible, add other indicators as well, i.e.: marital status, educational level, etc..

	Composition of beneficiaries – citizens: Social status; gender; ethnical belonging; migrant or minority backgrounds; education level...
Activity 1	
Activity 2	

Activity 3	
Activity 4	
Activity 5	
....	

b) The main characteristics of the stakeholders (organisations, companies, institutions) taking place in the activities

	Composition of beneficiaries – stakeholders Private/public/individual; their main profile; main role in the activity
Activity 1	
Activity 2	
Activity 3	
Activity 4	
Activity 5	
....	

How did you mobilize your beneficiaries? Please describe shortly your method (or give reference to)

.....

Does the number and the composition of citizens and stakeholders mobilised correspond to your original expectations? If not, why?

.....

II/B Partners

Please present your local partners collaborating with you in the activities

Please describe each local collaborator/partner according to the activities. Of course, if you had more in the same activity, use one table for each partner; if you had the same partner for several activities, please just indicate the numbers of the activities

Activity 1

Name of the local partner (or organisation)	
How many people were involved?	
Their relation to the pilot partner?	
Their role in the activity?	
How do you evaluate their participation?	

Activity 2

Name of the local partner (or organisation)	
How many people were involved?	
Their relation to the pilot partner?	
Their role in the activity?	
How do you evaluate their participation?	

Activity 3

Name of the local partner (or organisation)	
How many people were involved?	
Their relation to the pilot partner?	
Their role in the activity?	
How do you evaluate their participation?	

Activity 4

Name of the local partner (or organisation)	
How many people were involved?	
Their relation to the pilot partner?	
Their role in the activity?	
How do you evaluate their participation?	

Please continue...

Did you lose any local partners during part 1 of implementation? Why? What did you do to keep them on board? Please describe

.....

Did you manage to find new local partners? Who are these, how did you join them?

.....

III- TOOLS AND INNOVATION

Please describe the main tools used during the activities. What was the innovative character of their use?

Tool 1

Name and short description of the tool	
In which activity /ies was it used?	

Was it innovative? Why?	
Barriers, risks to use it	
Other info	

Tool 2

Name and short description of the tool	
In which activity /ies was it used?	
Was it innovative? Why?	
Barriers, risks to use it	
Other info	

Tool 3

Name and short description of the tool	
In which activity /ies was it used?	
Was it innovative? Why?	
Barriers, risks to use it	
Other info	

Tool 4

Name and short description of the tool	
In which activity /ies was it used?	
Was it innovative? Why?	
Barriers, risks to use it	
Other info	

Please continue if necessary

IV. IMPACT

Which indicators did you use to assess the impact of your actions all along the preparation phase?

Based on the common work on MIRO board, please clarify the impact of this first part of the pilot Implementation according to the 4 impact areas: your city/organisation; your staff; your target group/participants (citizens and stakeholders) and the systemic/policy level

Impact on your municipality – organisational level

Impact n°1

Name of the impact	
Quali or quanti indicator	
Who did the impact benefit	

What did the impact improve/ change	
<i>Other?</i>	

Impact n°2

Name of the impact	
Quali or quanti indicator	
Who did the impact benefit	
What did the impact improve/ change	
<i>Other?</i>	

Impact n°3

Name of the impact	
Quali or quanti indicator	
Who did the impact benefit	
What did the impact improve/ change	
<i>Other?</i>	

Please continue..

Impact on your staff**Impact n°1**

Name of the impact	
Quali or quanti indicator	
Who did the impact benefit	
What did the impact improve/ change	
<i>Other?</i>	

Impact n°2

Name of the impact	
Quali or quanti indicator	
Who did the impact benefit	
What did the impact improve/ change	
<i>Other?</i>	

Impact n°3

Name of the impact	
Quali or quanti indicator	
Who did the impact benefit	
What did the impact improve/ change	
<i>Other?</i>	

Please continue..

Impact on the target groups/participants

Impact n°1

Name of the impact	
Quali or quanti indicator	
Who did the impact benefit	
What did the impact improve/ change	
<i>Other?</i>	

Impact n°2

Name of the impact	
Quali or quanti indicator	
Who did the impact benefit	
What did the impact improve/ change	
<i>Other?</i>	

Impact n°3

Name of the impact	
Quali or quanti indicator	
Who did the impact benefit	
What did the impact improve/ change	
<i>Other?</i>	

Please continue..

Impact on the systemic level

Impact n°1

Name of the impact	
Quali or quanti indicator	
Who did the impact benefit	
What did the impact improve/ change	
<i>Other?</i>	

Impact n°2

Name of the impact	
Quali or quanti indicator	
Who did the impact benefit	

What did the impact improve/ change	
<i>Other?</i>	

Impact n°3

Name of the impact	
Quali or quanti indicator	
Who did the impact benefit	
What did the impact improve/ change	
<i>Other?</i>	

Please continue..

V. Conclusions/Evaluation

1. What were the main difficulties you met? How did you resolve them?

.....

2. Are their threats that couldn't be resolved and that might affect the continuation?

.....

3. Any policy relevant information that you could already formulate?

.....

4. Additional ideas, needs that overcame during the part 1 of implementation?

.....

Thank you!