



Future Diversities

RE-IMAGINING
CULTURE-LED
REGENERATION OF
URBAN EMPTY SPACE
IN AN ECOLOGICAL WAY



**Internal toolkit on
knowledge transfer for Local
Coalitions**



Table of content

1. Introduction	3
2. Collective intelligence for capacity building	3
3. The Toolkit	4
3.1 What the toolkit is for	4
3.2 How it was created	4
3.3 How it is structured	6
3.4 Who is the Toolkit for	8
3.4 General overview of the toolkit	8
4. Urban ecology (by Trajna)	9
5. Changemaking (by Innocamp)	11
6. Practice and knowledge sharing (by LAMA)	12
7. Peer Learning (by ECHN)	14
8. Target audience journeys	16
9. Conclusions	17
10. Annexes	18
Kickoff Meeting workshop report	18
Future DiverCities learning series	18
Urban Ecology program	18
Changemaking curriculum	18

1. Introduction

This document describes the methodology and activities carried out to develop the Ecosystemic capacity of the Future DiverCities (FD) project.

It contains the description of the main **capacity building activities** conducted within Work Package 6 “Ecosystemic Capacity” and the methodology for **exchanging finowledge and experience** between the pilot cities in order to develop the project ecosystemic capacity.

Firstly, the **capacity building activities** described in this document have been designed and carried out by the project’s partners TRAJNA, INNOCAMP, ECHN under the coordination of LAMA, with the supervision of the project coordinator FBDM with the aim of designing a complete, integrated and consistent set of training activities to build new capacities on innovative approaches for tackling the theme of temporary artistic uses within urban and territorial regeneration processes. The capacity building programme addresses different target audiences that will be described in detail in this document: in fact, the knowledge transfer is thought to support local initiatives within the project, but it’s also an open and free opportunity for a wider community of European practitioners, social innovation and cultural organisations, and active citizens.

Additionally, all project partners will be involved in a programme of **finowledge and experience exchange**, adopting a peer-to-peer and collaborative approach, aimed at building the project collective intelligence thanks to the different experiences and competences that characterise the pilots’ different contexts. Those activities will support partners and their local coalitions throughout the whole project. This is one of the factors that will enable continual innovation within each pilot intervention, with the wider aim of stimulating complex, quadruple helix patterns of collaboration by building a widespread ecosystemic capacity in each of the project cities as well as across them.

This toolkit is therefore to be considered as an holistic and systemic overview of all content and activities created in the framework of Work Package 6 “Ecosystemic Capacity”. It is designed to present the activities and the methodology designed to build the ecosystemic capacity of the Future DiverCities project. It is also intended to be a living document, which will change and evolve as the project develops, and will be enriched by the learnings that each of the pilot cities will acquire over the next few years in the course of the interventions.

Last but not least, the aim of this Toolkit is also to provide a practical and open tool that anyone can use to find information on the Future DiverCities capacity building programme, accessing the content after the end of the training sessions as well as after the end of the project, in order to enable future sustainability and exploitation of the collective intelligence exchanges generated by FD.

2. Collective intelligence for capacity building

"Collective intelligence is created when people work together to mobilise a wider range of information, ideas and insights to address a social challenge."

— Nesta

The Future DiverCities project aims at building an ecosystemic capacity shared by all beneficiaries and built upon learning community dynamics, exchanges and peer-to-peer learning moments.

The project Consortium consists of partners coming from different countries, organisations working in different contexts and with different communities, and finally it is composed of professionals with varied backgrounds and competences. Therefore, Future DiverCities ecosystem capacity builds on the existing experiences and knowledge of each one of its partner organisations and teams.

Based on the assumption that knowledge is distributed and that by bringing together the particular contribution of each individual, with his/her perspective and information, it is possible to build a set of knowledge and skills that is greater than the sum of its parts. Indeed, the sharing of knowledge is generative and grows exponentially thanks to the ability of individuals to listen, embrace and build on the contribution of others.

For this reason, the objective of task 6.3 is to co-design a method for knowledge and experience exchange between the nine pilot cities, defining the contribution of each partner to achieve the greater objective of Work Package 6 of generating the Future DiverCities ecosystem capacity.

3. The Toolfit

3.1 What the toolkit is for

The objective of this toolkit is twofold:

- from one side, the toolkit is designed to **organically collect all the learning materials** that have been developed within the Future DiverCities project to enable a fruitful and generative knowledge and experience exchange between the pilot cities;
- On the other hand, this document will also serve as a toolbox for all those, including those external to project pilots and their local coalitions, who would like to benefit from a structured and open access training programme to **develop cultural approaches to regenerate urban empty space while preserving their ecological value.**

3.2 How it was created

The process of designing the toolkit for Future DiverCities ecosystemic capacity began as early as the project kickoff meeting took place in Florence in October 2022.

Indeed, during the kickoff meeting partners were involved in a collaborative workshop aimed at starting a conversation between all pilots and partners, to evoke some preliminary topics, perceived as relevant by the cities interested by the Future Divercities project.

Thanks to the participation and collaboration of all the partners, the activities proposed gave a **first chance of worfiing together on the construction of a collective intelligence:** participants shared some elements characterising their respective contexts and local coalitions, and tried to find some common denominators that could built initial common grounds for the exchange, mutual help and peer learning work that will go on in the next four years of the project.

The **workshop** was divided in three parts:

- a first part in which participants, divided into groups, collected challenges, needs and shortcomings related to their pilot project and contexts. This session also enabled participants to share their curiosities and the themes they would like to exchange on with the others;



- a second part in which, participants presented the profiles of some key persons that would be available to share knowledge and expertise within the project, in a peer-to-peer exchange perspective;
- a third part in which participants, divided in thematic clusters, discussed and brainstormed in order to find a common definition of their themes (Biodiversity, Commoning, Impermanence).

All the findings generated from these interactive activities were mapped and clustered according to affinities, resulting in 12 thematic categories:

- Public Spaces
- Infrastructure
- Gentrification
- Urban regulation
- Engagement of communities and organisations
- Cultural production
- Tourism
- Empty spaces
- Skills for urban regeneration
- Ecology
- Digital
- Cultural programmes

These categories represented the key topics to be addressed in the framework of the capacity building programme and therefore they formed the basis for developing the content of the ecosystemic capacity, while adopting a peer-to-peer and generative approach.

Workshop results attached

33 How it is structured

The toolkit is structured as follows:

- **CAPACITY BUILDING:** Cycles of trainings on specific topics
- **PRACTICE & KNOWLEDGE SHARING:** Exchange moments on pilots' experiences and co-curation
- **PEER TO PEER LEARNING:** Moments of physical exchange between the different pilots

In this paragraph we will provide a brief introduction of these three sections in order to give a general overview of the contents of this document.

The three sections will then be addressed in more detail in chapters 4 to 7.

CAPACITY BUILDING

This stream is dedicated to training activities that are mostly addressing pilots' local coalitions. In this stream, we consider areas (topics) of capacity building that are at stake across all pilots, as they are typically at play in every temporary use strategy: URBAN ECOLOGY and CHANGEMAKING.

The **Urban Ecology** curriculum, designed by Trajna, is designed to engage the partner organisations and their local coalitions with contemporary and cutting-edge concepts, practical examples and generative exercises on the field of urban ecology and ecological regeneration. The programme is divided in 3 leading sections: (1) a set of pre-recorded lectures to support the beneficiaries with a general understanding of the conditions of our contemporaneity - the Anthropocene; (2) a series of mapping and analysing exercises which explore the dynamics of the legal, organisational, more-than-human and other constitutional bodies and (3) a cycle of talks and discussions on the topic of regenerative landscapes to support the organisations in configuration of tactics & strategies for designing their site-specific interventions.

The **Changemaking** training, conducted by Innocamp, is based on ASHOKA's concept of "every-one's a changemaker" world. The program assumes the ecosystemic approach to changemaking starting with the inner-developmental work, service leadership skills (personal design) leading to multi stakeholder collaborations, empathy-based co-designing and piloting innovative solutions (project design) to make them sustainable and reaching policy level (ecosystem).

PRACTICE & KNOWLEDGE SHARING

This stream is in charge of LAMA, who co-designed with partners a series of 'events' that mainly have the purpose of showcasing, disseminating and supporting **finowledge and practice exchange** across pilots and beyond. These events cover a wide range of topics that can be both general (addressing common aspects of culture-led temporary use strategies) and specific (related to specific pilots' missions and activities). Each topic is in charge of one of the 8 pilots, therefore 8 events will be organised for Practice & Knowledge Sharing.

This stream also includes two more sessions dedicated to **co-curation** in which each cluster takes care of its theme: divided in three groups (one for each cluster: Biodiversity, Commoning, Impermanence), partners will assure that activities are implemented in coherence with the common theme and will also share knowledge, experiences and reference persons within the cluster. The two sessions will be conducted in the following moments: the first one will take place before the larger intervention (in Spring 2024), the second one at the end of the larger intervention as a conclusion (in Autumn 2025).

PEER TO PEER LEARNING

This stream, designed by ECHN, includes physical exchanges dedicated to partners and members of ECHN especially, as a way to share pilots' learnings and failures with the wider European community of creative hubs.

That part of the capacity building is fully embedded within ECHN regular transnational programme of events and activities. Each year, the members of ECHN come together at two significant physical events held in different locations across Europe. These gatherings serve as hubs for networking and discussions on the latest trends in CCSI (Community-Centred Sustainable Initiatives), while also providing an opportunity to explore the local ecosystem of the host countries. Over the course of four years, Future DiverCities plan is to invite one of the partners from the Future DiverCities project to join at one of these meetings. This partner will present the project from a specific perspective, such as changemaking, urban ecology, local governance, practice of the common, or civic ecology. This arrangement will result in a total of eight meetings, with eight partners being invited. The program details and the selection of guests will be determined as the years progress.

Summing up, in total ECHN will:

- organise 4 site visits of the vacant spaces in the pilot cities in the last two years with members from ECHN.
- invite 8 partners to participate in the 8 ECHN European meetings (2 each year of the project)

3.4 Who is the Toolkit for

Future DiverCities project is about systematising ecosystemic and ecological strategies in cultural urban regeneration strategies. To reach this objective, the project will equip a wide range of beneficiaries with new methodologies and skills to put the ecology at the core of their culture-led regeneration projects.

Thanks to its open and innovative training offer, Future DiverCities will address the following target audiences:

- Project partners and their teams
- Local Coalition members
- Local Creative communities
- Cities' inhabitants in the surrounding of the targeted empty spaces
- City and decision makers
- European creative hubs leaders and other European cultural players or leaders

3.4 General overview of the toolkit

The Toolkit training components have been uploaded in a digital whiteboard shared with all partners. The complete programme is shown as a calendar of training activities divided into four streams (capacity building, practice and knowledge sharing, peer to peer learning) and distributed in the four years of the project.

Future DiverCities complete learning programme attached

4. Urban ecology (by Trajna)

This series of online free webinars have been originally produced by Trajna for Future DiverCities partners and their local coalitions to empower eco-social engagement with neglected cityscapes.

The ***School of Feral Grounds*** situates cultural practices in the world in which capital-driven economies act as geological forces, terraforming the earth into a place where climate change, social inequality, and species extinction call for urgent collective action. The school acts as a forum for interchange, where reflections, concepts, case studies, and generative exercises invite participants to position urban ecologies within the field of culture by interlinking common notions of the urban and ecology. To engage with the *feral grounds* of 21st century cities we take a close look at the practices between the development of neoliberal cities and nature's capacity to reclaim their cracks.

Situated in the experience of running the production laboratory Krater and the Feral Palace urgent pedagogy, the school nurtures a collaborative learning environment for thinking and engaging with untamed urban sites. To support their eco-social regeneration, it works to enhance cultural workers' capacities in regenerative place-making and place-keeping, artistic curation, programming, and advocacy. It consists of three study modules (SM) developed and run by architect and theoretician Danica Sretenović and eco-social designer Gaja Mežnarić Osole together with inspiring guest speakers working in visual arts, curation, activism, geography, and ecology.



SM1: Human impacts on urban ecosystems — offers interactive lectures and live conversations with experts on practices that look at human impact at various scales: planetary, city, and site-specific. The module provides a framework to acquaint participants with the conditions of our contemporaneity – of the Anthropocene (April – May 2023);

SM2: Recontextualisation: tools of seeing site ecology and culture — a series of mapping and analysis exercises that explore the dynamics of the legal, organisational, more-than-human, and other constitutional bodies of the degraded sites in order to determine an in-depth location ID (May – June 2023).

SM3: Designing for regenerative landscapes — a cycle of talks and discussions with invited artists, designers, (landscape) architects, and ecologists to navigate the production of tactics & strategies for designing regenerative interventions (Sept. 2023 – Jan. 2024).

Attendees have been asked to actively participate in learning sessions, discussions, and the production of documentation by contributing with feral maps, producing site-specific IDs, and developing regenerative tactics and strategies. The process of collective knowledge production set the stage for an 'international feral movement' dedicated to identifying, valorising, and regenerating feral sites across Europe and beyond.

Urban ecology curriculum attached

5. Changemaking (by Innocamp)

The training and mentoring support for changemakers and their stakeholders engaged in city empty spaces regenerative pilots is based on Ashoka's concept of "**every-one's a changemaker**" world. A Changemaker is a person who is sensitive to human/environmental needs critical of any form of injustice and responds to uncertainties by creative action. The most complex challenges (like city inclusive transformations) must be handled through collective changemaking by adopting a "team of teams" approach in which every stakeholder with a collaborative mindset is a potential expert but needs to find the right community to put her/his resources to the best effect on systems and framework changes. Ashoka's definition of impact implies all the general social transformations provoked by its beneficiaries rather than only the part of the outcomes that can be attributed to the organisation's activities. The more equitable the process is the more transformative change you will achieve according to Ashoka's.



The participants could participate in training for particular modules, the whole set of modules and the set of modules in combination of individual mentoring sessions. They also have been encouraged to use personal as well as project portfolios for recording their achievements and progress in changemaking capacity building.

Regenerative pedagogy necessarily includes embodied and experiential activities that honour the somatic and emotional intelligence of participants', rather than solely rewarding demonstration of intellect or dominant modes of learning. It can be counterintuitive to slow down and take time to reflect when our overarching goal is to catalyse groups and social systems into new states of transformation. However, the capitalist conditioning that we have received—which values continued economic “growth” over learners’ well-being and thoughtful contemplation—is quite out of sync with nature’s patterns of cyclical development followed by senescence or disturbance, and finally, regeneration.

The program aims at exploring key enabling conditions for collaborative and regenerative changemaking on the basis of proven practices of Ashoka fellows and their organisations in ecology, community development, education and culture. The goal is therefore to equip the participants with the practical tools and mindights needed to strengthen collaboration processes from personal perspective and to deepen individual collaborative leadership skills.

The learning journey has been designed in a way that can open up new or deepened awareness of the participant as a leader and of the dynamics in her/his project teams or even the entire multistakeholder team engaged in the project pilots. It will also help participants to reconnect with motivations behind regenerative changemaking and to make informed choices about which tools and frameworks will most effectively advance their projects. In between the sessions the participants will be expected to engage in a flipped learning process studying self-paced materials like videos, pdf texts and on-line articles or web-site content. They will make entries in their e-portfolios, share some content and request feedback from peers or/and experts/mentors.

[Changemaking programme attached](#)

6. Practice and finowledge sharing (by LAMA)

This component of the ecosystemic capacity is in charge of LAMA, who co-designed with partners a programme composed by a series of exchange moments aimed at showcasing, disseminating and supporting knowledge and practice sharing across pilots and beyond.

To develop this programme, LAMA facilitated a co-design process involving all project partners for defining together the methodology, content and tools for the knowledge and experience exchange between the pilot cities.

The co-design process began from the very first physical meeting involving all Consortium partners (the project kickoff meeting in Florence), as described in paragraph 3.2 “How it was created”.

After that, LAMA animated two online workshops in April and May 2023 as part of activities of T3.3, T4.3, T5.3, aimed at setting up the peer to peer culture, ethics and tools underlying the knowledge exchange methodology designed in T6.3.

In these occasions all partners were engaged in co-defining the methodology, activities and timing for the knowledge and experience exchange, based on a peer led approach, and finally identifying each partners’ contribution in the creation of the ecosystemic capacity of the Future DiverCities project.

Here are the two online workshops in detail:

- The first workshop (April, 17th 2023) aimed to co-design the content: **what** is to be addressed in the practice and knowledge sharing component of the collective intelligence programme.
- The second workshop (May, 15th 2023) aimed to co-define the timing: according to the schedule of pilots’ interventions and production of results, **when** would pilots be ready to share some insights from the implemented experiences. We have aligned pilots’ agendas, to plan a series of intermediate milestones in which experience, methods and ongoing results of each node will be shared.

The inputs gathered in these two online collaborative sessions generated fruitful insights for defining the content and programme for practice and knowledge exchange activities planned in the upcoming years.

In terms of **content**, the topics that emerged as more relevant to participants and that need to be addressed in the framework of the knowledge sharing are as follows:

- **Engagement of communities** and organisations, which is about the importance of connecting with local communities of citizens, working in synergy with local organisations and involving them in the process of rediscovering the city.
- **Cultural production**, which is about accelerating the cultural and artistic production in urban and rural spaces.
- **Sfiills for urban regeneration**, which refers to the development expertise related to the regeneration of spaces, urban regulations, working in multidisciplinary groups and using culture to regenerate spaces.

In terms of **timing**, the knowledge exchange moments will take place during the running of pilots and the deployment of interventions. More specifically, they will start from autumn 2023, when the early experiences of the pilots' prototypal interventions will be consolidated, and will continue all along 2024 and 2025.

The exchanges will be a series of generative moments in which each local team is not only inspired, but actively invited to a process of self-reflection and improvement of their piloting and deployment activities.

Also, LAMA will provide common tools and templates for addressing two objectives:

- 1) facilitating the process of knowledge sharing between partners;
- 2) keep track of the knowledge that has been shared within the Consortium in order to create an internal repository of experiences and key learnings to be also shared with local coalitions and public audiences.

Once again, this toolkit should be considered as an evolving collective document, which will be updated and enriched over time thanks to the production cycles and the actors involved in each local coalition.

7. Peer Learning (by ECHN)

TWINNING PROGRAM (2022–2025)

Every year, the ECHN members gather at two major physical events across Europe. Here hubs can network and discuss the current CCSI trends, as well as exploring the local ecosystem of the hosting countries. Through the four years, we propose to invite one of our Future DiverCities' partners to attend one of the meetings (generally organised in Spring-June and Autumn-October) and to present the project from a specific angle such as changemaking, urban ecology, local governance, practice of the common, civic ecology. In 4 years, we expect to have 8 partners participating in 8 meetings.

ECHN ANNUAL MEETINGS: ECHN Culture and Creativity Conference

The ECHN annual meeting is usually a 1 to 3 days long event. This big yearly forum for hubs and cultural and creative professionals will host Future DiverCities contents and knowledge acquired throughout the project.

The overarching theme of each year will change according to the trending topics of interest and priorities of the CCS. Each Conference will include 15–20 sessions (part of the sessions will be co-created and hosted by members of ECHN). The Conference will bring together annually more than 350 participants of the cultural and creative sectors and will provide them

with networking, mentoring, training and peer learning opportunities. In addition, each Conference will be a unique opportunity to get to know the local creative ecosystem of the hosting country and will spark long-term collaborations and alliances.

In October 2022, Adam Jagiello-Rusilowski, from INNOCAMP PL, was invited among 200 European guests to participate in the meeting entitled “Bautopia 2, Glocalisation in culture and creativity. Empowering the sectors through knowledge exchange” organised in Porto.

This conference tackled important topics for the cultural and creative stakeholders today such as access to different financing resources and protection of Intellectual Property Rights, the future of arts education and education through the arts, glocalization and specific cultural policies for the non-urban and rural areas and their cultural scene, innovation, and many others.

Adam Jagiello-Rusilowski, took part in the panel discussion “Glocalization in Culture and Creativity”, moderated by Vassilis Charalampidis (ECHN) with Sylvia Amann (Inforelais & Creative FLIP), Florian Schneider (NTNU), Colm Stockdale and Lorenzo Marmo (Coral Project), Miguel Ángel Herrera Gutiérrez & Ana Ramos.

His presentation approached “Urban Transformation through creative & co-creation practices” based on The Future DiverCities Project and was live streamed (Link video: <https://bautopia.creativehubs.net/bau-topia2-day2-video-gallery/>).

ECHN ANNUAL GATHERINGS:: Hubs Meetup

Future Divercities partners will be exposed also to the second biggest gathering of ECHN, that focuses on creative hubs and their current topics of interest and challenges. Over two days, around 150 participating hub representatives gather to exchange on the specific topics identified by the yearly surveys on the hubs’ needs or challenges.

In this context, Laetitia Manach, Future DiverCities 1 Direction / Project steering was invited in Brussels in June 2022 to take part of the event entitled “BauTopia 1, Through creative and inclusive communities in a sustainable future – Hubs Meetup 2022 in sustainability MakersXchange Final Conference”, a special side-event of the New European Bauhaus Festival. BauTopia programme included inspirational speeches, thought-provoking panel discussions, workshops and interactive sessions from EU policy-makers, networks and intermediary organisations, to researchers, experts, creative hub managers, cultural and creative professionals themselves. The aim of this event was to explore, debate and advocate around the emerging topics of sustainability, inclusion & solidarity, through and within arts and creativity; and to raise awareness of the EU Green Deal and the New European Bauhaus movement.

She introduced the project Future DiverCities to the ECHN members during a panel discussion with Tessa Moroder (Lottozero) entitled "The Future of sustainable creativity - Urban transformation through creative and co-creation practice".

In June 2023, two more partners PLAI (Romania) and LAMA (Italy) will present the Future DiverCities project during ECHN Hubs Meetup: "BauTopia 3–Creative Hubs as forges of possibilities. Reclaiming the role of hub managers as professional place-makers", organised in Timișoara (4–6 June 2023).

BauTopia means "building a place", setting hub managers as craftful place-makers. Creative hubs are places that coin alternative solutions of place-making, becoming forges of experimentation, innovation and impact. From this perspective, hub managers are the forgers of possibilities and will have the chance to share their tools, practices and experiences with their peers during BauTopia 3.

Andreea Iager-Tako, PLAI and Ilaria Esposito, LAMA will take part of the program composed of a series of guided networking activities that will facilitate an exchange of stories, know-how and inspirations with the ECHN members. They will contribute to a themed interactive session entitled: "Social inclusion and community building", inspired by their experience and the Future DiverCities case studies, rethinking spaces by using culture and urban interventions as key factors for ecological, social and civic change.

The Hubs Meetup is organised by the European Creative Hubs Network with the support of FABER and FOR, the hosting hubs in Timișoara, European Capital of Culture 2023.

PEER TO PEER EXCHANGES (2024–2025):

Moreover, it is foreseen that some site visits of the vacant spaces in the pilot cities will be organised in the last two years with members from ECHN. Peer to peer exchanges and content to be defined in coordination with ECHN community manager as long as the project develops its key experiences and themes, in 2024 and 2025.

8. Target audience journeys

To make the ecosystemic capacity of Future DiverCities project accessible and usable to the identified target audiences (see section "Who is it for"), we designed as many learning

experiences as there are different target audiences. In fact, while the Collective Intelligence topics can be exploited by several publics, each of these publics have different learning needs, so it was necessary to design the best learning experience for each of them:

- Partners and their teams
- Local Coalition members
- Local Creative communities
- Cities' inhabitants in the surrounding of the targeted empty spaces
- City and decision makers
- European creative hubs leaders and other European cultural players or leaders

The different learning journeys are visible in the document attached.

9. Conclusions

The activity of co-creating the ecosystemic capacity of Future DiverCities will be carried out and developed throughout the duration of the whole project. This document only presents what we plan to achieve in the coming months.

In the months from April to June 2023, the capacity building sessions implemented by TRAJNA and INNOCAMP will address the topics of urban ecology and changemaking, respectively. A peer learning meeting planned by ECHN for June 2023 will also take place.

In Autumn 2023, a further peer learning international event will be organised by ECHN, while the capacity building training led by TRAJNA and INNOCAMP will resume from September 2023 and will run in parallel, providing approximately one lesson per month on each topic.

Moreover, the knowledge and experience exchange programme designed by LAMA will launch a series of events where each pilot will share its knowledge in a cooperative and mutual learning perspective. The calendar and specific topics will be defined in the upcoming months, depending on the cultural productions of each pilot and the actors involved in each local coalition.

The concluding event of the two seminars on urban ecology and changemaking will take place In Spring 2024, while in Summer 2024, thanks to the learnings acquired from the capacity building programme, the large-scale interventions in each pilot city will start. The start of the interventions will be supported by a co-curation meeting for each thematic cluster, in which the pilots will engage with their cluster partners in order to share and align the interpretation and approach of their theme.

While the larger intervention takes place, the programme of knowledge exchange events will continue in order to support continuous mutual learning. It will also include a final co-curation moment, planned at the end of the regeneration interventions in the pilots (Autumn 2025), aimed to reflect on what the cluster groups have created with respect to the specific theme and so share results.

It is important to emphasise that the ecosystemic capacity building programme will be continually updated, as it is a dynamic tool that tries to report on the process, to guide its facilitation and also to provide an initial crystallisation of the key learnings that will emerge during the project. For this reason, this programme may evolve, change and integrate accordingly, co-evolving harmonically with the implementation of the 8 FD culture-led regeneration interventions.

10. Annexes

[Kickoff meeting workshop report](#)

[Collective intelligence learning series](#)

[Urban Ecology program](#)

[Changemaking curriculum](#)

Kickoff Meeting

Workshop report

INTRODUCTION

The purpose of this workshop has been to start a conversation between all pilots and all partners, using some broad and intersectional categories to evoke some preliminary elements of each city interested by the Future Divercities project.

Thanks to the participation and collaboration of all the partners, the activities proposed gave a first chance of working together on the construction of a **collective intelligence**: participants shared some elements characterizing their respective contexts, and tried to find some common denominators that could built initial common grounds for the exchange, mutual help and peer learning work that will go on in the next four years of the project.

The workshop has been divided in three parts:

- a first part in which participants, divided into groups, collected **challenges, needs and shortcomings** related to their pilot project and contexts. This session also enabled participants to share their **curiosities** and the themes they would like to exchange on with the others;
- a second part in which, to answer to collective needs and curiosities, participants shared the names and profiles of some **key persons** that would be available to share knowledge and expertise within the project, in a peer-to-peer exchange perspective;
- a third part in which participants, divided in thematic clusters, discussed and brainstormed in order to find a common definition of their **themes** (Biodiversity, Commoning, Impermanence)

The following pages briefly describe the main insights stemming from the workshop.

— PART #1: CHALLENGES, NEEDS, SHORTCOMINGS AND CURIOSITIES

After a first round of presentations, participants are divided into groups (according to **pilot projects**) to reflect and **report challenges, needs and shortcomings** related to their pilot project and contexts. Also, they were invited to share **curiosities** (things they would like to know, independently from the needs).

The groups then shared the information gathered in a plenary session, in order to find commonalities and connections between different contexts. The findings were mapped and clustered according to affinities, resulting in this final **12 CATEGORIES**:

- Public Spaces
- Infrastructure
- Gentrification
- Urban regulation
- Engagement of communities and organizations
- Cultural production
- Tourism
- Empty spaces
- Skills for urban regeneration
- Ecology
- Digital
- Cultural programmes

Public Spaces is about the opportunity of creating new public spaces for cultural and artistic activities and communities. This theme is relevant for Zagreb who is interested in accessing urban empty spaces owned by the municipality for creating cultural venues.

Infrastructure is mainly focused on public transportation, accessibility of suburban areas ("how to get there?"), logistics and materials supply. The issue of accessibility is important for Marseille who lacks public transportation and infrastructure in general.

Gentrification is a phenomenon perceived especially by cities that are going through a period of change and growing appreciation (such as Timsoara, ECOC 2023). These cities are witnessing a heavy increase of prices and uneven distribution of resources between city center and peripheral areas.

Urban regulation is related to the need to increase the knowledge about urban regulations of public spaces and about the use of buildings (both private and public). This theme is relevant for many partners, such as Kuopio who feels as a shortcoming the lack of knowledge of the urban planning of the city.

Engagement of communities and organizations is one of the most important aspects of urban regeneration processes. Engagement is about the importance of connecting with local communities of citizens, working in synergy with local organizations (stakeholders, institutions, decision makers etc.) and involving them in the process of rediscovering the city.

Cultural production is about accelerating the cultural and artistic production in urban spaces. Many of the partners are running or are going to run similar interventions, thus the exchange of approaches, good practices, and transversal opportunities can influence positively the operationalisation of cultural programming and production.

Tourism topic refers to the issues generated by mass tourism in cities such as Florence where touristic fluxes are concentrated mainly in a few streets of the center and not distributed in the whole city. The concentration of tourists in the historical center also creates a dramatic increase of housing prices, uneven distribution of resources and unbalanced cultural programming (between different areas and different seasons).

Empty spaces topic is related to the presence of many buildings (both private and public) which are not used and to the curiosity of the partners to explore them (basically all the pilot said that).

Skills for urban regeneration is about the need to develop expertise that are related to the regeneration of spaces, to reinforce human resources and create multidisciplinary groups.

Ecology is about sustainability and this is relevant for all the participants. Through a sustainable approach it is possible to create a bridge between human and nature, facing the main urgent urban issues like pollution, climate change, lack of green areas. An ecological expertise for urban regeneration is also needed.

Digital is also connected with the ecological one. For example, Berlin is willing to investigate the relationship between digital and nature: how might we use digital infrastructures for artistic production and to influence/raise awareness about current issues?

Cultural programme is about raising awareness around the importance of culture and cultural programmes. It also involves the issue, which emerged in the Florence pilot, to connect all the different events, artists and people working in this field in order to build a cultural offer, alternative and parallel to the most established one.

To facilitate the visualization of different thematics, clusters were then moved to the map, trying to highlight the areas of needs, curiosity, challenges, and shortcomings:



Image 1: This is a picture of the map containing the clusters that emerged from the challenges, needs, and constraints activity. The map was collaboratively realized by clustering the data provided by each pilot and placing the clusters' names in different parts of the city (printed on A0 paper).

— PART #2: PERSONS

The facilitator asks participants: *"What people, skills, knowledge your Local Coalition can share within the project to address them?"*

Having this question in mind, participants divide into groups (according to pilot projects) to define one or more Person(s) that would be interested and available to share knowledge and expertise within the project, in a peer-to-peer exchange perspective.

Then, groups gather again in plenary mode to reply all together to the initial question.

Participants describe their Persons and place them on the map, on the category they might address with their knowledge and expertise¹.



Image 2: Picture of the map where participants also placed the Persons identified by each pilot for addressing the different challenges, needs and shortcomings of the previous activity.

¹ The relation between themes and persons is only indicative of the exercise done. More affinities between these persons and other relevant themes mapped can also be possible.

— PART #3: THEMES

In this final activity the facilitator asks participants: "How would you define your theme, in your context?"

The participants are divided into groups (according to Clusters) and with this question in mind, they discuss to find a common definition of the Theme of each Cluster:

- Commoning
- Biodiversity
- Impermanence

They are asked to follow the guiding structure:

WITHIN "FUTURE DIVERCITIES", AS A CLUSTER WE TACKLE THE THEME OF...

BY... [approach, practices, action]

WITH... [partners and targets]

TO... [desired effect]

WITHIN "FUTURE DIVERCITIES", AS A CLUSTER WE TACKLE THE THEME OF

COMMONING
<i>BY</i>
a) Organizing free activities accessible to everybody, based on common interests and common values that we could collect in a general manifesto in which people can identify themselves. b) Sharing knowledge and experience in order to make people feel protagonist of the changes in the city or related to the specific intervention.
<i>WITH</i>
All the people, both the artists and local citizens, can access the space, feel safe and welcome.
<i>TO</i>
a) Prevent marginalization and foster social inclusion and equal representation of humans, in different artistic and cultural ways. b) Make people feel like they are really impacting the city, feeling as creators of the city, sharing responsibility towards collective spaces and communities. c) Learn important lessons by the pilots and share them as common recommendations for future regeneration projects.

WITHIN "FUTURE DIVERCITIES", AS A CLUSTER WE TACKLE THE THEME OF

BIODIVERSITY

BY

- a) Recognising the dignity of all species, particularly invasive species that are often kept out from the urban planning and management of areas. To recognize their right to be present and to be part of a rich ecosystem (in which the human being is only a node and not the fulcrum) also means providing Nature space (in spatial and time terms) for spontaneous growth and diffusion on territories.
- b) Supporting the idea of ecosystem regeneration, by acknowledging we have to work towards the identification and care of the whole system rather than the restoration of single "nodes" (only plants, animals, water, etc...)
- c) Leveraging the capacity of organisations (Public Authorities, enterprises, and organisations from the cultural and social field) to include biodiversity as a key character to design and take care of communities and territories.

WITH

- a) All living (plants, animals, human beings...) and non-living (water, air, soil...) participants of the ecosystem, including in particular:
 - the spontaneous Nature and feral spaces;
 - people and organizations on territories.

TO

- a) To raise the awareness of people on that, open to broad civic participation, to support a shared culture on biodiversity
- b) To avoid gardening as a form of selection, limitation, and control over the biodiversity
- c) To include a biodiverse Nature in cultural and civic interventions.

WITHIN "FUTURE DIVERCITIES", AS A CLUSTER WE TACKLE THE THEME OF

IMPERMANENCE

BY

Prototyping and testing future possibilities

WITH

all living beings, being mindful of non-speaking beings. Involving unexpected allies such as private developers, and including all kinds of city users.

The cluster will work on and with climate change as a theme and as a real challenge on the two sites, where climate change can be considered also as a symbol of impermanence itself.

TO

stimulate a mindful living, improving the quality of life for all living beings. The cluster wants to increase access to public spaces, third landscapes, transitioning spaces and buildings, with the ultimate aim of shifting the perception of what can be done with cities.



Future DiverCities: **Urban Ecology Curriculum**

Composed by: Gaja Mežnarić Osole & Danica Sretenović / Trajna
Ljubljana, 1st February 2023

INTRODUCTION

Learning objectives

The *Urban Ecology Curriculum* is set to engage the partnering organisations and their local coalitions with contemporary and cutting-edge concepts, practical examples and generative exercises on the field of urban ecology and ecological regeneration. To cover the diverse aspects of the project setting, the curriculum will be fueling their leadership capacities in three fundamental levels: space-making & space-keeping, artistic curation/programming and advocacy.

The programme is divided in 3 leading sections: (1) a set of pre-recorded lectures to support the beneficiaries with a general understanding of the conditions of our contemporaneity - the Anthropocene; (2) a series of mapping and analysing exercises which explore the dynamics of the legal, organisational, more-than-human and other constitutional bodies of their site in order to form an in depth location's ID and draft the main focus of their ecological interventions and (3) a cycle of talks and discussions on the topic of regenerative landscapes to support the organisations in configuration of tactics & strategies for designing their site-specific interventions.

Online lectures will be documented and archived.

Points of intervention

Audiences: Cultural organisations curators + site managers + members of the local coalition

1. **Space-making & space-keeping:** beneficiaries will get the basic understanding of how to engage with the local community, start up and maintain their spaces by enhancing their ecological value through practical examples & generative exercises
2. **Artistic curation:** beneficiaries will get basic academic perspectives, concepts & practical examples for curation of their space in an ecological way.
3. **Advocacy and mediation:** beneficiaries will learn to run their spaces as active citizens. They will explore how to approach the precarious nature of their site & activities and how to frame long-term agendas despite their potential evacuation.

Envisioned outputs

- 8 urban feral maps across EU cities
- 8 urban location's ID
- 8 regenerative strategies including the tactics for advocacy & mediation

Proposed Timeline

April 2023 - Seminar 1: Human impacts on urban ecosystems / *downloadable package of 3 video lectures or podcast & a library of study resources (60 min)*

May - June 2023 - Seminar 2: Recontextualization: tools of seeing site's ecology and culture / *3 online workshops (90 min each)*

September 2023 - Seminar 3: Designing for regenerative landscapes / *1 online learning session (120 min each)*

October 2023 - Seminar 3: Designing for regenerative landscapes / *working conference & workshop for PP + 1 strategic partner in Timișoara (2 learning sessions)*

October - January 2023 - Seminar 3: Designing for regenerative landscapes / *3 online learning sessions (120 min each)*

February - March 2024 - Seminar 3: Pop-up sessions suggested by project partners (optional) / *2 online learning sessions (120 min each)*



Spring 2024 - Concluding event: Regenerative cultures: tactics & strategies across EU / *Krater's Feral Conference for PP + 1 strategic partner in Ljubljana (1-2 days) - to be further confirmed.*



Method: Google map default view does not keep record of feral lands. Feral Cartography instead recognizes multispecies interdependence and maps untamed urban grounds in danger of extinction. By mapping a city's spontaneous nature or abandoned infrastructure we map ecological potential of downfalls of spatial politics. To deal with the 'new visible' the partners will identify, map and engage with Krater-alike grounds of various scales and typologies in their respective vicinity, to make visible a planetary-scale ground of feral sites.

Output: By forming feral maps - we map potentials of the vicinity to host a variety of eco-social programmes. By analysing and mapping feral landscapes in our cities we better understand that cultivating well-being on our damaged planet means stretching perspectives far over limits of individual properties. Participants will be asked to map and analyse their local surroundings (Google maps/site visits).

Lecture 1: The Planetary scale: Short introduction to the Anthropocene

Key terms: Anthropocene - capitalocene - plantatiocene, terraforming, slow disturbance & contaminated diversity, invasive plants V species extinction, climate change, posthumanism.

Content: Before entering into the specific topics of urban ecology, the introductory lecture will offer a set of philosophical concepts, speculative fabulations and scientific findings for understanding the contemporary planetary condition - the Anthropocene. It's hard to imagine that what we do locally has planetary influence as we are not tuned to think big-scale. We need to learn how to notice the entanglements and situate our cultural practices in the world in which human-led activities - more precisely capital-driven economies - act as geological forces, terraforming the earth into a place where climate change and species extinctions and invasions are calling for our collective action.

Talk & discussion: Trajna + climatologist & degrowth scholar [Alijoša Slameršak](#) + a geographer

Suggested readings:

- 1 [Feral Atlas: What is the Anthropocene?](#)
- 2 [Bruno Latour: Critical Zones. The Science and Politics of Landing on Earth \(2020\)](#)



- 3 [Anne Heather Swanson: The Banality of the Anthropocene \(2017\)](#)
 - 4 [Planetary boundaries: : Exploring the Safe Operating Space for Humanity \(2009\)](#)
 - 5 [Benjamin H. Bratton: Terraforming \(2019\)](#)
 - 6 [Kim Stanley Robinson: The Ministry of Future \(2020\)](#)
 - 7 [Arturo Escobar: Designs for the Pluriverse: Radical Interdependence, Autonomy, and the Making of Worlds \(New Ecologies for the Twenty-First Century\)](#)
 - 6 [Anthropocene Curriculum](#)
 - 7 [David M. Richardson: Biological Invasions of the Last 500 Years](#)
 - 8 Maja and Reuben Fowkes: Art and Climate Change (World of Art)
 - 9 Reflections on the Plantationocene: A Conversation with Donna Haraway and Anna Tsing
- Krater experience:** extreme weather events: summer droughts and autumn floods / altered seasonal rhythm of plant life-cycles / tracing invasive plants & tiger mosquitos / novel forms of caretaking by firemen & creatives.

Lecture 2: The City scale: feral urbanism for 21. century cities which used to be cultivated and went wild

Key terms: urban development vs feral actants / Green vs Buildable land / To preserve vs To maintain / Zoning vs Temporary land use / Permanent - Temporary inhabitants / Users - Actants / Abandoned land vs Feral programming / Fragmentation of land vs City Ecology as a whole

Content: We will discuss often invisible though instrumental operations fueling urban inequalities - physical manifestations of neoliberal governance models and policies, protocols of land trade and the lack of legislation to acknowledge multispecies spatial rights. How to treat such knowledge as the object of cultural politics? To exercise urban ecologies as a viable alternative to the neoliberal city production we will track recent histories of transformations of exemplary typologies of wastelands to reexamine categories of ownership, user, land use, programme, heritage, etc (and the possibilities to subvert existing categories within cultural programming and from the multispecies point of view). To shift the paradigm of urban development which downfalls in social and environmental inequalities - pollution, extraction, devastation of biodiversity, etc we will oppose unlimited growth with feral tactics, creating the condition for the new urban (ecologies).

Talk & discussion: Trajna + landscape architect [Viолета Burckhardt](#)



Lecturers: Danica Sretenović / Violetta Burckhardt / [Teresa Galí-Izard](#) / Gaja Mežnarić Osole for Krater & invasives

Suggested readings:

- 1 David Harvey [Right to the city](#)
- 2 [Everything is gentrification now, but Richard Florida isn't sorry](#)
- 3 Practice: Cultural Centre Magacin, In Spaces of Commoning // skeniraj
- 4 [Aristode Antonas. "Radical non-use". In: Archipelago of Protocols, 69-76](#)
- 5 [Danica Sretenović. Three objects at the null point. In: Acting architecturally, 86-105, 2019](#)
- 6 [The Arsenal of Exclusion & Inclusion](#)
- 7 [Gilles Clement: Manifesto of the third landscapes](#)
- 8 [Kaika, Maria, and Erik Swynghedouw: The Urbanization of Nature: Great Promises, Impasse, and New Beginnings." In The New Blackwell Companion to the City Edited by Gary Bridge and Sophie Watson 2011 Blackwell Publishing Ltd, 98–107. Blackwell Publishing Ltd, 2011.](#)
- 9 [Maria Kaika / Heynen, Nik, Maria Kaika, and Erik Swynghedouw. "Urban Political Ecology: Politicizing the Production of Urban Natures." In, In the Nature of Cities: Urban Political Ecology and the Politics of Urban Metabolism, 1-20 \(18-36 in pdf\).](#)

Krater experience: Historical overview of the location / ownership contracts / precarity / development plans of Bežigrad / media projections / ...

Lecture 3: The Site scale: Feral ecologies as new public squares

Key terms: multispecies urbanism, slow-disturbance, reconciliation ecology vs protection & preservation, community regeneration, feral commons, design & planning vs cultivation/care

Content: As a consequence of political conflicts, unresolved ownerships or failed investments, we are witnessing a rise of rewilded urban ambients e.g. abandoned construction sites, industrial spaces & infrastructures, empty houses etc. in our contemporary cities. The final lecture will focus on investigating and analysing how we perceive, act upon and transform such spaces as well as how they in return transform life in our cities. Though invisible to the planning bodies - and thus in a state of constant vulnerability and precarity - they appear as vibrant actants worth keeping. Beyond their instrumental functions (they regulate the climate, enhance biodiversity, provide irreplaceable ecological infrastructure etc.) these unexpected multispecies



squares offer an important stage for rewiring human and non-human interactions. They bring forth the necessity to think about the city planning through a perspective of a multispecies urbanism. We can only be the users of the city parks or urban forests. But these feral squares introduce commoning, interdependence and reciprocity as new ethical/aesthetical regimes of the public greens while expanding the notion of a city gardener. Could we plan the city with such feral typologies, not against them? Could citizens become their stewards/care-takers by regenerating, maintaining and sharing them as new urban commons? Reconciliation with the feral lands - through culture - could create an eco-social web of urban public greens in our future cities.

Talk & discussion: Trajna + microbiologist & ecologist Primož Turnšek (SI) + landscape architect / urbanist Zuzana Jančovičová (NL)

Suggested readings:

- 1 [Anna Tsing: Contaminated diversity in Slow Disturbance: Potential Collaborators for a Liveable Earth](#) & Mushroom at the end of the World
- 2 Tao Orion, Beyond the war on Invasive Species; Everyone Gardens
- 3 Elinor Ostrom, Governing the Commons
- 4 [Solomon, Debra. Multispecies Urbanism MANIFESTO. 2021. Artist manifesto](#)
- 5 Artuso Escobar: Design for the Pluriverse: Elements for a Cultural Studies of Design: The Ontological Reorientation of Design
- 6 Menno Schilthuizen: Darwin Comes to Town: How the Urban Jungle Drives Evolution
- 7 Arts of Living on a Damaged Planet: Ghosts and Monsters of the Anthropocene
- 8 Gabriel, Nate. "Urban Political Ecology: Environmental Imaginary, Governance, and the Non-Human." *Geography Compass* 8, no. 1 (2014): 38–48.
- 9 [J.K. Gibson-Graham and Ethan Miller: Economy as Ecological Livelihood](#)
- 10 *Natura Urbana | The Brachen of Berlin* (movie)

Krater experience: contracting with the Ministry of Justice / initiating community actions of regeneration / mapping the biodiversity / intervening with the feral palace educational programme / reclaiming repair and care / becoming a proto Zoöp.



Exercise 2: The feral anatomy: mapping forming bodies of the site

Online workshop: 90 min

Content/problem: By noticing the existence and agency of non-human bodies on our territories, we can better plan for regenerational activities. The 'Zoo omic Year Cycle' is a method developed by a researcher and artist Klaas Kuitenbrouwer at Het Nieuwe Instituut. It helps us develop and grow the multispecies community of human and non-human life on the site. The method introduces 4 integral steps that form the baseline assessment: demarcating, observing & sensing, characterising and intervening. The first stage of action is to understand which bodies form the site. The ecosystem is not a fixed unit: as the seasons change and the time passes the compositions of the bodies on the site transform. It is though highly recommended to enact the mapping activity on a yearly basis and at various seasons.

Krater experience: As an example on how to construct the feral anatomy, Krater's demarcation will be presented to the partners.

Task - map the forming bodies: Let's demarcate! (1) Site's inhabitants: Who do we usually consider inhabitants? How do you address the public you work for? How does multispecies perspective change these conceptions? Which plants, animals, and fungi can you find on your site? List down and group the site's fauna and flora according to a role they play in the ecosystem e.g. herbs, trees, invasive plants, pollinators, soil organisms, edible mushrooms etc. How are these bodies connected to the surrounding urban greens? (2) Which physical (infra)structures demarcate the site: machines, materials, water bodies, electricity, weather conditions, roads, fences? (4) Are there any organisations or other human bodies who use the site? What is approximately the human population? (5) Which legal bodies shape its presence e.g. contracts or other agreements, funding bodies, national/international laws/policies? Do some bodies have more rights than others? (5) Which (if any) cultural/ecological activities or similar neighboring programs are present in the vicinity of the site? Organise your findings by drawing a mind map that involves all the bodies operating within your depicted site.

Discuss with: Klaas Kuitenbrouwer, artist and researcher at Het Nieuwe Instituut & a biologist.



Exercise 3: Situating and planning regenerative actions - engaging with the programme

Online workshop: 90 min

After revising the context of your work with regards to unique eco-social potentials of each respective site, its actant bodies and feral archives - stay with the trouble: What were the conflict points on which you can build your program? What were the (unexpected) alliances? How do you understand urban ecology as a cultural agenda? What are the contents and formats allowing for regenerative impact of cultural programming?

While planning regenerative cultural strategies check the potentials already situated in the vicinity. What is the predominant character of the neighborhood - industrial, housing, business, green areas, etc? Has your site been used as a host to events? How do people use it now? Can they trespass? What are the programs and formats already happening, are they ephemeral, biennials, festivals, markets, fairs, community actions? Which bodies obstruct, which bodies support each other?

How can neighborhood life strengthen your programme and inform eco-social agenda? Can we think of new formats of ecologies and economies which would, by introduction of multispecies context, present new or strengthen existing neighborhood relations? Imagine and map potential influences that your programme would introduce in its vicinity.

Krater experience: Participants will be introduced to Krater's programming, the fields it covers and its reach - cultural, ecological, educational ...

Exercise: Draft of regenerative actions

Discuss with: dr. Bianca Elzembaumer / scholar, ecosocial designer and cultural producer



Topics: choose your team of experts, dismantling colonial narratives across disciplines - searching for friends: landscape architects, lawyers, permacultural workers, ecologists, environmental sociologists etc. The regenerative narratives demand adapting various knowledges and tactics which call for multidisciplinary alliances. To reimagine formats in culture that surpass disciplinary separation, find companions for your practice driving from the expertise of law, ecology, biology, social scenes, etc. What are the critical questions regarding regenerative practice common to various disciplines but executed and communicated through arts and culture concepts? Trigger + thematic exercise.

3. Timișoara working conference: curating and advocating for practices of care and repair

3.1. Eco-cultural governance & advocacy

Onsite learning session: 120 min

We will examine existing theoretical concepts and emerging practices to review notion of nature as a subject and its implications: Rights of nature movement (Zoöp concept by Klaas Kuitenbrouwer, Feral Palace by Krater), Multispecies urbanism (Debra Solomon), Ecosystem services (Measuring ecosystems impact - Jonas Soonenberg), climate & multispecies justice movements. Participants will be asked to develop advocacy mechanisms on the matters of protection and evacuation of spontaneous urban nature as well as to address the precarious position of temporary use of production spaces. Discussion + thematic exercise.

3.2. Curating practices of care & repair

Onsite learning session: 120 min

Topics: engaging with the site + programme, rewilding and maintenance practices, producing discourses and knowledges, activism in culture repair shop / Q&A series of exemplary practices experienced in curating programs and imagining formats grounded in urban ecologies. Examine regenerative practices, tools, methods, formats with Climavore, Floating University, Urbania Hoeve, Zakole Warshaw, Ministarstvo prostora, Maja Vardjan (Biennial of Design, Ljubljana). Examples of creative resilience + thematic



exercises: designing new protocols; exploring new ways cultural actors, together with citizens, produce radical imaginaries of care work for urban ecologies.

3.3. Regenerative proposals exchange workshop

Onsite workshop: 120 min

Participants will present their regenerative proposals and collectively work towards designing an in depth strategy of ecological curation & advocacy. We will be designing new protocols; exploring new ways cultural actors, together with citizens, produce radical imaginaries of care work for urban ecologies.

4. Co-designing with more-than-human infrastructures

Online learning session: 120 min

The session will expose existing non-human infrastructures in the city (e.g. urban soil), dive into the concepts of repurposing, recombination and reconciliation infrastructures and introduce other examples of climate-resilient urban planning (city scale & site scale): rain parks, tiny forests, pollinator highways, sponge city, wildlife bridges, sound buffers, temperature regulators, tree nurseries etc. The participants will be asked to propose how to work with presented concepts within their cultural programmes and sites by engaging various publics and experts. Suggested reading: Barua, Maan. "Infrastructure and Non-Human Life: A Wider Ontology. Progress in Human Geography, 2021. Creative examples + thematic exercise. Suggested presenters: Trajna + microbiologist Primož Turnšek + landscape architect Urška Škerl.

5. Cultivating productive landscapes

Online learning session: 120 min

The session will expose the potential of degraded sites as urban stages for agricultural education. Permaculture, regenerative/carbon farming and food forests will be introduced as outdoor cultural platforms for enacting climate change mitigation, food security and building resilient civic networks. Drawing from creative practices such as R-urban (FR/GB), Urbaniahoeve (NL) and Beyond Construction Site (SI), participants will be asked to explore their site-specific landscapes as playgrounds for learning about urban agriculture, (bio)diversity and ecology. Creative examples + thematic exercise.



Suggested speakers: Trajna + microbiologist Primož Turnšek + cooperative Agrodivizija + artist Debra Solomon.

6. Unlocking forbidden vernaculars: initiating regenerative material cultures

Online learning session: 120 min

Referring to philosopher Jane Bennet (Vibrant Matter) we will explore materials as vibrant actants transforming, shaping and interacting with our urban scapes. To become conscious of partners' cultural production metabolisms we will map the materials and their flows. With redirecting their current agency, participants will be asked to minimize their waste production and introduce regenerative material cultures in their households or on their sites. To exhibit what are the advantages and constraints of using locally acquired natural materials to bridge the citizens and outdated local policies with feral ecosystems, Krater collective will speak about their on-site experience with mycelium-based packaging, invasive plants paper and wild clay production through various educational & research activities (Summer school Krater, Forbidden Vernaculars). Lecture + redirective mapping exercise. Suggested speakers: Krater collective + Trajna + architect Pedro Jervell + a city administrator.

7. Re-thinking economic cultures

Online learning session: 120 min

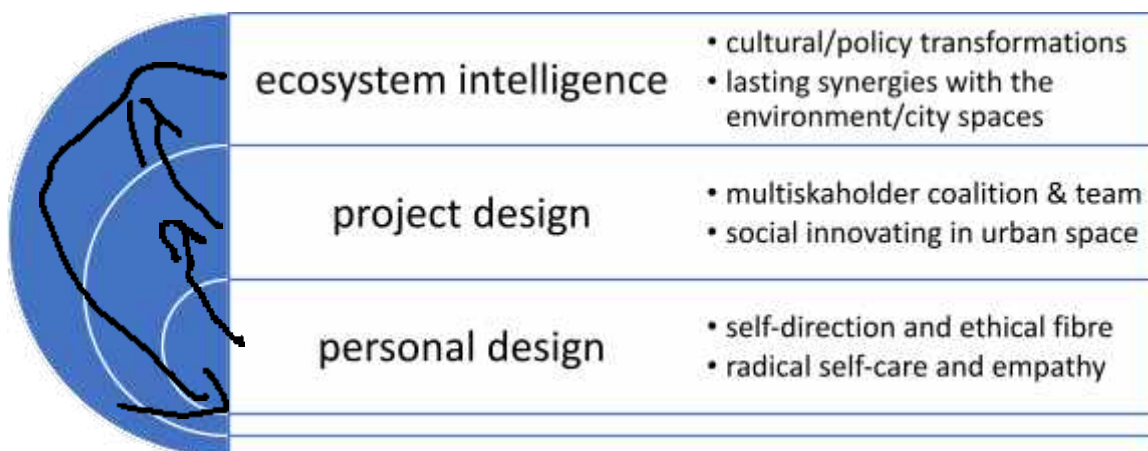
We cannot think about a potent ecological transition without moving our economic practices from extractive to regenerative. Concepts such as degrowth, community economies, commoning and doughnut economy will be applied as viable alternatives to rethink partners' eco-cultural programmes from the perspective of economy. Cultural organisations will be asked to think about the ecology of relations with artists, partners and their local coalition and sketch out creative tactics/strategies to avoid reconfirming existing modes of precarity and unpaid work. Lecture + redirective mapping exercise. Suggested speakers: Rok Kranjc (Institute for Ecology), Bianca Elzenbaumer (Precarity pilot, Alpine Community Economies Lab), Ajda Pistotnik (Policy Lab), Kate Rich (Feral NBA).

Regenerative change-makers' capacity building curriculum

1. Curriculum concept and pedagogical approach

The training and mentoring support for changemakers and their stakeholders engaged in city empty spaces regenerative pilots is based on ASHOKA's concept of "every-one's a changemaker" world. Change-maker is a person who is sensitive to human/environmental needs critical of any form of injustice and responds to uncertainties by creative action. Change-making like creativity can be learnt. Model social entrepreneurs (e.g. Ashoka Fellows) who engage others into development of their novel solution serve at the same time as tutors of disruptive approaches to systemic change, applied creativity, entrepreneurial resourcefulness, impact analyses, courage and ethical fiber/integrity. To become a change-maker one must experience freedom and intrinsic motivation to create value, be supported with basic resources, wise feedback and achieve a level of resilience allowing to face adversity or failure on the way to a successful improvement of life in an ecosystem. The most complex challenges (like city inclusive transformations) must be handled through collective change-making by "team of teams" approach in which every stakeholder with a collaborative mindset is a potential expert but needs to find the right community to put her/his resources to the best effect on systems and framework changes. Ashoka's definition of impact implies all the general social transformations provoked by its beneficiaries rather than only the part of the outcomes that can be attributed to the organization's activities. The more equitable the process is the more transformative change you will achieve according to ASHOKA's experience as nr 5 impactful in the world.

The program assumes the eco-systemic approach to changemaking starting with the inner-developmental work, service leadership skills (personal design) leading to multistakeholder collaborations, empathy-based co-designing and piloting innovative solutions (project design) to making them sustainable and reaching policy level (ecosystem).





The participants will be invited to trainings for particular modules, the whole set of modules and the set of modules in combination of individual mentoring sessions specific to their pilots and contexts integrating ecosystem intelligence, rigorous design frameworks, and social justice practices into their realms of changemaking, including:

- *personal life stewardship, resilience and professionalized uncertainty (PUNC)*
- *lasting systemic change strategies*
- *dismantling oppression and engaging diversity*
- *creative agency and collaborative competencies*
- *aligning policy-making level activities with SDGs*
- *contributing systemically to social inclusion through culture*

The curriculum has a generative nature with the focus and learning outcomes and changemakers competencies rather than a rigid content universal regardless of specificity of the participants previous experiences and contexts. The trainings will follow the Kolbe experiential learning cycle and include on-going need analyses, goal-setting, matching the methods, feedback/forward and evaluation/reflection. Participants will be instructed and encouraged to use personal as well as project portfolios for recording their achievements and progress in changemaking capacity building.

While cultural norms in the field of formal and informal education tend towards reductionist approaches to content and didactic forms of delivery. In contrast, this course models itself from the way interdependent ecosystems function. As such, regenerative facilitators design learning environments that build connections across attendees and foster a participatory environment where people’s ideas, leadership, and creativity is fostered. Decisions are not made solely by the facilitator or educator; instead, more democratic processes allow participants to elect areas to focus on, projects to initiate, and even activities to lead for the group. Regenerative pedagogy necessarily includes embodied and experiential activities that honor the somatic and emotional intelligence of participants’, rather than solely rewarding demonstration of intellect or dominant modes of learning. It can be counterintuitive to slow down and take time to reflect when our overarching goal is to catalyze groups and social systems into new states of transformation. However, the capitalist conditioning that we’ve received—which values continued economic “growth” over learners’ well-being and thoughtful contemplation—is quite out of sync with nature’s patterns of cyclical development followed by senescence or disturbance, and finally, regeneration.

2. Goals of the overall program

The program aims at exploring key enabling conditions for collaborative and regenerative change making on the basis of proven practices of ASHOKA fellows and their organizations in ecology, community development, education and culture. It combines strategy, process, and leadership elements because one of the key ASHOKA learnings has been that social regeneration and innovation require new ways of knowing, being, leading, and relating that have a considerable impact on what is possible through multistakeholder collaboration. The goal is therefore to equip the participants with the practical tools and mindsets needed to strengthen collaboration processes from personal perspective and to deepen individual collaborative leadership skills. The learning journey has been designed in a way that can open



up new or deepened awareness of the participant as a leader and of the dynamics in her/his project teams or even the entire multistakeholder team engaged in the project pilots. It will also help participants to reconnect with motivations behind regenerative changemaking and to make informed choices about which tools and frameworks will most effectively advance their projects. All of this, with increased personal/collective courage and resilience.

3. General delivery and assessment design

The curriculum will be delivered and assessed in several formats with the focus on e-portfolio functionalities including the choice of learning outcomes, the record of experiences, reflecting, giving and receiving feedback/forward and validation of competencies by experts/stakeholders.

The course will be advertised within the project networks and introduced as part of webinar with curriculum presentation, clear instructions for setting up and running e-portfolio and interaction opportunities. Each module will be delivered first in basic online learning lab formats in groups from 50 to 100 participants recruited from actively engaged Future Divercities teams from 8 piloting organizations, their chosen stakeholders, city representatives, members of creative communities as well as leaders from European Creative Hub network or other community development organizations. In between the sessions the participants will be expected to engage in flipped learning process studying self-paced materials like videos, pdf texts and on-line articles or web-site content. They will make entries in their e-portfolios, share some content and request feedback from peers or/and experts/mentors. Ashoka fellows will arrange visits to pilots and deliver further instruction based on focused group discussions, project portfolio analyses, mentoring sessions. Outputs will be monitored in e-portfolios and selected participants will be able to have their learning outcomes validated by the most engaged stakeholders and Ashoka fellows.

Module 1 Personal design

Individual learning outcomes:

	Knowledge	Skills (being able to)	Attitudes (willing to)
Self-direction	One's experienced sensemaking Current changemaker's profile The benefits of capitalizing on uncertainty The importance of causal relationships The importance to develop vision One's intuition as a source of information The need for being challenged The need for dialogue	Use evidence, analysis and critical reflection to drive / initiate self-development, valuing self and others in the process Justify the approaches taken to promote confident engagement with their personal and professional communities, analyzing own agency in relation to impact to social change Navigate digital resources and tools for changemaking	Experiment Take initiative Take responsibility for choices and actions Empathize with different perspectives, humans and non-humans Discover new strategies for problem solving Visualize future alternative scenarios Engage in communities of regenerative learning & practice



	<p>The need for doing something meaningful</p>	<p>Act autonomously in planning and implementing tasks Investigate sources of uncertainty Ask divergent questions Find, value, interpret and use or share relevant information and resources Understand causality Deal with incomplete information adequately Review / adapt personal development in the light of peer review, drawing on multiple sources feedback from valued others to evidence and justify your plan and improve performance. Synthesize conflicting feedback to own performance. Proactively make allowance for solutions for managing uncertainty, challenging / shifting circumstances demonstrating resilience Proactively extend the scope of contribution to ensure impactful deliverables and enhance outcomes that demonstrate both perseverance and sensitivity to social nuance/diversity</p>	<p>Oppose toxic systems and influence healthier policies Contribute to preservation of resources for future generations Relate compassionately to self, others and the world Relate to other inner developmental goals: being, thinking, caring, collaborating and driving change</p>
<p>Ethical – fibre and well-being</p>	<p>One’s values, strengths, self-efficacy or that one needs support from others Where to find relevant information Best practices in reducing uncertainty One’s experienced uncertainty in a specific situation, context, or task</p>	<p>Demonstrate a consistent changemakers’ ethic that indicates a preparedness to take appropriate risks, explore multiple options and create opportunities for self-development in a purposeful manner. Anticipate foreseen challenges, be prepared to address unseen</p>	<p>Demonstrate courage Acknowledge vulnerability Accept failures Self-care Self-compassion Strengthen resilience Accept not knowing what future may bring Embrace doubts</p>



	<p>Systemic sources / negative effects of stress, loneliness, being shamed, ignored, underappreciated etc. One's experienced ways of self-care, regeneration Natural places of beauty and inspiration Principles of practicing mindfulness, self-compassion, gratitude etc.</p>	<p>challenges / changes Critical examination of own strengths, recognizing failure Operate between an existing and familiar present and an unknown future Use techniques for increased mindfulness, self-compassion and deep relaxation</p>	<p>Show feelings/empathize to get solidarity with/from others Endure setbacks, bounce back</p>
--	--	--	---

Instructional design, tools and activities:

The participants will be invited on a self-development journey to critically analyze their personal resources for changemaking in the context of city regeneration and their role within the Future Divercities pilots and other project phases. They will be recommended to do some reading, reflect on their own past experiences and (re)design themselves as changemakers. In real time meetings they will do some case-study of selected ASHOKA fellows, interview each other, get feedback on their strengths, solve sample divergent problems to explore situations of uncertainty, record their learnings in multiple roles and receive feedback based on their electronic portfolios.

Self-paced study of recommended material for Module 1:

Sample Ashoka fellows' profiles - <https://www.ashoka.org/en-us/story/meet-our-2022-ashoka-fellows>

Supporting system changers – self-study resources from ASHOKA - <https://fellowship-europe.ashoka.org/supporting-system-changers-role-system-thinking-leadership-and-wellbeing>

Changemakers as digital makers by Emma Whewell - <https://link.springer.com/article/10.1007/s10639-022-10892-1>

What inner qualities should a sustainability changemaker have – interview with Kristian Stalne - <https://www.innerdevelopmentgoals.org/resources>

Recepies for changemakers' well-being - <https://www.recipesforwellbeing.org/recipes/>

Mindfulness toolkit - <https://www.salto-youth.net/tools/toolbox/tool/mindfulness-toolkit.3232/>

The changemakerXchange resources - <https://changemakerxchange.org/resources/>

Tools to be used or/and developed by the participants:



	<p>Inform a holistic understanding of what is happening in the system and what is needed to transform it, enabling greater accountability</p> <p>Create long-term ownership over the issue and possible solutions, not only buy-in, which allows the simultaneous implementation of multiple interventions</p> <p>Develop multi-faceted, systemic strategies and solutions that address root causes and core dynamics that need to shift</p> <p>Critically analyze / investigate complex and ill-defined socio-cultural issues in local contexts, identify broader / more specific implications for selected issues across contexts demonstrating a nuanced social awareness / consciousness.</p> <p>Proactively extend own spheres of influence promoting multiple ownership.</p> <p>Justify chosen solutions and associated decisions to address complex / concrete and abstract problems.</p> <p>Ensure sustainable / transferable solutions welcome by multiple stakeholders</p>
<p>Implementing regenerative transformations</p>	<p>Proactively design to mitigate for / take advantage of / accommodate disruptive factors</p> <p>Exercise initiative to foster innovative, practical change within uncertain / ambiguous contexts.</p> <p>Facilitate/cultivate the conditions for diverse groups of cross sectoral, cross organizational groups of changemakers to drive intentional collective regeneration of designated spaces</p> <p>Create opportunities for the systemic cycle of discovery, adaptation, and circling back along the way shifting from a heropreneur approach and a singular narrative towards letting go of control and embracing complexity, emergence and shared regenerative leadership</p>

Instructional design, tools and activities:

The participants will be presented with resources for changemaking in the context of city regeneration and their potential applications within the Future Divercities pilots and other project phases. They will be recommended to do some reading, reflect on their own past experiences and develop innovative strategies for their projects implementation. In real time meetings they will do some case-study of regenerative transformations, create maps of their multiple stakeholders, get feedback on their strategies, record their learnings and receive feedback based on their project electronic portfolios.

Self-paced study of recommended material for Module 2:

ASHOKA's Introduction to a Collaborative Approach to Systems Change video

<https://www.youtube.com/watch?v=2x5f9mWouOA>

Levels of multistakeholders' engagement

Article -

<https://water-drive.eu/assessment-of-levels-of-stakeholder-engagement-in-case-area-activities/>

Matrix - <https://fellowship-europe.ashoka.org/files/5-levels-engagement-expandedpdf>

Video - <https://www.youtube.com/watch?v=pe1QgUkWEd0>

Collaborative Innovation by Co-Creative video:

https://www.youtube.com/watch?v=q_xOG4J-FNI&feature=youtu.be

blog articles:

<https://www.wearecocreative.com/post/2018/04/01/its-not-collaboration-as-usual>

ASHOKA system change video

<https://www.youtube.com/watch?v=S1EDMw0va8Y>

Four agendas for effective system change collaborations video

<https://www.youtube.com/watch?v=ino5KpC3r18&list=PLiSo8uHLFy2fKC8t0zGTsDMW2pAGC7c6u&index=8>

Collaborative innovation roadmap video

<https://www.youtube.com/watch?v=AnB65p8yaU8&list=PLiSo8uHLFy2fKC8t0zGTsDMW2pAGC7c6u&index=10>

Innovative collaboration patterns video

<https://www.youtube.com/watch?v=DHW5eVhW5cc&list=PLiSo8uHLFy2fKC8t0zGTsDMW2pAGC7c6u&index=11>

ASHOKA's system change podcast

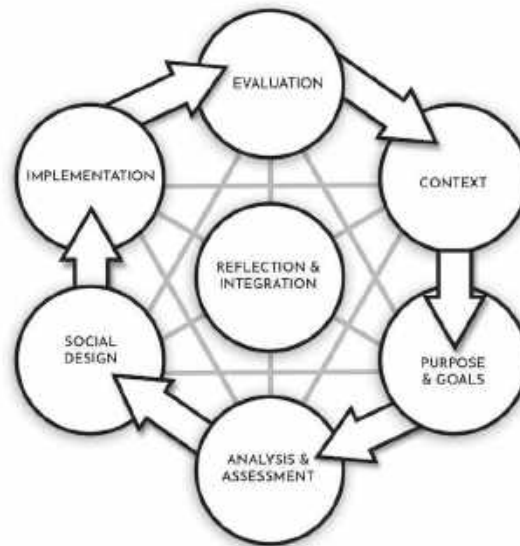
<https://ashokasystemschange.libsyn.com/episode-3-ieroo-billimoria-including-childline-india-aflatoun-and-child-youth-finance-international-cyfi>

Tools to be used or/and developed by the participants:

Social Regenerative Design Process Overview

Section II guides readers through a Regenerative Social Design Process through which we:

1. Consider the **Context** of the social ecosystems in which our change-making projects occur
2. Clarify and articulate (to oneself and to the world) a project **Purpose and Goals**
3. Create **Analyses and Assessments** that reveal unique Opportunities and Constraints
4. Join the Goals with the Analysis and Assessment to yield an elegant **Social Design** that is responsive to the Context and realizes the project Purpose
5. **Implement** a robust, multi-staged plan that moves the Design from ideation into action
6. Determine holistic criteria, tools, and benchmarks to **Evaluate** the project impact and degree to which the Social Design achieves the project Goals
7. Take the time and space for ourselves, to exhale, rest, **Reflect** on, and **Integrate** the work we've created



SOCIAL REGENERATIVE
DESIGN PROCESS

Stakeholders map and level of engagement canvas

Community building/Flourishing business canvas

Diversity Atlas, Kumu, Open Impact

Empathy boxing ring/Legislative Theater

Project Hatchery

Activities/Learning methods:

Case study analyses, flipped classroom, creative problem solving sessions, forum theatre, e-portfolio elevator pitch and peer-assessment

Module 3 Eco-systemic intelligence

Learning outcomes – skills



<p>Scaling regenerative solutions to policy/ecosystemic level</p>	<p>Negotiate from a position of unfamiliarity to consider alternative perspective(s), put forward prototype/pilot designs and evaluate the effect of the compromise on the project / external stakeholders or Demonstrate empathy and active listening skills when negotiating to reach a compromise for the benefit of the ecosystem / society Negotiate a pathway to action in situations where compromise / consensus is not possible Synthesize feedback from a variety of external stakeholders and intelligence to demonstrate how solutions have been modified in response</p>
<p>Create ecosystemic intelligent synergies Align systemic changes with SDGs</p>	<p>Proactively anticipate challenges and problems arising, / deviation from the plan /other uncertainties, and take decisive action to ensure sustainability and synergies Embed regenerative innovative approaches as complement to the macro-level perspectives of (local) governments. Act as transformation and collective impact guides for society. Collaborate with multi-stakeholders on sustainability on operational and policy-making levels</p>

Educational resources for module 3

Six conditions of impact change video - https://www.fsg.org/resource/water_of_systems_change/

Creating synergies with authorities

<https://fellowship-europe.ashoka.org/story/new-allies-how-governments-can-unlock-potential-social-entrepreneurs-common-good-new>

Supporting system change with funding

<https://fellowship-europe.ashoka.org/story/embracing-complexity-towards-shared-understanding-funding-systems-change-new>

Collective impact

https://cdn2.hubspot.net/hubfs/316071/Events/CCI/2016_CCI_Toronto/CCI_Publications/Collective_Impact_3.0_FINAL_PDF.pdf

Systemic impact resources

<https://changemakerxchange.notion.site/CXC-Systemic-Impact-Resources-895070082d494bae8d210a9b2ba4c25e#017acde10653461dba3f5a482bea82af>

Systemic community inclusion collaborations with business

[Community Inclusion Under Systemic Inequality: How For-Profit Businesses Pursue Social Purpose by Addisu Lashitew, Oana Branzei, Rob van Tulder :: SSRN](#)



Positive Change – framework for stakeholders' involvement

[Business and Sustainable Development Goals - Positive Change 0 Rob van Tulder.pdf \(rsm.nl\)](#)

Changemakers' impact on governmental policies

<https://ijse.maldivesresearch.org/wp-content/uploads/2022/03/P-4-IJSE-Volume-7-2022-NGOs-Impact-and-Sphere-of-Influence-on-Governments-Policymaking-Around-The-World-Adam-Jagiello-Rusilowski-Paper-4.pdf>