LUISS

Department of Political Science
Master of Science in Policy and Governance in Europe

Course of Urban Law and Policy

Fostering Participation in Urban Projects in the EU: Innovation Methodologies and the Necessary Skillset for City Public Servants

Prof. Christian Iaione

_____

SUPERVISOR

Dr. Pirri Valentini

_____

CO-SUPERVISOR

650322

_____

ALENA SHMALKO

Academic Year 2022/2023

Table of Contents

List of abbreviations

CCC	Cluj Cultural Center
CS	CityScope
CSO	Citizen Science Office
CSL	CityScience Lab
DT	Design Thinking
EU	European Union
F&F	Futures and Foresight
FoW	Future of Work
LS	Lean Startup
MVP	Minimum Viable Product
UCD	User-centered design

Introduction

With the current pace and complex nature of societal change[1] and under the conditions of ambiguity, diversity and uncertainty, organizations across all sectors strive to improve efficiency and capitalize on innovation and creativity. This is no different for contemporary cities[2] which are indeed in the frontline of the most urgent challenges including the digital and ecological transitions, the discrepancy of scarce resources and growing needs[3], and increasing societal expectations. These challenges call for fast reaction, user-centricity, creativity, and flexibility which are usually counterintuitive in the context of modern bureaucratic systems[4].

Addressing these issues, cities' administrators also need to consider the growing need of engaging citizens in generating and managing experimental urban solutions. Participation has increasingly been viewed as a fundamental element of democracy[5] and a strategic component of new urban initiatives in the modern society characterized by social fragmentation[6]. The problem is to ensure genuine engagement and empowerment which goes beyond a tokenistic approach to participation[7]. The new concepts of participatory governance[8], co-creation in cities[9], and city as a commons[10] underline that citizens and other stakeholders should participate in generating and managing innovative urban solutions and thus gain common ownership of these solutions and their future outcomes.

Hence, the mismatch between the complexity of the urban context and existing administrative practices and the old cultural mindset calls for new innovative approaches to delivering urban projects. Public servants of the modern city, being the key administrators and facilitators of urban innovation, need new skills and instruments to deliver experimental urban initiatives and, importantly, make sure these initiatives are participative and sustainable in the long run. But how can this be achieved?

---

[1] Landry, C., & Caust, M. (2017). The creative bureaucracy & its radical common sense. Gloucestershire: Comedia. P. 29.

[2] Fernández-Güell, J. M., Collado-Lara, M., Guzmán-Arana, S., & Fernández-Anez, V. (2016). Incorporating a systemic and foresight approach into smart city initiatives: the case of Spanish cities. Journal of urban technology, 23(3). P. 43.

[3] Landry, C., & Caust, M. (2017). The creative bureaucracy & its radical common sense. Gloucestershire: Comedia. P. 33-34

[4] Graeber, D. (2015). The utopia of rules: On technology, stupidity, and the secret joys of bureaucracy. Melville House.

[5] Mensonen, A., & Hällström, A. A. (2020, November). Designing cities? The use of design thinking in urban planning in Finland. In IOP Conference Series: Earth and Environmental Science (Vol. 588, No. 5, p. 052043). IOP Publishing.

[6] Leino, H., & Puumala, E. (2021). What can co-creation do for the citizens? Applying co-creation for the promotion of participation in cities. Environment and Planning C: Politics and Space, 39(4), P. 784.

[7] Arnstein, S. R. (1969). A ladder of citizen participation. Journal of the American Institute of planners, 35 (4), 216-224.

[8] Fischer, F. (2012). Participatory governance: From theory to practice, in Levi-Faur, D. (Ed.). The Oxford handbook of governance. Oxford University Press.

[9] Leino, H., & Puumala, E. (2021). What can co-creation do for the citizens? Applying co-creation for the promotion of participation in cities. Environment and Planning C: Politics and Space, 39(4), 781-799.

[10] Foster, S. R., & Iaione, C. (2019). Ostrom in the city: Design principles and practices for the urban commons. In Routledge Handbook of the Study of the Commons (pp. 235-255). Routledge.

Thus, this thesis is guided by the following research question: what methodological frameworks and skills do city public servants of today need to effectively manage participatory urban projects?

The key hypothesis is that to achieve this aim cities need to transform urban bureaucracy, developing a new **skillset** for public servants and adopting hybrid practices from **innovative methodologies** such as Design Thinking (DT), Agile, Future and Foresight (F&F) and Lean Startup (LS). In other words, the present thesis will view the delivery of urban participatory projects from two different perspectives. The first one is the people perspective that will focus on new skills and cultural mindset and ways to develop and foster them. The second perspective will help see how innovative methodologies can be applied in the urban context to spur innovation and allow for engagement of citizens and other stakeholders. The choice of the four methodologies is guided by two factors. First, the initial academic literature review and Google search showed that these frameworks are the most popular ones among the innovative methodologies and that they have been increasingly employed in the urban context lately. Second, the selected methodologies: Agile, Lean Startup, Design Thinking and Foresight – originally come from different fields (design, software development, manufacturing, military) and can thus help address the issues that city public servants face from different perspectives. Importantly, the aim of the thesis will be achieved through both the study of existing theoretical frameworks and the comparative analysis of five European urban projects which sought to engage citizens in the management process and employed some elements of the above-mentioned innovative methodologies.

This thesis contributes to the existing body of research in several ways. First, it helps close the gaps in the academic literature on the ways to enhance participation in the modern urban context. While participation is acknowledged as crucial, there is a need for a holistic approach that encompasses processes and people to strengthen the long-term effectiveness of new initiatives. The thesis will delve into the rationale behind implementing various innovative methodologies, as well as explore the skillset required for urban bureaucrats. Second, the present research will bring practical value thanks to the comparative analysis of five urban projects. This method will investigate the ways of using the innovative methodologies and try to identify the unique value that each of them can bring to participation. Moreover, skills and knowledge that modern city public servants need will be identified directly from the practical experience of the teams who delivered the selected projects.

At the same time, the present research has some limitations. To start with, the narrow range of projects for the case study does not allow for generalization and the establishment of strong relations between the application of methodologies and the effectiveness of participation. Also, the thesis may not fully represent the diversity of urban environments and administrative practices. Furthermore, a limited scope of innovative methodologies was selected which may overlook other frameworks used in participatory urban context. Next, even though the study benefits from its unique research gap, which adds to its originality, this also exposes the research to theoretical vulnerability due to the lack of established literature on this specific link between the methodologies and skills from one side and the effectiveness of urban initiatives from the other. Consequently, by expanding the research scope to include more practical cases, the findings presented in this study can be reinforced. Also, other methodological frameworks that fall outside the scope of the present thesis can be explored to widen the set of techniques that city public servants may use in urban project management.

This thesis is structured into three main chapters, followed by a conclusion. Chapter 1 provides a comprehensive literature review, focusing on frameworks of citizen participation and empowerment in the urban context. It also explores both the people and the methodological perspective of managing participatory urban projects. Chapter 2 establishes the theoretical framework for the thesis. It discusses the evolution from the classic ladder of participation to a new model of shared ownership of urban commons. The chapter also highlights the need for a mindset shift and new skills in urban bureaucracy. Furthermore, it explores innovative methodological frameworks such as Agile, Design Thinking, Lean Startup, and Futures and Foresight, which are already applied in new urban initiatives. Chapter 3 conducts a comparative analysis of five European urban projects. It begins with a description of the research design and provides an overview of the selected initiatives. The chapter then compares and discusses the findings from these cases, shedding light on the effectiveness of the methodologies and the need of a new skillset for bureaucrats. Finally, the conclusion summarizes the key findings from the thesis, highlights their implications, and offers recommendations for future policies and academic research.

Chapter 1. Literature review

The aim of the present chapter is to briefly introduce the findings of previous academic research on 1) approaches to participation in the urban context; 2) the portrait of a local city administrator; and 3) the methodological frameworks applied in local projects. In such a way, the initial theoretical foundation of the thesis will be constructed. Importantly, literature review will help identify gaps in existing frameworks on how to enhance participation and help effectively bridge them, emphasizing the novelty and relevance of the present thesis.

1.1. Frameworks of citizen participation and empowerment in the urban context.

Since the main subject of this analysis are *participatory* urban projects, it is necessary to give an overview of key academic literature on participation, starting with the concept of the ladder of participation. In her influential work of 1969[11], Arnstein explores the notion of participation in relation to citizenship, highlighting its fundamental role in democracy. She distinguishes between empty rituals of participation and true empowerment that enables citizens to influence outcomes. Arnstein's ladder introduces three concepts—non-participation, tokenism, and citizen power—represented in total by eight rungs of participation. A limitation of this model was identified by Connor[12] who noted the lacking connection between the different rungs. He emphasized the significance of an educated public as the foundation of any policy and proposed a modified ladder with a cumulative and systemic approach, tailored to each specific policy development. One of the most recent modifications of the ladder was introduced by Gouache[13]. The author added a layer of co-creation and co-decision that then leads to delegated power and citizen control (the highest rungs of Arnstein's ladder), emphasizing the creative element of participation.

Apart from the participation ladder paradigm, there are other approaches to studying participation. Carpentier[14], for example, does it through comparing participation with access and interaction, highlighting their distinctiveness and interrelatedness in the context of technology, content, people, and organizations. Participation is characterized by co-decision at every stage of the process and in all

---

[11] Arnstein, S. R. (1969). A ladder of citizen participation. Journal of the American Institute of planners, 35 (4), 216-224.
[12] Connor, D. M. (1988). A new ladder of citizen participation. National civic review, 77 (3), 249-257.
[13] Gouache, C. (2022). Imagining the future with citizens: participatory foresight and democratic policy design in Marcoussis, France. Policy Design and Practice, 5 (1), 66-85.
[14] Carpentier, N.(2015).Differentiating between access, interaction and participation. Conjunctions,2(2) 7-28. https://doi.org/10.7146/tjcp.v2i2.23117 (last accessed June 7, 2023)

types of activities. The author concludes that access and interaction are crucial components that can lead to participation under certain conditions.

Citizen participation can also be viewed through the prism of governance theory which helps identify important factors to effectively engage civil society. Participatory governance has emerged as a transformative approach that marks a shift from professionally dominated activities to citizen-based initiatives. According to Fischer[15], it is a form of governance that emphasizes direct intentional democratic engagement and goes beyond the traditional roles of citizens as voters or watchdogs. Though citizen participation can lead to enhanced democratic decision-making and more effective and efficient delivery of services, participatory practices need to be strategically organized and facilitated to maximize the benefits.

A more pragmatic and narrow approach to participation is inherent in the concept of co-creation. Its basic principles, ideated by Ramaswamy and Ozcan[16], such as value creation through interactions, collaboration with stakeholders and leveraging individual experiences, were further developed by Leino and Puumala[17]. The authors examine co-creation as a practical approach by analyzing three case studies in Finland, drawing on their personal involvement as researchers, to identify the challenges associated with implementing co-creation in real-world settings. They conclude that co-creative practices require a systemic, multi-directional approach to generating solutions.

A very important development in urban and social studies has been brought by the city as a commons approach to viewing governance processes. The concept of the urban commons draws inspiration from the work of Jane Jacobs[18] and Elinor Ostrom[19]. Jacobs, in her landmark book "The Life and Death of Great American Cities", viewed cities as complex, organic systems and brought to light the social capital, i.e. networks and norms, that underpinned physical city neighborhoods. Ostrom focused on the sustainable management of common resources and identified the design principles that foster collective governance. Ostrom's findings emphasized the potential of polycentric systems and "public

---

[15] Fischer, F. (2012). Participatory governance: From theory to practice, in Levi-Faur, D. (Ed.). The Oxford handbook of governance. Oxford University Press.

[16] Ramaswamy V and Ozcan K (2014) The co-creation paradigm. Stanford: Stanford University Press.

[17] Leino, H., & Puumala, E. (2021). What can co-creation do for the citizens? Applying co-creation for the promotion of participation in cities. Environment and Planning C: Politics and Space, 39(4), 781-799.

[18] Jacobs, J. (1961) The Death and Life of treat American Cities. New York: Vintage Books. Reissue edition (December 1, 1992).

[19] Ostrom, E. (1990) Governing the Commons: The Evolution of Institutions for Collective Action, available at https://wtf.tw/rcf/ostrom_1990.pdf (last accessed June 11, 2023)

entrepreneurship" in fostering innovation and co-production of essential goods and services at the local level. Such approach, though at some point game-changing, called for being adjusted to modern urban ecosystems with their regulatory and socio-economic complexity. Indeed, the need to reconceptualize the model was identified by Iaione and Foster[20] who introduced five new design principles of urban commons, capitalizing on their previous rich research findings. These principles are co-governance, enabling state, social and economic pooling, experimentalism, and tech justice; they encompass various forms of urban commons governance mechanisms and tools, including institutional, legal, financial, and digital aspects, and are meant to empower communities to shape the present and the future of the city.

Overall, the above-mentioned academic works constitute a fundamental theoretical foundation of the concept of citizen participation that has expanded to include other stakeholders and ensure constant and transparent co-management and co-ownership. The present research will capitalize on these findings and bring up specific methods and practices that city public servants should employ and the skills and knowledge they need to gain with the aim of achieving the above-described principles of participation and empowerment.

1.2. The people perspective of managing participatory urban projects.

Next, it is interesting to explore how the existing academic legacy has addressed the question on the skills required from local administrators to manage participatory projects. To begin with, the general description of the today's public administrative system and its approach to change is given by David Graeber[21]. He views the modern over-bureaucratized capitalist system with serious criticism, showing how it hinders any creativity and thus significant innovative advancements in terms of both economic and technological development as well as engaging with civil society. Despite his harsh criticism, Graeber does not believe in a world with no rules at all, but urgently calls for a radical system change.

A slightly different vision of public bureaucracy is presented by Charles Landry[22]. Explaining the current state of affairs by the rigid cultural mindset of bureaucrats and the lack of incentives to change,

---

[20] Foster, S. R., & Iaione, C. (2019). Ostrom in the city: Design principles and practices for the urban commons. In Routledge Handbook of the Study of the Commons (pp. 235-255). Routledge.
[21] Graeber, D. (2015). The utopia of rules: On technology, stupidity, and the secret joys of bureaucracy. Melville House.
[22] Landry, C., & Caust, M. (2017). The creative bureaucracy & its radical common sense. Gloucestershire: Comedia.

Landry, differently from Graeber, provides a specific solution on how to spur creativity. It lays in fostering "creative bureaucracy" that is agile, flexible, innovative, and open to change. Enabling it requires a set of efforts from the cultural, organizational, and human resource management point of view. The skills that Graeber deems necessary to unleash the potential of the bureaucratic machine are an open mindset, creative problem-solving and agility, to list just a few.

There are also other studies that propose a new skillset for public servants. For instance, Van Jaarsveldt[23] in an attempt to suggest specific areas of knowledge and skills to be included in Public Administration curricula, highlights communication, collaboration, ability to work in teams and an international perspective. By the same token, Vivona[24] identifies such innovative skills as "tech-savvy" vision, flexibility, emotional intelligence, and social responsibility, among others.

Though these theoretical suggestions form a good foundation for further practical implementation and academic research, they lack real-life settings and adjustments to the needs of the city. Such questions as "how are the skills of city bureaucrats exercised in practice?" and "why are they important?" or "what are the ways to develop these skills in case they are lacking?" remain unanswered and will indeed become the focus of the comparative analysis in Chapter 3.

1.3. The methodological perspective **of managing participatory urban projects.**

The last stream of literature review was aimed at answering the question: what academic literature is there on the application of the innovative methodologies in participatory urban projects and is it extensive? The chosen set of methodologies, as mentioned previously, includes Agile, Design Thinking, Lean Startup and Futures & Foresight. The search query made in the Google Scholar database included the keywords "*name of methodology*" AND "citizen participation" AND "city".

For Design Thinking, the system returned the largest number of search results, 904,000, and so a substantial width of thematic aspects was noted. Mintrom and Luetjens[25] examine several Design Thinking strategies to be applied in policymaking in a case study from Australia. Their conclusion is

---

[23] Van Jaarsveldt, L. C. (2018). Knowledge and Skills Required by Public Servants in a Fast-changing World of Work. Administratio Publica, 26(2), 43-64.
[24] Vivona, R., Demircioglu, M. A., & Raghavan, A. (2020). Innovation and innovativeness for the public servant of the future: what, why, how, where, and when. The Palgrave handbook of the public servant, 1-22.
[25] Mintrom, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. Australian Journal of Public Administration, 75(3), 391-402.

that the effective use of DT mainly depends on the users' understanding of its practices, and the commitments of leadership. Next, McGann et al.[26] examine the rise of Public Sector Innovation (PSI) labs which usually base their operations on the Design Thinking methodology. Interestingly, they conclude that the DT approach within the PSI labs is oriented towards service design rather than more systemic challenges. Since the work was published in 2018, it will be interesting to see whether this finding will be corroborated by the further comparative analysis. Notable, many recent works are dedicated to the use of DT in smart cities. Though the smart city concept falls outside the scope of the thesis, some important ideas can be derived. Depiné et al.[27] provide a broad overview of the concept of a human smart city and design thinking, noting the divergent mindset of DT and its ability to explore alternative solutions. Qaed[28], also proposing the use of DT to underpin the human dimension in smart cities, goes further and identifies four specific areas where the methodology can add value to smart city design: humanizing the design, promoting user engagement, supporting sustainable development, and fostering innovative solutions. Hence, many authors see DT as a tool to strengthen the participatory aspect in city projects and policies.

The next methodology on which the academic literature was studied is Agile with 31,700 number of search results. The paper by Soe[29] explores the concept of Public Value as a framework for assessing local government performance and discusses the adoption of an adaptive model that involves agile, open, bottom-up, and experimental trials for procuring technological solutions. Rocha et al.[30] aim to explore academic studies on the agile methodologies (Scrum, Hybrid) in the development of software for smart cities. A comprehensive IBM report by Sukumar Ganapati[31] from Florida International University is of substantial value to the thesis since it examines the adoption of Agile methodologies in local governments (case studies of New York and Austin). The author shows how Agile helps local governments move faster and improve the output of their public policies and service design. An important observation is that the keywords "agility", "agile software", "agile product design in smart

[26] McGann, M., Blomkamp, E., & Lewis, J. M. (2018). The rise of public sector innovation labs: experiments in design thinking for policy. Policy Sciences, 51(3), 249-267.
[27] Depiné, Á., de Azevedo, I. S. C., Santos, V. C., & Eleutheriou, C. S. T. (2017, February). Smart Cities and Design Thinking: Sustainable development from the citizen's perspective. In *Proceedings of the February 2017 Conference: IV Regional Planning Conference, Aveiro, Portugal* (pp. 23-24)
[28] Qaed, F. (2020, September). The value of design thinking for smart cities. In 3rd Smart Cities Symposium (SCS 2020) (Vol. 2020, pp. 640-645). IET. https://ieeexplore.ieee.org/abstract/document/9545729 (last accessed June 7, 2023)
[29] Soe, R. M., & Drechsler, W. (2018). Agile local governments: Experimentation before implementation. Government Information Quarterly, 35(2), 323-335.
[30] Rocha, V., Alves, L., Vicente, V., Neto, G., & Kassab, M. (2019, July). A Review on the Adoption of Agile Methods in the Technology Development for Smart Cities. In Anais do II Workshop Brasileiro de Cidades Inteligentes. SBC.
[31] Ganapati, S. (2021). Adopting Agile in State and Local Governments | IBM Center for The Business of Government. The Business of Government. https://www.businessofgovernment.org/report/adopting-agile-state-and-local-governments (last accessed June 7, 2023)

city" and "agile e-government" outnumber the terms "participation" or "citizen participation". Hence, the preliminary literature review showed that Agile is perceived by the academia as a user-centered and flexible approach that improves the quality of services for citizens and ensures faster delivery but is not focused on citizen engagement as the key aim.

The use of Futures and Foresight in cities is a focus of many academic works too (29,600 search results). Fernández-Güell et al.[32] draw a holistic urban functional system which utilizes foresight tools to foster participatory Smart City visions. They explore the use of various foresight methods in Spanish cities, highlighting that these methods ensured stakeholders' participation in every stage of scenario design. Szpilko[33] also emphasizes the value of participation in the smart city concept. According to him, smart city foresight is a structured approach that involves diverse stakeholders to collectively create visions of the city and navigate forthcoming long-term transformations.

Academic literature on the Lean Startup methodology is the least extensive, with the number of search results being 19,000. Major works explore how the entrepreneurial approach can be used in the public sector, but it appears to be usually combined with various co-design practices and/or Agile methodology. The paper by Fu and Lin[34] introduces a co-design framework for participatory innovation in smart cities in China, in contrast to the government and big companies driving smart city design. The authors demonstrate how Design Beijing Lab relies on the LS methodology during the ideation phase to build user models, but along with the extensive use of DT practices. A recent paper by Tavares et al.[35] gives a multi-method community engagement framework to produce an action plan for human-centered urban environments. Authors show how the agility and elimination of waste inherent in LS together with DT concepts formed the basis for urban labs and design sprints. Just as with Design Thinking, LS is chosen as a tool to accelerate smart city development, according to the academic literature. For example, Dezi et al.[36] identify the effectiveness of combining Lean, Jobs-to-be-done and Lean Startup frameworks to develop an internal startup mentality and involve various

---

[32] Fernández-Güell, J. M., Collado-Lara, M., Guzmán-Arana, S., & Fernández-Anez, V. (2016). Incorporating a systemic and foresight approach into smart city initiatives: the case of Spanish cities. Journal of urban technology, 23(3), 43-67.
[33] Szpilko, D. (2020). Foresight as a tool for the planning and implementation of visions for smart city development. Energies, 13(7), 1782.
[34] Fu, Z., & Lin, X. (2014). Building the co-design and making platform to support participatory research and development for smart city. In Cross-Cultural Design: 6th International Conference, CCD 2014, Held as Part of HCI International 2014, Heraklion, Crete, Greece, June 22-27, 2014. Proceedings 6 (pp. 609-620). Springer International Publishing.
[35] Tavares, S. G., Sellars, D., Dupré, K., & Mews, G. H. (2022). Implementation of the New Urban Agenda on a local level: an effective community engagement methodology for human-centred urban design. Journal of Urbanism: International Research on Placemaking and Urban Sustainability, 1-23.
[36] Dezi, L., Pisano, P., Pironti, M., & Papa, A. (2018). Unpacking open innovation neighborhoods: le milieu of the lean smart city. Management Decision. https://www.emerald.com/insight/content/doi/10.1108/MD-04-2017-0407/full/html (last accessed June 7, 2023)

stakeholders. Exploring the use of this hybrid approach in Turin, the paper shows how it helps identify citizens' needs, ideate activities, and further act on the collected feedback.

Summing up, it is clear that there is interest in the study of the use of the chosen methodologies in cities and substantial research has already been conducted in the recent decades. That notwithstanding, the focus on value that the four methodologies can bring to participation is uneven (DT and F&F seem to be considered more relevant in achieving this aim). Hence, it will be interesting to see how exactly each of the methodologies can foster participation. The second observation is that though the hybrid use of methodologies is a common practice, there is no or very little comparative analysis them, which is a gap this thesis indeed aims to close. Why do city public servants opt for certain methodologies? Who makes these decisions? How is knowledge on these methodologies generated and enhanced? As Mintrom and Luetjens state, "A key question remains: How design processes and capabilities might be more integrated into policy making processes?"[37]. These are the questions to be explored in the sections that follow.

Overall, the analysis of the three streams of academic literature: participatory frameworks, the people and the methodological perspective of managing urban projects – has underlined the relevance of the research question. Even though the stakeholders' participation is considered fundamental, a more comprehensive approach to processes and people is needed to increase the effectiveness of participatory urban projects in the long run. The thesis will thus focus on the "why" and "how" of the application of different methodologies, as well as the skillset of a modern urban bureaucrat.

---

[37] Mintrom, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. Australian Journal of Public Administration, 75(3). P. 400.

Chapter 2. Theoretical framework

The goal of the present chapter is to develop a strong theoretical foundation regarding participation in the urban context, the necessary skillset of a city public servant and innovative methodological frameworks on which the further comparative analysis of the case studies will be built.

2.1. From the classic ladder of participation to shared ownership of urban projects.

To understand what participation implies, the present research will employ the model of ladder of participation, ideated by Sherry Arnstein and elaborated upon by different generations of academics. It is important to see how the concept evolved since 1969, and eventually arrive at a model applicable to the today's urban landscape.

To Arnstein[38], true participation is expressed by citizen power – the highest level of the ladder of citizens' involvement in public policy making that entails the full managerial power. Starting from the bottom though, the lowest rungs of the ladder, namely Manipulation and Therapy, serve as substitutes for genuine participation, educating or curing participants rather than enabling them to actively engage in planning and program implementation. The next rungs, Informing (one-way communication) and Consultation, represent tokenistic levels that allow the less privileged to voice their opinions, but their views are not given adequate consideration. Placation, the fifth rung, is a higher level of tokenism, allowing have-nots to advise while ultimate decision-making remains with public officials. Moving up to Partnership and Delegated power, in the first case citizens can negotiate and make trade-offs with traditional powerholders, while in the second they achieve dominant position in negotiation but public officials enjoy veto power. Finally, at the topmost rung, Citizen Control, the less privileged citizens obtain decision-making seats or full managerial power, which gives them significant influence in the intermediary-free decision-making process[39]. Hence, the key parameter to attribute a specific activity or project to a rung of the ladder is to see how citizens can *influence decision-making and its outcomes*.

The original model was then modified and complemented by other scholars. A step forward was to bring to the agenda the importance of an educated public which is the foundation of every successful

---

[38] Arnstein, S. R. (1969). A ladder of citizen participation. Journal of the American Institute of planners, 35 (4), 216-224.
[39] Ibid. PP. 218-223.

policy as well as the cumulative aspect of the ladder, i.e., each next rung necessarily builds on the previous one[40].

Another way to look at participation is to compare it with other societal terms, such as access and interaction. Access can be defined as the absence of restrictions towards presence and the metaphorical idea of "coming closer"[41]. Interaction is characterized by the establishment of socio-communicative relationships and can manifest in such forms as co-producing, discussing, selecting, and using[42], which are, though, not necessarily participatory. Despite failing to bring the element of co-decision, both access and interaction are indispensable in progressively leading to a true participation, the direct link to power and decision-making being its main feature[43]. This approach differs from the previously studied ones since it may give more attention to co-decision at all stages of a policy/project lifecycle, though theoretically corresponding to the degree of citizen power in the original ladder of participation.

What is lacking in the above-described models so far is specific factors to take into account when engaging citizens into policy making. Within the notion of participatory governance, it becomes clear that participation should, first, lead to gains in the educational level across civil society, especially regarding marginalized population groups, and second, properly engage citizens, since competence does not guarantee involvement. Together, these two aspects can ultimately result in true citizen empowerment[44]. That said, without a proper management and facilitation process, participation per se cannot ensure democratic decision-making[45].

Continuing with the aspect of engagement, it is relevant to bring up the concept of co-creation. In some interpretations of the ladder of participation[46], co-creation is one of its rungs that follows the negotiation level and precedes the highest rungs of delegated power and citizen control. Moreover, it embraces a wider range of stakeholders than just citizens. The concept of co-creation, first introduced

---

[40] Connor, D. M. (1988). A new ladder of citizen participation. National civic review, 77 (3), 249-257.

[41] Carpentier,N.(2015).Differentiating between access, interaction and participation. Conjunctions,2(2). P. 10, 12. https://doi.org/10.7146/tjcp.v2i2.23117 (last accessed June 11, 2023)

[42] Ibid. P. 23

[43] Ibid. P. 23.

[44] Fischer, F. (2012). Participatory governance: From theory to practice, in Levi-Faur, D. (Ed.). The Oxford handbook of governance. Oxford University Press. P. 460.

[45] Ibid. P. 469.

[46] Gouache, C. (2022). Imagining the future with citizens: participatory foresight and democratic policy design in Marcoussis, France. Policy Design and Practice, 5 (1), 66-85.

by Ramaswamy and Prahalad[47], generally aims to shift consumers from passive recipients to active users, allowing the design of products and services that align more effectively with people's needs. It encompasses interactions as the focal point of value creation, collaboration with stakeholders, combining resources, innovating engagement platforms, leveraging ecosystems of capabilities, emphasizing individualized experiences, and pursuing welfare and wellbeing[48]. That said, just as the general notion of participation, co-creation in itself cannot guarantee inclusiveness and full stakeholder engagement. Indeed, it requires efforts to include stakeholders at all stages of the creation process, bridge the gap between knowledge and actions, ensure that co-creation is an inherent element of the political agenda from the very beginning rather than as an administrative practice, and, finally, undertake a multi-directional approach to problem-solving, avoiding a strictly top-down or bottom-up process[49]. Hence, co-creation highlights the practical component and the dynamism of participation, including various stakeholders' groups and spurring innovation and creativity at all stages of the policy making process.

It has been shown so far what true participation is and what it is not and how the original ladder of participation has changed to include new principles. Still, a wider, more all-encompassing approach to delivering genuine participation is needed that goes beyond collective design and management. It would allow city bureaucrats to embrace the notion of co-governance and ownership and understand the roles of different actors in the new urban context.

To this end, the concept of the urban commons or city as a commons should be explored. It combines Jane Jacobs'[50] ecological perspective on cities and Elinor Ostrom's[51] findings on collective resource management. The commons is understood as governance of shared resources, including cultural heritage, knowledge, or infrastructure, among others[52], in the context of intertwinement of physical resources and social capital. The process of creating these common constructs is referred to as "commoning" and consists in bringing together a wide range of actors to co-design and co-produce

[47] Prahalad CK and Ramaswamy V (2000) Co-opting customer competence. Harvard Business Review 78(1): 79–90.
Prahalad CK and Ramaswamy V (2004) The Future of Competition: Co-Creating Unique Value with Customers. Boston: Harvard Business School Press.
[48] Ramaswamy V and Ozcan K (2014) The co-creation paradigm. Stanford: Stanford University Press.
[49] Leino, H., & Puumala, E. (2021). What can co-creation do for the citizens? Applying co-creation for the promotion of participation in cities. Environment and Planning C: Politics and Space, 39(4), P. 785.
[50] Jacobs, J. (1961) The Death and Life of treat American Cities. New York: Vintage Books. Reissue edition (December 1, 1992).
[51] Ostrom, E. (1990) Governing the Commons: The Evolution of Institutions for Collective Action, available at https://wtf.tw/rcf/ostrom_1990.pdf (last accessed June 11, 2023)
[52] Hess, C. (2008). Mapping the new commons. Available at SSRN 1356835.

goods and services at different levels within the city[53]. Thus, this is a slightly different view of co-creation that further emphasizes *shared ownership* of common goods. The model of a city as a commons has 5 design dimensions. The first principle is co-governance, or rather a "quintuple helix governance" which involves not only citizens but other stakeholders categories. Second comes the role of the Enabling State, where local public authorities facilitate the creation and support of urban commons and collective governance arrangements. The third principle is social and economic pooling, which involves autonomous institutions managed by local communities. Next goes experimentalism, emphasizing an adaptive and iterative approach to designing legal and policy innovations. Finally, the fifth principle is tech justice, focusing on access, participation, and co-management of technological and digital urban infrastructure[54].

This approach goes beyond just the participatory aspect of policies and urban projects and provides concrete dimensions on how to manage shared urban resources. By employing the Co-city model and especially focusing on Principles 1, 2 and 4, urban project leaders can achieve several aims. First, truly share the ownership of the entire lifecycle of the project, from problem identification to the shared use of outputs and outcomes. Second, ensure a multi-stakeholder environment. Third, act as mediators and facilitators in governing common goods and services. Finally, adopt experimental practices that spur innovation and creativity in city governance based on strategic foresight.

All in all, the ideal approach to governing participatory projects shall be built on both the classic steps of the ladder of participation so that urban leaders can better visualize and progressively "climb" the ladder in pursuit of the highest degree of citizen power, and the new view of the city as a commons, owned by multiple stakeholders with local bureaucracy being facilitators of the management process. In particular, an urban project can claim to have achieved the highest level of participation if 1) citizens are included at all stages in a truly co-creative and co-decision process; 2) they are empowered through education and engagement; 3) the ownership of the project and its outputs and outcomes is shared between all stakeholders; 4) this participatory process is thoroughly managed and facilitated.

[53] Bollier, D., & Helfrich, S. (Eds.). (2015). Patterns of commoning. Commons Strategy Group and Off the Common Press.
[54] Foster, S. R., & Iaione, C. (2019). Ostrom in the city: Design principles and practices for the urban commons. In Routledge Handbook of the Study of the Commons. Routledge. P. 240.

After having constructed the model to evaluate the level of participation in an urban project or policy (the "why" and "what" of the participatory aspect), it is now crucial to understand *how* the highest degree of citizen power can be achieved from the methodological point of view as well as from the point of view of bureaucratic structures.

2.2. Need for structural reforms, a new mindset, and skills for urban bureaucracy.

There is no doubt bureaucrats play a crucial role in shaping cities and their success, being the ones to drive and deliver change. The current structural and cultural state of bureaucratic systems in the EU, though, appears a constraint to higher speed and efficiency of project management and delivery. To dive deeper, the structural approach will be applied first and then be followed by a cultural perspective on the existing public administration systems.

There are many factors that influence the capacity and operational efficiency of public administration. First is the level of governance decentralisation. Though there is a growing scholarly consensus that centralised and decentralised structures often coexist within institutions, creating dynamic tension between their respective values[55], academic research shows that for some systems (like in Italy) a more decentralised approach could raise the public administration efficiency[56]. The second factor to be mentioned is the recruitment process and its instruments. It includes the approach to defining the demands for particular specialists (e.g. centralised system in France)[57], the instruments given by public administration to candidates to prepare for the selection process (e.g. in France it is a function of three public institutions)[58]. Next comes the openness or closedness of the civil service system[59] that is characterized by either high or low mobility and exchange with private sector. According to EUPACK, most EU countries belong to either the closed or hybrid type which negatively influences their administrations' operational efficiency[60]. The regulatory density also matters when evaluating the civil service systems' capacity. High red tape is a typical characteristic of most EU states, with just a few

[55] Witesman, E. M. (2020). Centralization and decentralization: Compatible governance concepts and practices. In Oxford Research Encyclopedia of Politics. P. 23.
[56] Carmosino C., Del Gatto S., Di Mascio F., Giardino E., …, Torchia L. (2021). Lo Stato Dell'amministrazione: Dati Di Partenza E Chiavi Interpretative. Rivista Trimestrale Di Diritto Pubblico, 2021(4). P. 33.
[57] Bevilacqua, D., Carbonara, L., Caroli, H., Casavola, B. C., Sabino Cassese, Ciccodicola, M. G., ... & Spanicciati, G. S. E. F. (2021). Il Reclutamento: Le Buone Pratiche. Rivista Trimestrale Di Diritto Pubblico, 2021(4). P. 2.
[58] Ibid. P. 4.
[59] Thijs, N., Hammerschmid, G., & Palaric, E. (2017). A comparative overview of public administration characteristics and performance in EU28. European Commission, Brussels. P. 25
[60] Ibid. P. 30.

showing the medium level of regulatory density[61]. Merit or patronage-based HR systems are another important factor to consider. It is acknowledged that bureaucratic promotions and hirings should be contingent on job performance (merit-based) rather than political affiliations (patronage-based), thereby ensuring good governance and administrative competence, though it is still not the case in half of EU states[62]. Lastly, most EU bureaucracies stick to the procedural rather than managerial administrative logic which constraints their flexibility in operations[63].

Structural reforms of the recruitment process and approaches to governance have been considered a way to ensure a better capacity of public administration in the EU for a long time[64]. First, alternative recruitment methods to replace cumbersome procedures are proposed, such as 'temporary hiring'. It implies that after a certain period employees can be assessed for soft skills and hired permanently[65]. Moreover, new types of assessments tests that will check such skills as creative thinking or problem solving should be considered[66], as well as more differentiated recruitment processes for the roles of generalists and specialists[67]. Finally, the promotion of open positions should be more tailored to the target audience[68], which should mostly consist of young ambitious specialists to bring new vision to the current governance structures[69].

Looking at the today's bureaucracies from the cultural perspective, with the growing demand for participative citizenship and the idea of cities as commons explored before, the importance of a creative bureaucracy becomes even more relevant. Without an imaginative and proactive public administration, cities cannot achieve inclusiveness and social justice and remain agile and sustainable[70].

The reality appears to be very different. Though organizations of all types across the world are increasingly adjusting their structures and approaches to become more agile and dynamic, public

---

[61] Thijs, N., Hammerschmid, G., & Palaric, E. (2017). A comparative overview of public administration characteristics and performance in EU28. European Commission, Brussels. P. 30.
[62] Ibid. P. 31.
[63] Ibid. P. 31.
[64] Bevilacqua, D., Carbonara, L., Caroli, H., Casavola, B. C., Sabino Cassese, C. L. A. U. D. I. A., Ciccodicola, M. G., ... & Spanicciati, G. S. E. F. (2021). Il Reclutamento: Le Buone Pratiche. Rivista Trimestrale Di Diritto Pubblico, 2021(4).
[65] Ibid. P.7.
[66] Ibid. P 9.
[67] Ibid. P 11.
[68] Ibid. P 13.
[69] Carmosino C., Del Gatto S., Di Mascio F., Giardino E., …, Torchia L. (2021). Lo Stato Dell'amministrazione: Dati Di Partenza E Chiavi Interpretative. Rivista Trimestrale Di Diritto Pubblico, 2021(4). P. 33.
[70] Landry, C., & Caust, M. (2017). The creative bureaucracy & its radical common sense. Gloucestershire: Comedia. P. 5.

administrations are the ones lagging behind. Modern times are sometimes described as the *"age of total bureaucratization"*[71] where such old constructs as morality, rationality and structural violence are still upheld and serve the main aim – increasing efficiency. Evidently, there is no place for imagination, creativity, the so-called old *"poetic"* rather than *"bureaucratic"* technological innovations[72]; they are all replaced by institutionalized laziness. Important in the context of this research is the fact that any attempts of civil organizations to raise voices and participate is naturally feared and suppressed[73]. Hence, not until a radical change in the cultural approach of public bureaucracy is made, will innovation in urban development spur and citizens become empowered to exercise co-management of public resources. In other words, bureaucracy should face a shift towards being enabling rather than coercive[74].

This is the objective context in which most modern urban projects are designed and delivered. The reasons for the lack of creativity and readiness to embrace innovation are many. The major obstacle is apparently the traditional bureaucratic culture, characterized by top-down hierarchical structures, path dependency, the convenience of impersonal relationships[75] and expert-driven decision-making which often lacks emotional intelligence[76]. Cultural aversion to risk is also an impediment and is explained by the fact bureaucrats have fewer financial incentives than private sector employees and are afraid of making mistakes being under constant media attention[77] and because of administrative, legal, and economic liability. Additionally, reform fatigue as a result of previously unmet expectations is a serious issue, leading to cynicism and reluctance to explore new ideas[78]. The bureaucratic default position of control rather than active engagement limits the exploration of innovative approaches to governance. To summarize, it is the problem of the cultural approach to governance and urban project management that need a radical shift towards agility, openness, and flexibility.

The logical conclusion is that not only structural reforms, but also a new mindset and combination of skills are needed to foster creativity and innovation. This idea has found its form in the now widespread

---

[71] Graeber, D. (2015). The utopia of rules: On technology, stupidity, and the secret joys of bureaucracy. Melville House.
[72] Ibid. P. 80.
[73] Ibid. P. 115.
[74] Adler, P. S., & Borys, B. (1996). Two types of bureaucracy: Enabling and coercive. Administrative science quarterly. P. 87.
[75] Graeber, D. (2015). The utopia of rules: On technology, stupidity, and the secret joys of bureaucracy. Melville House. P. 88.
[76] Landry, C., & Caust, M. (2017). The creative bureaucracy & its radical common sense. Gloucestershire: Comedia. P. 14.
[77] How the public sector can remain agile beyond times of crisis. (2017, May 25). McKinsey & Company. https://www.mckinsey.com/industries/public-sector/our-insights/how-the-public-sector-can-remain-agile-beyond-times-of-crisis (last accessed June 16, 2023)
[78] Landry, C., & Caust, M. (2017). The creative bureaucracy & its radical common sense. Gloucestershire: Comedia. P. 40.

concept of creative bureaucracy[79] - a flexible, inclusive, and collaborative construct that has the potential to encourage initiative and unleash the discretionary effort, i.e., hidden talent and potential, of public bureaucracies.

What are the skills of a creative public servant, judging from the academic research? First and foremost, creative agility, willingness to experiment and share, openness and innovative problem-solving[80]. Working in multi-stakeholder environment also requires excellent communication and collaboration skills[81]. Public servants need to possess "participatory expertise"[82] which combines knowledge from technical, political, and local/experiential domains to promote inclusive governance practices. Importantly, public servants are increasingly viewed as facilitators and mediators rather than exclusive decision-makers, as emphasized before in one of the urban commons design principles. Lastly, public servants of today should adopt a "tech-savvy" approach to project management and be guided by data-centricity[83].

However, there are challenges to overcome, such as the lack of training and belief among professionals in the value of citizen engagement, as well as epistemological questions regarding the nature of knowledge required for effective participation[84].

To sum up, the effective management of participatory projects in cities requires structural public administration reforms, as well as new soft skills and a radical shift in cultural mindset. These are thus the critical junctions for urban administrators to "climb" the ladder of participation, overcoming tokenism and ensuring citizen power. Based on this conclusion, it will be further explored what skills the case study teams already possess and how these skills get developed and strengthened in practice.

---

[79] Landry, C., & Caust, M. (2017). The creative bureaucracy & its radical common sense. Gloucestershire: Comedia. P. 5.
[80] Ibid. P. 17.
[81] Van Jaarsveldt, L. C. (2018). Knowledge and Skills Required by Public Servants in a Fast-changing World of Work. Administratio Publica, 26(2), 43-64.
[82] Fischer, F. (2012). Participatory governance: From theory to practice, in Levi-Faur, D. (Ed.). The Oxford handbook of governance. Oxford University Press. P. 468.
[83] Vivona, R., Demircioglu, M. A., & Raghavan, A. (2020). Innovation and innovativeness for the public servant of the future: what, why, how, where, and when. The Palgrave handbook of the public servant, 1-22.
[84] Fischer, F. (2012). Participatory governance: From theory to practice, in Levi-Faur, D. (Ed.). The Oxford handbook of governance. Oxford University Press. P. 468.

2.3. Innovative methodological frameworks for participatory urban projects.

As shown, effective participation calls for proper management frameworks and practices. The goal of this section is to describe and compare four innovative methodologies (Agile, Design Thinking, Lean Startup and Futures and Foresight) based on the value they can bring to the delivery of participatory urban projects. For each methodology, a brief historic overview will be given, followed by the description of its main principles and tools as well as of the ways in which they can enhance effectiveness and participation in urban projects.

2.3.1. Agile.

Agile was born in 2001 through the Agile Manifesto to establish a new set of values and principles for software development[85]. The document prioritizes people over processes, working prototypes over documentation, collaboration over contracts and reacting to change over sticking to rigid plans. The core aim of Agile is to fulfill customer satisfaction by iterative and fast delivery of a product that brings value - in other words, to *"Fail Fast So You Can Fix Early"*[86]. The final product is the result of collaboration of developers and the user through consistent feedback gathering. The creation of the solution happens in small cross-functional teams who are given the authority to act autonomously. Agile in its wide meaning is an entire group of practices (considered also as separate frameworks) such as Scrum, XP, DevOps, and Kanban. Each of these methods has its own specifics and focus and introduces its own tools (Kanban board in Kanban; Sprint backlog, Retrospectives and Burndown charts in Scrum). However, they are mainly applicable to product development and hence will not be studied in this thesis.

With time, Agile has transformed from an approach to software development into a set of techniques for project management and, crucially, a cultural mindset. It has become an organizational paradigm applied in a wide range of fields that now goes far beyond its original purpose and includes project management, HR, acquisitions, business process improvement, and, essentially, public policymaking. In the public policy realm, the main value of Agile is usually considered its focus on engaging stakeholders and adaptability to change, as well as user-centricity[87].

---

[85] Agile Manifesto (2001). Manifesto for agile software development. Agilemanifesto.org. (last accessed June 16)
[86] Sutherland, J. (2014). Scrum. The art of doing twice the work in half the time. Crown Business, New York. P. 23.
[87] Agile Governance: Reimagining Policy-making in the Fourth Industrial Revolution (2018). World Economic Forum. Whitepaper.
https://www.weforum.org/whitepapers/agile-governance-reimagining-policy-making-in-the-fourth-industrial-revolution/ (last accessed June 16)

If viewed as a project management methodology, Agile is usually matched against the old Waterfall practices. A waterfall project lifecycle entails an early requirement definition and a long sequential project management process (next stage will not start till the previous one is finished) which poses risks of delivering outdated solutions due to the failure to consider the changing user requirements over time[88]. That said, Waterfall is still the major approach in public policymaking because it is predictable, safe and in line with the long-term planning approach and bureaucratic reporting and procurement practices. Still, in the recent years, state and local governments across the world have started to embrace the values that Agile advocates, resorting to the support of private consulting firms, specialized institutions (like Project Management Institute) or nonprofits[89].

It is important to emphasize that public servants may not use specific Scrum rituals, organize their operations in small cross-functional teams only, abandoning the classic Waterfall, but if they view change as an opportunity, prefer to act fast and with minimum resources, learn continuously and increasingly involve stakeholders, it can be said they have started to adopt an Agile mindset.

Despite the growing popularity of Agile, project teams and leaders in the public sector often show limited understanding of the approach[90]. This lack of knowledge that hides behind the use of popular agile terms ("backlog", "increment") leads to misalignment with genuine agile practices, undermining the expected results. Hence, qualitative training is needed for public servants to make use of Agile as a driver of innovation and an enabler of people-centered solutions[91].

Summarizing, the value that Agile can bring to participatory urban projects is the quality and speed of services and policies, the ability to prioritize ideas, base solutions on the real needs of stakeholders and constantly improve these solutions. As shown, Agile helps create more useful and human-centered innovations rather than involve the user (citizens) in the creative process as such. Hence, if used in its

---

[88] Newcastle City Council Agile project management (2017) | Local Government Association. P. 1. https://www.local.gov.uk/case-studies/newcastle-city-council-agile-project-management (last accessed June 16)

[89] Ganapati, S. (2021). Adopting Agile in State and Local Governments | IBM Center for The Business of Government. The Business of Government. https://www.businessofgovernment.org/report/adopting-agile-state-and-local-governments (last accessed June 16)

[90] Rigby, D., Sutherland, J., & Takeuchi, H. (2016, May 1). Embracing Agile. Harvard Business Review. https://hbr.org/2016/05/embracing-agile (last accessed June 16)

[91] Ibid.

singularity and not in combination with other methodological frameworks, Agile may fail to deliver a true participation in the form of citizens power, as Arnstein would put it.

2.3.2. Design Thinking.

Design Thinking was born in the late 60s as a framework for solving non-conventional design problems[92] and soon started to be used in industrial and urban context. The design theory singles out three categories of problems: well-defined, ill-defined, and wicked[93]. Well-defined problems are easily identified and the means to tackle them are clear. Solutions for ill-defined problems have unclear ends and means. To address them, it is important to engage with the client, clarify their needs, and continuously redefine the problem. Finally, wicked problems are hard to define; each definition leads to a unique solution; solutions to wicked problems can always be developed further[94]. These complex problems are indeed the heart of Design Thinking (though it solves the first two types of problems too) – an approach to address non-traditional design problems and foster creativity, innovation and problem-solving. It is deemed applicable in four main areas of design, encompassing visual communications, material object design, service design, and design of complex environments (living, working, learning)[95].

DT helps tackle wicked problems through partial solutions that require constant iteration and prototyping. The framework calls for an iterative 6-step cycle: Emphasize-Define-Ideate-Prototype-Test-Reflect. In other words, innovators using this methodology are supposed to meet and observe the user, define the problem, ideate the solution, create a prototype, test it and reflect after each iteration[96]. The core element of the methodology is empathy with the user, which essentially means being open-minded, listening, and trying to embrace their feelings and needs[97]. The Design Thinking toolkit includes such instruments as user personas, 6WH questions[98], mind mapping[99], rapid prototyping and brainstorming, among many others.

---

[92] Herbert, S. (1969). The sciences of the artificial. Cambridge: The Massachusetts Institute of Technology.
[93] Rowe, P. G. (1991). Design thinking. MIT press.
[94] Ibid. PP. 40-41.
[95] Buchanan, R. (1992). Wicked problems in design thinking. Design issues, 8 (2), 5-21.
[96] Lewrick, M., Link, P., & Leifer, L. (2018). The design thinking playbook: Mindful digital transformation of teams, products, services, businesses and ecosystems. John Wiley & Sons. P. 62.
[97] Ibid. P. 106.
[98] Ibid.. PP. 36, 167.
[99] Liedtka, Jeanne and Ogilvie, Tim. Designing for Growth: A Design Thinking Tool Kit for Managers. Columbia Business School Publishing. 2011. P. 37.

An interesting way to show the difference between a designer and a traditional bureaucrat is to speculate on how they would tackle a potential market change[100]. Bureaucrats would probably analyze trends, calculate metrics, and connect with experts, while a design team would rather focus on the user persona, conversations with people and real experience. This example shows what DT can change in the traditional way of administrating urban projects: bring more experimentation, proactivity, and emotional insights, shifting focus from rationality to experience and from stability to novelty[101].

The value that DT may bring to the participatory aspect of urban projects can be shown through describing complimentary design approaches which are considered either the types of Design Thinking or autonomous methodologies: user-centered design (UCD) and participatory design. User-centered design, a term popularized by IDEO.org[102], emphasizes designing the object/service to meet user needs with the user being represented by the researcher/designer rather than actively involved in the design team. Participatory design or co-design, on the contrary, blurs the role of designer/researcher placing the user as a crucial subject in the design process. This approach marks a change in perspective, moving from designing *for* users to designing *with* users, and represents a novel design movement called Postdesign[103]. Using Arnstein's language, the UCD refers to the tokenistic type of participation, while the Postdesign embodies citizen power, if used properly. Crucially, according to academic literature, designers need special training to be able to truly involve the user in the design process[104], and user, from their side, should also be given certain tools to be fully engaged.

Overall, although design thinking is not inherently focused on co-creation, it puts the user at the center of the design process and offers a more inclusive and participatory way of approaching innovation[105]. Therefore, it is now increasingly used in public governance to address public distrust and interconnected societal and economic issues by inviting citizens to take part in decision-making[106]. The value of Design Thinking practices is that they help empower inactive individuals[107] and involve them

---

[100] *An analogy is drawn from the way how Liedtka and Ogilvie compare designers and businessmen* in Liedtka, Jeanne and Ogilvie, Tim. Designing for Growth: A Design Thinking Tool Kit for Managers. Columbia Business School Publishing. 2011. P. 25.

[101] Liedtka, Jeanne and Ogilvie, Tim. Designing for Growth: A Design Thinking Tool Kit for Managers. Columbia Business School Publishing. 2011. P. 25.

[102] IDEO.org. Official website. https://www.ideo.org/ (last accessed June 14, 2023)

[103] Sanders, E. B. N. (2002). From user-centered to participatory design approaches. In Design and the social sciences. CRC Press. P. 18.

[104] Ibid. P. 21.

[105] Buchanan, R. (1992). Wicked problems in design thinking. Design issues, 8 (2), 5-21.

[106] Allio, L. (2014). Design thinking for public service excellence. UNDP Global Centre for Public Service Excellence.

[107] Mintrom, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. Australian Journal of Public Administration, 75(3). P. 399.

in the process emotionally[108]. This methodology thus has a great potential to enhance participatory practices in modern urban projects.

2.3.3. Lean Startup.

Lean Startup is a relatively young methodology which has its direct roots in the classic Lean manufacturing framework. Lean was derived from Toyota production system in the 1980s that aims at eliminating waste, i.e., unneeded human resources, space, instruments, or materials, at every single stage of value creation[109]. Though very important in principle and now employed in areas beyond manufacturing (finance, HR, construction, healthcare) and even as a tool to accelerate Smart Cities[110], the classic Lean will not become the subject matter of this thesis because of its lacking direct effect on participation.

Extending lean thinking to the process of innovation, adding the entrepreneurial spirit, and combining it with practices from Agile and Design Thinking is the core of the Lean Startup methodology, ideated by Eric Reis in 2011[111]. LS aims to prevent the creation of useless products and focus on finding the true value for the user and effectively delivering it in the form of a new, sustainable product. What exactly does the framework propose? First, teams should test their value hypotheses through the Build-Measure-Learn loop[112]. It essentially means identifying the problem, building a Minimum Viable Product (MVP) that would help test the ideated solution with minimum efforts, and then deciding whether the hypothesis is confirmed. Second, the last stage of the feedback cycle is basically what Reis calls "validated learning"[113]. The main point here is that before making any test, one needs to set clear and actionable metrics to evaluate the result at the end of the experiment and get empirical data from the user-product interaction. Only in this way will the team understand whether to pivot or persevere[114]. This is indeed the third element of the framework – very dynamic development process that allows moving fast in the search of the true value for the user. The original set of LS principles was then further enhanced by a new tool introduced by Steve Blank - the business model canvas. It helps

---

[108] Liedtka, Jeanne and Ogilvie, Tim. Designing for Growth: A Design Thinking Tool Kit for Managers. Columbia Business School Publishing. 2011. P. 19.
[109] Womack, J., Jones, D., & Roos, D., (1990) The Machine that Changed the World: The Story of Lean Production, New York: HarperCollins. P. 256
[110] Herscovici, A. (2018). New development: Lean Thinking in smart cities. Public Money & Management, 38(4). P. 322.
[111] Reis, E. (2011). The lean startup. New York: Crown Business, 27, 2016-2020.
[112] Ibid. P. 81.
[113] Ibid. P. 17.
[114] Reis, E. (2011). The lean startup. New York: Crown Business, 27, 2016-2020. P. 147.

visualize 9 buildings blocks of a business, including its unique value proposition, customer segments, marketing channels and revenue streams, among others[115].

Notably, this methodology was developed for startups – human enterprises that seek to create new products under the conditions of extreme uncertainty and find a sustainable and scalable business model[116]. But are not projects that are ideated and delivered by city public servants startups in principle? Each new participatory urban project is usually a relatively small and experimental initiative that can be scaled in case of success both within the city and beyond its borders. This entrepreneurial mentality and best practices of LS like fast prototyping, constant feedback gathering, validated learning, and the creation of useful products, services and policies as a result are already increasingly used in different European cities[117].

That notwithstanding, just as the Agile framework, Lean Startup leaves the role of the main creator to the project team/startup, not necessarily guarantying stakeholders' involvement in the process of creating innovation. The innovative output of the project is supposed to be entirely user-oriented, and the solution can be developed fast and with minimum costs, but using only Lean Startup, public servants risk remaining the main experts, implementors and owners of urban projects. So again, LS can help achieve the tokenistic type of participation only, unless combined with other more participation-focused frameworks.

2.3.4. Futures & Foresight.

The last methodology that falls within the scope of the thesis focuses on contemplating and analyzing the future. Among several future-oriented scientific methods and concepts (Futures, Futures studies, Futures thinking and Foresight), this thesis chooses to focus on the Foresight method due to its growing mentioning and applicability in public policymaking and will further use the terms Foresight, Futures and Foresight and F&F as synonymous.

---

[115] Blank, S. (2013). Why the lean start-up changes everything. Harvard Business Review.
[116] Reis, E. (2011). The lean startup. New York: Crown Business, 27, 2016-2020. P. 16.
[117] Dezi, L., Pisano, P., Pironti, M., & Papa, A. (2018). Unpacking open innovation neighborhoods: le milieu of the lean smart city. Management Decision. P. 1258. https://www.emerald.com/insight/content/doi/10.1108/MD-04-2017-0407/full/html (last accessed June 17, 2023)

A general definition of Foresight implies systematic activities to envision the future of technology, science, society, and economy in the long term[118], through gathering intelligence about the future with the aim of strengthening present-day decisions[119]. This method was first used in the American army during the World War II to predict the enemy's moves[120]. Today's Foresight process is iterative and embraces three overlapping and constantly ongoing stages: perceiving, sense-making, and acting. It is thus an actionable framework that allows building strong strategic assumptions about the future and designing actions based on them. Popular foresight methods include horizon scanning[121], future scenarios, trend watching, expert surveys, road mapping at the perceiving stage; megatrend analysis and back-casting[122] during sense-making; and visioning and wind-tunnelling (i.e., reviewing existing policies) at the final acting phase[123]. Another way of viewing Foresight is through its 4 dimensions: creativity, expert knowledge, interaction, and facts[124].

The academic literature notices that the old practices of anticipating the future in the public sector mostly rely on linear forecasts and may thus overlook biases and face limitations. On the contrary, Foresight enables exploring emerging developments that may have unexpected and significant impacts on the future of cities[125]. Indeed, since the conditions under which the urban bureaucracy of today operates are uncertain, complex, and diverse[126], a new set of tools is needed to enhance the decisions of city public servants. In particular, the Foresight method introduces 3 forms of thinking, expressed in 3 questions: how did we get here? what do the others know about the past, present and future? what cannot we see yet?[127] Gradually answering them, city bureaucrats can make more informed human-centered decisions[128].

---

[118] Martin, B. R. (1995). Foresight in science and technology. Technology analysis & strategic management, 7(2), 139-168.

[119] Foresight for Regional Development Network (FOREN) (2001), A Practical Guide to Regional Foresight.

[120] Szpilko, D. (2020). Foresight as a tool for the planning and implementation of visions for smart city development. Energies, 13(7), 1782. P. 2

[121] Behar, A., Hlatshwayo, S. (2021). How to Implement Strategic Foresight (and Why). IMF. P.6. https://www.imf.org/en/Publications/analytical-notes/Issues/2021/12/22/Strategic-Foresight-at-the-International-Monetary-Fund-463660 (last accessed June 17, 2023)

[122] Futures toolkit for policy-makers and analysts. (2018, January 16). GOV.UK. https://www.gov.uk/government/publications/futures-toolkit-for-policy-makers-and-analysts (last accessed June 17, 2023)

[123] Futures & Foresight—Observatory of Public Sector Innovation. OPSI-OECD. https://oecd-opsi.org/guide/futures-and-foresight/ (last accessed June 17, 2023)

[124] Popper, R. (2008) Foresight methodology in The Handbook of Technology Foresight: Concepts and Practice; Prime Series on Research and Innovation, Policy. Cheltenham, Northampton, UK, 44–89.

[125] Futures & Foresight—Observatory of Public Sector Innovation. OPSI-OECD. https://oecd-opsi.org/guide/futures-and-foresight/ (last accessed June 17, 2023)

[126] Fernández-Güell, J. M., Collado-Lara, M., Guzmán-Arana, S., & Fernández-Anez, V. (2016). Incorporating a systemic and foresight approach into smart city initiatives: the case of Spanish cities. Journal of urban technology, 23(3). P. 43.

[127] LugoSantiago, J. A. (2020). Leadership and Strategic Foresight in Smart Cities. Springer International Publishing.

[128] Futures & Foresight—Observatory of Public Sector Innovation. OPSI-OECD. https://oecd-opsi.org/guide/futures-and-foresight/ (last accessed June 17, 2023)

Just as Agile, DT and LS, Foresight is both a methodology and mindset[129] that arises from the intersection of 3 converging trends: the move towards participatory approaches in policy development, the shift from seeking stability to embracing uncertainty in strategic planning, and the transition from predictive methods to exploratory studies and the inclusion of "users" in futures studies[130].

The first trend is apparently the most valuable for the present study. Not only does Foresight generate insightful future scenarios, it also necessarily calls for establishing collaborative networks of knowledgeable agents of change who can effectively address future urban challenges[131]. Distinctively, it uses participative practices of exploratory debate, open reflection, and networking[132] to effectively engage a wide variety of stakeholders in an experimental process[133]. As a result, collective future visions can be formed, since there cannot be a single vision of the future[134], and a sense of ownership of the strategies can be developed. The latter is a crucial principle of the urban commons discussed earlier, as well as of the citizen power level of Arnstein's ladder of participation. Hence, though at the first glance the Futures and Foresight methodology does not seem action-based and participatory, it can indeed enhance stakeholders' participation in urban projects if thoroughly integrated in the planning and management process.

2.3.5. *Comparative analysis and potential use in participatory urban projects*.

It has been shown that Agile, Lean Startup, Design Thinking and F&F are already being used in modern urban projects and that their potential to increase their effectiveness is widely recognized. The results of the comparative analysis are summarized in the table below.

Table A. A comparison of innovative methodological frameworks.

Methodology	Fields of use	Principles	Value to participation	Tools
Agile	Software development	○ Fast and iterative delivery ○ Simplicity and empiricism ○ Collaborative approach to development ○ Constant learning and embracing change	Quality, speed of delivery constant improvement of solutions for stakeholders	User story map Kanban: Kanban board Scrum: Sprint backlog, Daily standups, Sprint review, Retrospectives, Backlog, User Story, Burndown charts

---

[129] Lewrick, M., Link, P., & Leifer, L. (2018). The design thinking playbook: Mindful digital transformation of teams, products, services, businesses and ecosystems. John Wiley & Sons. P. 321.
[130] Foresight for Regional Development Network (FOREN) (2001), A Practical Guide to Regional Foresight. P. 5.
[131] Ibid. P.3.
[132] Ibid. P.4.
[133] Szpilko, D. (2020). Foresight as a tool for the planning and implementation of visions for smart city development. Energies, 13(7), 1782. P. 2
[134] Ibid. P. 3.

Design Thinking	Industrial design, Urban design, Architecture, Product and Service design	○ Empathy and emotional experience ○ Iterative design and prototyping ○ Action and collaboration	Designing with users and for users through deep emotional involvement in the co-creation process	User personas, Need-finding interviews, 6WH questions, Mind mapping, Brainstorming
Lean Startup	Startup development and growth, Development of innovative units in large enterprises	○ Creation of valuable products with minimum resources ○ Fast prototyping and experimentation ○ Validated learning and pivoting ○ Focus on actionable metrics	Creation of useful, experimental and innovative solutions based on real stakeholders' needs	MVP, Customer development, Business model canvas
Futures & Foresight	Military, Management, Public Governance	○ Building of strategic, systematic and actionable visions of the future ○ Iterative periods of open reflection and networking ○ Creation of collective intelligence through stakeholders engagement ○ Collective ownership of strategies	Collaborative creation of strategic vision of the future of the city by different stakeholders and their joint ownership of the developed strategies	Horizon scanning, Expert interviews, Future Scenarios, Back-casting, SWOT analysis

All four methodologies are similar in their ability to spur innovation, focus on people and the value that projects can bring them and create simple and fast solutions to be improved over time. This means they can help implement the 5 dimensions of the city as a commons, especially co-governance and experimentalism[135]. Going further, Agile, LS and DT call for iterations, prototyping, constant feedback gathering and, crucially, acting on the feedback. They also advocate organizing work in small cross-functional collaborative teams which can indeed be very relevant in case of city project teams that often act as separate "islands" within larger governmental agencies. Then, both Agile and Lean Startup derive the principle of simplicity as the "art of maximizing the amount of work not done"[136] from Lean manufacturing and advocate empiricism which means valuing knowledge extracted from real experience and observations[137]. Moreover, as risk is inherent in the creation of something new, these methodologies do entail it, but at the same time help minimize it through the above-mentioned practices of iterations and prototypes. All in all, they can help city project teams be stable and dynamic which is basically called organisational agility[138]. And importantly, all of them are seen as new cultural mindsets and innovation approaches rather than just methodological frameworks with a fixed set of tools and practices which means they could effectively help deliver the shift from siloed to creative bureaucracy whose importance was described in the previous section.

---

[135] Foster, S. R., & Iaione, C. (2019). Ostrom in the city: Design principles and practices for the urban commons. In Routledge Handbook of the Study of the Commons. Routledge. P. 240.
[136] Agile Manifesto (2001). Manifesto for agile software development. Agilemanifesto.org. (last accessed June 16, 2023)
[137] Sutherland, J., & Schwaber, K. (2022). The Scrum guide. the definitive guide to Scrum: The rules of the game. ScrumGuides.com. P. 4.
[138] How the public sector can remain agile beyond times of crisis. (2017, May 25). McKinsey & Company. https://www.mckinsey.com/industries/public-sector/our-insights/how-the-public-sector-can-remain-agile-beyond-times-of-crisis (last accessed June 16, 2023)

It has been also observed that each framework strengthens the participatory urban projects delivery in its own unique way. Futures and Foresight can set a good foundation for the collectively generated and owned vision of the future within any project, embracing the complex legal and socio-economic urban context emphasized in the concept of urban commons. Design Thinking can help establish a dialogue with the stakeholders, identify their needs through deep empathy and continue engaging them in all the stages of the project lifecycle. Agile can help create, deliver, and improve prototypes fast. Lean Startup with its entrepreneurial approach can help visualize the process of creating innovation (with the use of Lean canvas), reduce waste and introduce validated learning.

Finally, talking about the potential of the 4 methodologies to enhance the participatory aspect of urban projects, the hypothesis is that the maximum value can be achieved if the best practices from each framework are *combined*, because none of them is a "magic pill" to guarantee true participation. Each urban project is different, has its own aims and context[139] which is why the *hybrid and flexible* use of methodologies and tools throughout the entire project lifecycle might be needed. To this end, project teams need a deep knowledge of each methodology and the understanding of the ways and stages in which they can be effectively employed.

Having established the theoretical basis of the research, the practical implications of the use of methodologies and tools, and the required skills needed to create innovative solutions will be explored in the next chapter through the analysis of 5 European urban projects.

---

[139] Mintrom, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. Australian Journal of Public Administration, 75(3). P. 399.

Chapter 3. Comparative analysis

3.1. Research design.

To answer the research question – what methodological frameworks and skills do city public servants of today need to effectively manage participatory urban projects? – a comparative case study will be used. This method will show the existing practices in urban project delivery, help understand why and how they are applied, and describe the real portrait of a modern urban public servant. Only European cities were chosen to ensure the homogeneity of context strengthened by the common EU-wide policies and strategies.

Substantially, the choice of projects was guided by a set of criteria, and the initial list included 14 projects. To begin with, only projects with a visible participatory aspect were selected. The projects were searched through the OPSI website[140] with the innovation tags "citizen engagement" or through the websites of URBACT[141] or Eurocities[142] described as successful participative initiatives. The preliminary research on the projects under consideration showed that the level of the citizens engagement differed, which created an opportunity to explore how different methodological approaches impacted the achieved level of participation. The second important criterion was a sign of a certain innovation methodology (Agile/Lean Startup/ Design Thinking/Foresight) being applied, expressed as an explicit/implicit mention in the project documents. Thirdly, the availability of substantial documented data on the project was crucial. Finally, at least one conducted interview with the project team was required to base the research not only on the available documented materials but also on the insights and real experience learned directly from the people who took part in the project delivery.

As a result, five projects were chosen for the comparative analysis: Quartiere Bene Comune in Reggio Emilia, Italy; Future Mentors Programme in Espoo, Finland; Future of Work in Cluj-Napoca, Romania; CityScope FindingPlaces in Hamburg, Germany; and Citizen Science Office in Barcelona, Spain. The size of cities was not included into the list of primary criteria for selection. In the end, cities of different sizes were chosen, and this selection is considered appropriate since there is consensus on the applicability of the methodologies under study to organizations of different sizes and industries. Three

---

[140] Observatory of Public Sector Innovation. Official website. https://oecd-opsi.org/ (last accessed June 18, 2023)
[141] URBACT. Official website. https://urbact.eu/ (last accessed June 18, 2023)
[142] Eurocities. Official website. https://eurocities.eu/ (last accessed June 18, 2023)

cities have a population of less than half a million: Reggio Emilia (171,000), Espoo (300,000), Cluj-Napoca (320,000); and two cities have than 1,5 million dwellers: Hamburg (1,800,000) and Barcelona (1,600,000). Thus, in any way, every chosen city falls into one of the two groups of cities homogeneous in terms of their size. The context of the projects differed too, with each project aimed at addressing complex societal and economic challenges with relatively small urban initiatives. The geographical coverage turned out all-encompassing since the selected cities basically represent all European regions: Western (Germany), Northern (Finland), Eastern (Romania) and Southern Europe (Italy, Spain).

Data collection proceeded in two sequential stages: the analysis of project documentation available online and in-depth interviews with project teams. First, targeted search of openly available content on the projects was performed on Google, including projects' websites, social media, official reports, publications, and toolkits, and covering each project's implementation and post-implementation stages. Second, in April-May of 2023, a series of semi-structured in-depth interviews was conducted with the leaders of respective projects and, in some cases, with ordinary team members. A minimum of one interview was carried out for each project, with the total number of people interviewed amounting to 8. The interviews were mostly individual with one exception of a group interview with 3 members of the team from Espoo. To collect data in a homogeneous way, a common protocol and list of questions was designed. The questions covered during the interviews concerned the team composition and skills, project management, the applied methodologies and tools, the involvement of stakeholders and the lessons learned. The interviews lasted from 40 to 75 minutes and were conducted in Zoom or Google Meet in English or Italian. Each interview was audio recorded upon the required participant's consent and subsequently transcribed; the two interviews that were carried out in Italian were then also translated into English. All transcripts can be found in the Appendix.

The model to describe and compare the projects includes six blocks of parameters. Each project is first analyzed separately and then conclusions on each parameter are made. First, the general overview of the project is given, including its context, goals, innovation, outcomes, current state and plans for further development. The second block describes the project team, namely its composition, skillset, and training activities organized for team members. The third module is dedicated to the project management practices with the focus on the project lifecycle and feedback loop. It helps identify the methodological frameworks that are the subject of the next block. The analysis aims to determine

which methodologies among the four (Agile, Lean Startup, Design Thinking and Foresight) are used and for what purposes (for example, for general project management or for the engagement of the target audience). The ownership of the choice of the methodology and the team's awareness of the application of methodologies will also be investigated. Block 5 will reveal what tools project teams employ, including techniques to enhance participation, organize operations, as well as communication and marketing activities. The last block covers different aspects of stakeholders' engagement. It indicates the groups of stakeholders involved, identifies at which stages they participated and in what forms, and shows whether any training programs were provided to simplify the engagement. This will allow concluding, though subjectively, on the level of participation achieved through the prism of four factors: 1) the degree of involvement at different project stages; 2) support through education and training; 3) shared ownership of the project and its results; 4) effective management and facilitation of participation. The part dedicated to the discussion of results will describe how exactly the identified methodologies, tools and skills helped deliver the projects under study and what steps can be undertaken to further enhance the participatory aspect and effective delivery.

3.2. Reggio Emilia. QUA, Quartiere Bene Comune (2015-ongoing).

3.2.1. General overview.

Since 2015, Reggio Emilia has undertaken a transformative initiative to establish a novel decentralized approach for dialogue and citizen involvement in governing common goods[143]. The project aims to bridge the divide between the center and suburbs in the region that emerged due to the dissolution of municipal districts[144]. After the Regulation for citizenship labs was passed in 2015, the city has been divided into 19 territorial areas, where Citizenship Laboratories and Citizenship Agreements are being managed by the Neighborhood Architect[145]. The project has resulted in 27 Agreements involving over 730 stakeholders, 160 social innovation projects across different neighborhoods and policy areas, for instance participation houses, urban gardens, and wifi communities[146].

---

[143] N. Levi, interview, 25 May, 2023.
[144] Il progetto Quartiere Bene Comune. Comune Di Reggio Emilia. Programme report. Term in Office 2014 - 2019. P.11.
https://www.comune.re.it/argomenti/citta-collaborativa/i-progetti/qua-il-quartiere-bene-comune/il-progetto-quartiere-bene-comune (last accessed June 18, 2023)
[145] Spigarolo, F. (2017, May 25). The CO-Cities Series: #2 Reggio Emilia. LabGov. https://labgov.city/theurbanmedialab/the-co-cities-series-2-reggio-emilia/ (last accessed June 18, 2023)
[146] The city as a common good - English version. Comune Di Reggio Emilia. https://www.comune.re.it/argomenti/citta-collaborativa/i-progetti/qua-il-quartiere-bene-comune/the-city-as-a-common-good (last accessed June 18, 2023)

The project in Reggio Emilia is characterized by an experimental nature and brings forth a new conceptual model of value. The neighborhood is perceived as a common good, and the focus is put on the quality of life within the community rather than on territorial or infrastructural aspects[147].

The project is still ongoing, and its future will be determined after the upcoming mayoral election. It carries a significant political dimension and requires strong political support, as it goes beyond providing essential services[148]. At present, several actions are taking place to advance the project: the development of a collaborative digital platform and of new project themes like sustainability and climate justice, social justice, and digital justice.

3.2.2. Team: composition, skills, training.

The team in charge of the project is part of the newly created Participation Service[149] and is characterized by its cross-functional and collaborative nature[150]. Initially, the team consisted of both old staff members, including back-office, secretarial, and administrative personnel, as well as newly recruited officers for the role of Neighbourhood Architect. A key aspect of the team's composition is the diversity of professional backgrounds, encompassing disciplines such as sociology, philosophy, urban planning, architecture, and geography.

The requirements during the first wave of recruitment were prior experience with innovative participatory policies within the Municipality of Reggio Emilia, along with strong soft skills such as *"the ability to generate relationships and to imagine social innovation solutions"[151]*. After this first round, a small project team was formed, comprising around 5 members who were employed on first temporary and, after a year, fixed terms. The decision to employ the team on fixed terms was driven by the value of the knowledge and experience they gained during the initial stages. Their engagement with specific territories turned them into experts in their respective areas, which was particularly relevant because *"each neighborhood responded to this method in a different way"[152]*.

---

[147] N. Levi, interview, 25 May, 2023.
[148] Ibid.
[149] "Servizio Partecipazione" (Italian)
[150] Il progetto Quartiere Bene Comune. Comune Di Reggio Emilia. Programme report. Term in Office 2014 - 2019. P.97.
https://www.comune.re.it/argomenti/citta-collaborativa/i-progetti/qua-il-quartiere-bene-comune/il-progetto-quartiere-bene-comune (last accessed June 18, 2023)
[151] N. Levi, interview, 25 May, 2023.
[152] Ibid.

The key role in the project is given to the figure of Neighbourhood Architect who must possess a diverse range of soft skills. First, strong bridging and facilitation abilities to connect stakeholders within and outside the organization. They must have in-depth knowledge of participation methodologies and showcase excellent communication, fundraising and conflict resolution skills, as well as a willing attitude[153]. Supported by this set of soft skills, the Neighbourhood Architect's expertise lies in generating feasible, real-world innovative solutions by listening to citizens and identifying needs, considering general rather than personal interest, and prioritizing the needs based on importance[154].

Importantly, no specific hard skills, i.e. expertise in a narrow field, are required from the role, as the Municipality already possesses of the necessary knowledge to generate solutions and the team has very diverse professional backgrounds too[155]. Hence, based on the current need, the team can collaborate with different departments and public offices that specialize in urban planning, mobility, education, or welfare.

Regarding digital skills, while they are recognized as essential, the focus is on improving the digital literacy of the general public rather than considering them as primary requirements for the Neighbourhood Architects who showed their ability of learning basic digital tools very fast during the pandemic[156].

Though an important principle of the team is "learning by doing"[157], some training was provided to team members. It was primarily conducted ex-post and aimed to ensure a homogenization of skills within the team. The training courses focused on two main areas: participation and social innovation. The curriculum included such topics as brainstorming, focus groups, and living labs – the components of effective participation practices[158].

---

[153] Il progetto Quartiere Bene Comune. Comune Di Reggio Emilia. Programme report. Term in Office 2014 - 2019. P.104.
https://www.comune.re.it/argomenti/citta-collaborativa/i-progetti/qua-il-quartiere-bene-comune/il-progetto-quartiere-bene-comune (last accessed June 18, 2023)
[154] N. Levi, interview, 25 May, 2023.
[155] Ibid.
[156] Ibid.
[157] Ibid.
[158] Ibid.

3.2.3. Project management: project lifecycle and feedback loop.

The lifecycle of QUA includes three consecutive phases[159]. It starts with the Citizenship Workshop that entails the dialogue between the Neighbourhood Architect and citizens. The latter present their proposals, while the former translates them into potential solutions for further consideration. The project then moves into the co-planning phase, where the Neighbourhood Architect engages in discussions with administration's internal services to assess the feasibility of the drafts. Once the project drafts are refined, the third phase involves undertaking commitments through Citizenship Agreements. The final phase focuses on the management and monitoring of the project to assess the progress and outcomes. Hence, the project lifecycle presupposes a direct succession of stages, a clear sign of Waterfall management practices. Viewing it from the participatory perspective, there is a strong element of co-design inherent in each stage from the project ideation to evaluation of results.

Quartiere Bene Comune incorporates a comprehensive approach to project evaluation, consisting of three stages: ex-ante assessment of the feasibility of ideas, in-progress evaluation to monitor ongoing progress, and ex-post evaluation to measure outcomes[160]. Various indicators were created to capture end results, including participation metrics, project effectiveness and efficiency and many others[161]. Data collection employed both quantitative and qualitative approaches. Quantitative data on the satisfaction about the project was obtained through questionnaires for the Agreements' signatories. Qualitative evaluations involved focus groups and interviews with external stakeholders and colleagues from administration. These evaluations were conducted in 2016 (midway through the project) and in 2018, prior to the completion of the first cycle. The evaluation encompassed three dimensions: single project, Citizenship Agreement, and Policy. Evaluations occurred at different frequencies, with single project evaluations conducted annually, Agreement evaluations at the end of each activity cycle, and Policy evaluations at the end of the legislature. The decision to avoid more frequent evaluations was influenced by the complexity of maintaining constant attention from the community. Instead, the focus was on ensuring the implementation of planned activities and identifying obstacles, with minor adjustments made accordingly[162]. All in all, Reggio Emilia developed an in-

---

[159] Il progetto Quartiere Bene Comune. Comune Di Reggio Emilia. Programme report. Term in Office 2014 - 2019. PP.16-19.
https://www.comune.re.it/argomenti/citta-collaborativa/i-progetti/qua-il-quartiere-bene-comune/il-progetto-quartiere-bene-comune (last accessed an June 18, 2023)
[160] Ibid. PP. 33-35.
[161] Ibid. P. 37.
[162] Ibid. PP. 33-35.

depth model of results monitoring and evaluation, but with long time gaps between feedback gathering and general assessment of results (of at least one year).

The role of the Municipality of Reggio Emilia in the project is three-fold, combining institutional, creative, and collaborative inputs. While fulfilling its institutional role through the implementation of a new methodological protocol, the Municipality reduced its traditional decision-making powers. It also took on the role of a facilitator so instead of unilaterally finding efficient solutions, a multi-stage dialogue with citizens is fostered.

3.2.4. The applied methodologies.

The managing team of QUA has elaborated their own methodological protocol in which elements of different methodologies under study can be identified. The main role in the initial design of the protocol was performed by the Head of Participation Service Nicoletta Levi and her direct supervisor Massimo Mariani; the implementation and improvement of the protocol was then done by the newly formed project team described above.

The first methodology that the team recognizes to have utilized is Design Thinking. Particularly, it was employed to facilitate the development of social centers that worked with citizens on various directions, including entrepreneurship and sustainability initiatives and programs to increase digital literacy. Notably, the project team resorted to external expertise in the absence of in-house Design Thinking specialists. Such DT principles as deep empathy, user-centricity, and experimentation help enhance the value of social centers as hubs of services for citizens.

Secondly, elements of Agile and Lean Startup are identifiable throughout the project. The team embraced a model of experimental intervention, starting with small-scale prototypes and gradually expanding their scope based on validated learning. At the outset, the project was initiated in two neighborhoods rather than the entire municipal area with the decision being influenced by resource limitations and the experimental nature of the endeavor[163]. According to Nicoletta Levi, *"it is not that we had some book, or confidence in the result, or … the validated functionality of the method as such"*. Similarly, the introduction of a digital collaborative platform has also been recently launched in two

---

[163] N. Levi, interview, 25 May, 2023.

neighborhoods only. The team embarked on a testing phase, seeking to understand the required functionalities and its impact on the work dynamics and community dialogue.

Throughout the project, the aim was to develop the initiatives as prototypes. The temporary practices elaborated by the team are envisioned as steppingstones towards gradual integration into a broader system[164]. That said, more regular collection and assessment of feedback could further enhance the Lean Startup principle of validated learning already partly inherent in the methodological protocol of QUA.

3.2.5. The applied tools: participation, project management, communication, and marketing tools.

A variety of tools were employed to support different aspects of QUA. Constant in-depth dialogue and citizen workshops served as key tools to engage stakeholders and foster collaborative decision-making. In terms of project management, the team utilized several instruments. Firstly, they developed an internal management software that allowed recording and tracking back-office activities. Additionally, a stakeholders' database helped manage data of the actors involved and keep track of their contributions. Project sheets created in Word were utilized to outline project details. The main tools for internal communication were Google Meet conferences and email. In terms of external communication and project promotion, the team leveraged a website both as a repository of project activities. This platform will soon serve as a space where team members can chat, create documents, schedule appointments, upload photos and videos, and determine which parts of the project materials should be made fully public, thus becoming a truly collaborative instrument. Besides, social media channels and a blog helped extend the outreach and share updates and achievements with a wider audience.

3.2.6. Stakeholders' participation: groups of stakeholders, ways to engage, type of citizens' participation.

Throughout the project, stakeholders from various groups, including citizens, associations, businesses, schools, and research institutions, have played crucial roles in shaping the city as a common good. What makes Quartiere Bene Comune stand out from the point of view of stakeholders' participation is

---

[164] Il progetto Quartiere Bene Comune. Comune Di Reggio Emilia. Programme report. Term in Office 2014 - 2019. P.113.
https://www.comune.re.it/argomenti/citta-collaborativa/i-progetti/qua-il-quartiere-bene-comune/il-progetto-quartiere-bene-comune (last accessed June 18, 2023)

that it has been clearly aimed at engaging participants at all project stages, which is a principle inherent in the methodological protocol itself. The above-described project lifecycle clearly shows that stakeholders actively participated in all four phases of the project[165].

Importantly, solutions were not predetermined, but rather emerged through active listening and feasibility analysis throughout the entire project lifecycle. The Reggio Emilia's collaborative protocol fostered dialogue between communities and the Municipality, not only in decision-making but also in the ongoing management of solutions. The process was effectively managed and facilitated by the team of Neighborhood Architects.

Training has been considered as an important element of stakeholders' engagement once digital literacy was identified as an area requiring attention. As already mentioned, the digital skills gap was not so much spotted among team members but within the community itself. Efforts were thus made to increase digital literacy, particularly through social centers that served as digital literacy desks. They provided consultancy on citizen's digital identity (SPID) and offered support in using digital tools and devices[166].

Hence, through these comprehensive approaches to stakeholder engagement and skill development, the Reggio Emilia project sought to create an inclusive environment that harnessed the collective resources of the community to shape the city as a common good, underlining the joint ownership of the project outputs and outcomes. In quantitative terms, 27,000 out of 172,000 inhabitants have been involved in various activities within QUA[167].

All in all, it can be concluded that Quartiere Bene Comune has managed to approximate the *Partnership rung of the Citizen power participation level.* The decision-making power is indeed *"redistributed ... between citizens and powerholders"* throughout the described project lifecycle, but it cannot be stated yet that citizens have achieved *"dominant decision-making authority"*[168] over the

---

[165] Il progetto Quartiere Bene Comune. Comune Di Reggio Emilia. Programme report. Term in Office 2014 - 2019. PP.16-19.
https://www.comune.re.it/argomenti/citta-collaborativa/i-progetti/qua-il-quartiere-bene-comune/il-progetto-quartiere-bene-comune (last accessed June 18, 2023)
[166] N. Levi, interview, 25 May, 2023.
[167] Spigarolo, F. (2017, May 25). The CO-Cities Series: #2 Reggio Emilia. LabGov. https://labgov.city/theurbanmedialab/the-co-cities-series-2-reggio-emilia/ (last accessed June 18, 2023)
[168] Arnstein, S. R. (1969). A ladder of citizen participation. Journal of the American Institute of planners, 35 (4). P. 221.

projects implemented in the framework of QUA which still require a strong involvement the Municipality because of the yet rigid nature of administrative processes and substantial knowledge gaps across the community.

3.3. Barcelona. Citizen Science Office (2012-ongoing).

3.3.1. General overview.

The Barcelona Citizen Science Office (CSO) was established in 2012 with the goal of strengthening citizen science initiatives in the city. The premise is that citizens have the capacity to generate credible scientific knowledge and thus should be encouraged to participate in scientific initiatives which is the key innovation of the CSO[169]. Initially housed within the Creative and Innovation Directorate of the Culture Institute, the CSO is now part of the new Department of Science and Universities in the City Council.

Over the years, the Office has organized various events, including more than 20 single thematic projects, conferences, and workshops and engaged more than 13,000 residents and school students, who have contributed over 10,000 valuable data points for scientific research[170].

The participatory approach has enabled the project to scale up and expand from the first 5 projects that originally constituted the base for the launch of the CSO to many new initiatives[171]. Its sustained efforts have resulted in a thriving citizen science community in Barcelona, characterized by gradually increasing engagement and the generation of valuable scientific data.

3.3.2. Team: composition, skills, training.

The core team of the Citizen Science Office is composed of Projects Coordinator at Science and Universities Department of Barcelona City Council Diana Escobar, who leads the team, along with a few more members of the Department. In addition to the core team, there is a technical secretariat assisting with the operations of the Community of Practice, a dedicated communication support role,

---

[169] Citizen Science Office. Science and Universities. Ajuntament De Barcelona. Citizen Science and Service Learning Guide P. 8. https://www.barcelona.cat/barcelonaciencia/en/science-city/science-and-citizenship/citizen-science/citizen-science-office (last accessed June 19, 2023)
[170] Citizen Science Office. Science and Universities. Ajuntament De Barcelona, https://www.barcelona.cat/barcelonaciencia/en/science-city/science-and-citizenship/citizen-science/citizen-science-office (last accessed June 19, 2023)
[171] D. Escobar, interview, May 17, 2023.

and administrative staff handling organizational tasks. Despite being a small team, their primary role is coordination of single scientific projects rather than direct project implementation. Their focus is on connecting researchers and citizens, facilitating collaboration, and ensuring the smooth functioning of citizen science projects.

The CSO team members possess diverse and multidisciplinary backgrounds, which allows them to bring different perspectives and expertise to their work. They emphasize the importance of complementary skills and collaboration within the team. The project leader Diana Escobar notices that while the private sector has the flexibility to bring in individuals with specific skills tailored to project needs, administrations, research centers and universities work with the existing skill set within their institutions[172].

The composition of the team that manages CSO's projects varies depending on the project requirements. Typically, the team includes researchers and participants from the civil society. For instance, in the StemForYouth project, the team consisted of students, a design studio, a digital platform programmer, and scientists who collectively prepared a public intervention to foster STEM programs for young females[173].

The team members possess a range of soft skills, including expertise in participatory culture and methodologies, scientific culture, facilitation, mediation and stakeholder engagement. Passion, confidence in the importance of participation, open-mindedness, and adaptability are qualities highlighted by the project leader.

Although formal training programs have not been implemented yet, the CSO has plans to provide training for new researchers and individuals who have not previously engaged in citizen science. In the absence of formal training, the team benefits greatly from the Community of Practice of researchers. These periodic annual meetings serve as platforms for exchanging capabilities, experiences, and knowledge, allowing project team members to stay updated with the latest practices in citizen science. They clearly highlight the collaborative side of CSO's operations.

---

[172] D. Escobar, interview, May 17, 2023.
[173] Citizen Science Office. Science and Universities. Ajuntament De Barcelona. Citizen Science and Service Learning Guide P. 27. https://www.barcelona.cat/barcelonaciencia/en/science-city/science-and-citizenship/citizen-science/citizen-science-office (last accessed June 19, 2023)

3.3.3. Project management: project lifecycle and feedback loop.

The project lifecycle of CSO's initiatives encompasses various stages, starting from problem identification, designing the research, collecting data, and interpreting the results to finally proposing concrete actions[174]. Depending on the specific project, citizens can participate in one or more of these tasks, fostering a sense of ownership and active involvement. Typically, the initiative to launch a project comes from research centers rather than citizens themselves, as the local community is not yet mature to raise their voices[175]. Hence, research centers or other scientific institutions usually propose the initiative and then citizens are involved in the following stages of the project. Stages of the project lifecycle happen in succession and do not usually overlap[176].

CSO performs the role of coordinator for each new citizen science project, ensuring effective communication and collaboration among different stakeholders. Their role is to facilitate the exchange of knowledge and resources, foster connections between researchers and citizens, and provide support throughout the project lifecycle.

When it comes to feedback loops in CSO's projects, in most cases it is now limited to surveys conducted at the end of the project (rarely at both the beginning and end, like in the project for Schools). Recognizing the importance of continuous feedback and evaluation, the CSO aims to expand feedback mechanisms in future projects, allowing for ongoing dialogue and iterative improvement of solutions.

3.3.4. The applied methodologies.

As regards the CSO itself, no innovative project management methodology was identified in their operations; the coordination activities performed by the core team mostly follow classic Waterfall processes. That said, when the CSO was initiated, the team chose to work with five existing scientific projects. This decision was driven by the need to begin with well-established initiatives that had already developed effective ways to engage with people rather than carry out new experiments straightaway. The approach shows some signs of Agile or Lean Startup methodologies: testing a hypothesis on a

---

[174] Citizen Science Office. Science and Universities. Ajuntament De Barcelona. Citizen Science and Service Learning Guide P. 4.
https://www.barcelona.cat/barcelonaciencia/en/science-city/science-and-citizenship/citizen-science/citizen-science-office (last accessed June 19, 2023)
[175] D. Escobar, interview, May 17, 2023.
[176] Citizen Science Office. Science and Universities. Ajuntament De Barcelona. Citizen Science and Service Learning Guide PP. 20-27.
https://www.barcelona.cat/barcelonaciencia/en/science-city/science-and-citizenship/citizen-science/citizen-science-office (last accessed June 19, 2023)

limited scope of activities, gradually adding new experimental elements to the existing projects, and launching new ones.

Talking about each single citizen science project, various methodologies are usually chosen and applied, depending on the project specifics. The most widespread is Design Thinking – this methodology is reported to have been used in such initiatives as StemForYouth, Genigma, SeaWatchers in order to build relationship with the stakeholders based on empathy and co-creation[177]. The decision to employ the DT principles was always made by project leaders familiar with the methodology thanks to past professional experience, especially in the case of Genigma[178]. Moreover, one notable project, Beepath, initially created an MVP of their mobile app[179]. This strategic approach allowed them to develop and refine the app's functionality before its full implementation and showcases an Agile/LS approach to project development.

3.3.5. The applied tools: participation, project management, communication, and marketing tools.

By employing various tools, the CSO is able to foster engagement, ensure effective coordination, and promote the initiatives to a wider audience. Single project teams utilize participation tools such as open dialogue, workshops, and labs to engage stakeholders. Project management and planning performed by the core CSO's team are facilitated through platforms like Miro and Google Drive. While Miro creates a collaborative space for brainstorming ideas, Google Drive serves for organizing project activities, sharing documents, and coordinating tasks. Communication within the team and with partners is carried out mostly via email, while promotion activities are performed through their website that serves as a central hub for projects information and updates, and social media like Instagram and Twitter, though the marketing activities in these channels have been recently limited due to restrictions from the administration.

---

[177] D. Escobar, interview, May 17, 2023.
[178] Ibid.
[179] Citizen Science Office. Science and Universities. Ajuntament De Barcelona. Citizen Science and Service Learning Guide P. 22.
https://www.barcelona.cat/barcelonaciencia/en/science-city/science-and-citizenship/citizen-science/citizen-science-office (last accessed June 19, 2023)

3.3.6. Stakeholders' participation: groups of stakeholders, ways to engage, type of citizens' participation.

Throughout the evolution of the Barcelona Citizen Science Office, different stakeholders groups such as citizens, research centers, universities, schools, libraries and NPOs have been involved in a dialogue at different project stages[180]. Initially, the focus was on communication and information sharing with the public. However, since 2018, efforts have been made to establish more meaningful connections between citizens and researchers, facilitating their involvement in project activities. This participatory approach, as already touched upon in section concerning the project lifecycle, involves stakeholders into defining and designing research, data collection, interpretation of results, and proposing evidence-based actions. Examples include StemForYouth, where co-creation is emphasized at all stages [181], and Beepath, which involves students in posing the initial questions, conducting experiments, and sharing findings with the City Council for further implementation[182].

The support of stakeholder skills from CSO is still lacking, since they provided training activities only in the case of the project for Schools, where teachers were trained special techniques needed to take part and effectively engage pupils into scientific research initiatives[183].

Overall, despite increasing involvement, citizen voices at the projects' outset are still relatively limited, with scientists primarily driving the initiatives and citizens being usually invited from the implementation stage onwards. An exception so far is the project proposed by a group of biologists in 2019 that aims at investigating the source of noise in their neighborhood. This case exemplifies the shift where citizens themselves initiated a project, but one needs to bear in mind that the biologists who came up with the idea were well aware of citizen science which once again highlights the importance of properly informing the stakeholders about the activities and opportunities that the CSO offers.

Thus, the type of participation observed can be categorized as *the Placation rung of Tokenism*, highlighting the need for further empowerment of citizens through strengthening their initiative, consistent participation at each stage and shared ownership of projects. Further application of user-

[180] Citizen Science Office. Science and Universities. Ajuntament De Barcelona. Citizen Science and Service Learning Guide P. 8. https://www.barcelona.cat/barcelonaciencia/en/science-city/science-and-citizenship/citizen-science/citizen-science-office (last accessed June 19, 2023)
[181] Ibid. P. 27.
[182] Ibid. P. 22.
[183] D. Escobar, interview, May 17, 2023.

centric methodologies and accessible tools are key elements for enhancing stakeholder influence in CSO's initiatives. Simplifying processes and providing tools that cater to the non-scientific backgrounds of ordinary citizens are crucial for amplifying their impact and establishing a more democratic and inclusive approach to citizen science projects in Barcelona.

3.4. Espoo. Future Mentors Programme (Spring-Winter 2022).

3.4.1. General overview.

The Future Mentors programme was initiated by the City of Espoo and implemented during the Spring-Winter of 2022 in the framework of the European Year of Youth. It involved 26 cities across Europe, with the participation of 94 young people who acted as mentors for their local decision-makers. In the final event, mentors from different cities gathered at the Eurocities Annual Conference in Espoo to share their mentoring experiences[184].

The primary aim of the project was to bridge the gap between youth and decision-makers at the local level. By fostering an open dialogue, the programme sought to ensure that the voices of young people were taken into account in decision-making processes, since it is indeed the youth on that the future of cities depends[185]. As one the project leader Marianne Julkunen states, young people usually participate through protesting because they do not see other ways of being heard – this is something the project aimed at changing[186]. An innovative aspect of the Future Mentors programme was the concept of reversed mentoring, where young people took on the role of mentors for city decision-makers.

The project was concluded in December 2022 so it might be early to assess its long-term effects given the usually protracted public policy cycle. That said, the created model is being exported to other cities with the Dutch City of Eindhoven running the programme this year. Moreover, mentoring has raised interest on the European level and the City of Espoo has been contacted by Eurocities in regard to the further elaboration of the concept of mentoring[187].

---

[184] Future Mentors Programme - Co-creating future cities through dialogue. City of Espoo, https://www.espoo.fi/en/city-espoo/innovative-espoo/innovative-espoo-initiatives/future-mentors-programme-co-creating-future-cities-through-dialogue (last accessed June 19, 2023)
[185] Ibid.
[186] M. Julkunen, interview, April 24, 2023.
[187] Ibid.

As regards the project's outputs and outcomes, several participating cities are capitalizing on the gained experience in various ways from sustaining a regular dialogue between local youth and decision-makers to launching new initiatives like youth councils. Also, at the final event there were six recommendations made by the mentors to European leaders[188]. One of them was the creation of a Eurocities youth department, and it might have influenced the content of the working program of Eurocities for 2024 that states that young people in the cities should have a reinforced role in democratic processes[189].

3.4.2. Team: composition, skills, training.

The project team in charge of the Future Mentors adhered to the principles of collaboration and inclusivity. The team consisted of two strong leaders (Marianne Julkunen and Ville Leino) who played pivotal roles in guiding the project, but ideas were proposed by different team members, fostering a collaborative approach. As Marianne Julkunen expressed, it was a process of brainstorming and building upon each other's ideas[190]. The team members were happy to rely on strong leadership while actively contributing to project ideation.

The team was structured as a small cross-functional unit, bringing together individuals with diverse expertise and backgrounds. Project leaders were responsible for practical matters and preparation of the program, possessing of strong expertise in social psychology (Marianne) and youth services (Ville) . Additionally, the team comprised a service development specialist, youth services specialists, and sustainable development experts. Another notable aspect was the strong support provided by the International Affairs Department of the City of Espoo[191].

In terms of hard skills, team members brought the existing expertise from their respective backgrounds, making it unnecessary to organize special training to foster them. That said, the team emphasized the importance of soft skills such as having an open mind, listening skills, honest willingness, facilitation, and leadership. Furthermore, basic digital skills, including proficiency in office tools such as Excel, PowerPoint, and email, were deemed essential for the effective project delivery[192].

---

[188] Future Mentors Programme - Co-creating future cities through dialogue. City of Espoo, https://www.espoo.fi/en/city-espoo/innovative-espoo/innovative-espoo-initiatives/future-mentors-programme-co-creating-future-cities-through-dialogue (last accessed June 19, 2023)
[189] M. Julkunen, interview, April 24, 2023.
[190] Ibid.
[191] Ibid.
[192] V. Leino, interview, April 24, 2023.

Regarding training, the team did not require any specific training programs because of, first, the already discussed presence of diverse backgrounds inside the project group and, second, the temporary nature of the project and time limits.

3.4.3. Project management: project lifecycle and feedback loop.

As regards the idea of the project itself, it stemmed from Espoo's cross-administrative steering group of the Eurocities Annual Conference, who also provided the green light to commence the project[193]. The idea was further developed through collaboration with students from Aalto University's Designing for Services course, where students contributed to shaping the initial concept. Through interviews with city leaders and young people, a deeper understanding of participant motivations was gained, leading to the formation of the project's more clear concept by the project leaders in collaboration with the experts from the City of Espoo[194]. The preparation of the program was in the hands of the core project team discussed above and basically followed the classic Waterfall approach with several tasks overlapping. It included the elaboration of detailed instructions for the three categories of project participants: Mentors, Mentees and City coordinators, as well as the coordination of activities and the organization of a follow-up event, serving as a focal point for further collaboration and feedback. During the implementation stage, an important role was given to City coordinators, local public servants in the participating cities, that acted as facilitators in the dialogue between the youth and city leaders[195]. While there was no prototype or iteration during the initial launch, the team acknowledged the importance of incorporating these elements to enhance the program's effectiveness in the future. To facilitate feedback gathering and evaluation, multi-layer surveys were employed, providing both qualitative and quantitative insights. The overall assessment of the project's content and outcome by participants was very positive[196]. However, the fact that feedback was collected only at the end of the project did not allow for much iteration and constant improvement during the implementation phase; it will hopefully be considered in the lead-up to future program launches.

---

[193] M. Julkunen, interview, April 24, 2023.
[194] Ibid.
[195] Future Mentors Programme - Co-creating future cities through dialogue. City of Espoo, https://www.espoo.fi/en/city-espoo/innovative-espoo/innovative-espoo-initiatives/future-mentors-programme-co-creating-future-cities-through-dialogue (last accessed June 19, 2023)
[196] M. Julkunen, interview, April 24, 2023.

It is important to highlight the impact of the European level pressure that, on the one hand, focused the attention of the city administration and its different units on the preparation of activities, but, on the other hand, created the sense of urgency that to a certain extent inhibited iteration and experimentation during the project implementation.

3.4.4. The applied methodologies.

As emphasized in the previous paragraphs, the project team of Future Mentors mostly followed the traditional Waterfall methodology in the management and coordination of the project itself. When it comes to the activities and engagement techniques aimed at project participants, the variety of the applied methodologies was greater. First, Design Thinking was embraced, which ensured a human-centrism of the program content. The choice and active promotion of the use of these methodologies is the deliverable of the Aalto University's course where students explored the main principles of the methods and tried to integrate them into the project contents[197]. Second, the contents of Future Mentors Programme were heavily based on the F&F methodology. The aim was to invite project participants to visualize and project the future during workshops, enabling to explore their hopes, dreams, and aspirations. At the final stages, such foresight method as word clouds of dreams was employed to finalize the findings of the program[198]. This approach involved gathering insights and perspectives from a diverse range of participants, including 500 delegates at the Eurocities conference. By capturing and analyzing the collective aspirations of young people, the project sought to emphasize the importance of decisions made in the present, as they would have a profound impact on the future generations. Overall, the Espoo's project embraced a combination of Design Thinking and F&F to create a visionary and participatory environment.

3.4.5. The applied tools: participation, project management, communication, and marketing tools.

Future Mentors Programme entailed the use of the widest range of participatory tools among the five projects under study. The key tool that guided all project activities was the open dialogue that had been inherent in the many Espoo's initiatives over the years[199]. This platform for a dialogue allowed for respectful discussions, ensuring that the perspectives of both young people and city leaders were heard

---

[197] M. Julkunen, interview, April 24, 2023.
[198] Future Mentors Programme - Co-creating future cities through dialogue. City of Espoo, https://www.espoo.fi/en/city-espoo/innovative-espoo/innovative-espoo-initiatives/future-mentors-programme-co-creating-future-cities-through-dialogue (last accessed June 19, 2023)
[199] M. Julkunen, interview, April 24, 2023.

and considered[200]. Moreover, interviews were another tool actively employed at the project initial phases to generate ideas on how to better involve young people and city public servants in project activities. The third interesting tool that allowed for effective and engaged communication among the young project participants was Discord – a relatively new communication platform, widely used by gamers and blockchain evangelists. It was proposed by the specialists from the Espoo's Youth Services and provided a space for networking, exchanging ideas, and sharing mentoring tips before traveling to Espoo for the final event[201]. Next, as already mentioned, foresight methods, such as word clouds of dreams, were used to project and visualize the future[202]. Moreover, facilitation techniques, including ice-breaker exercises, workshops, and brainstorming sessions, were employed to carry out discussions effectively. The last participation tool worth mentioning are the detailed instructions provided to Mentors, Mentees and City coordinators to ensure consistency and clarity throughout the project. The core project team offered step-by-step instructions on leading workshops and employing special techniques, as well as templates for communication, such as info letters for mayors and news articles. Thanks to these tools, project participants were able to make the most of the essence of the project – open dialogue and discussion – instead of spending time on formal organizational matters. It was especially important for young participants, since as Marianne Julkunen highlights,"*The idea was that you don't have to be an expert on something, that you are expert in being young and your thoughts and your ideas are really valuable"[203].*

In terms of project management and planning, tools like Miro and Kanban boards are now utilized for result assessment[204], allowing for visual tracking of deliverables and outcomes. Microsoft Office tools, including PowerPoint and Excel, were employed for various project management purposes. For internal communication, group chats and email served as essential channels.

---

[200] Future Mentors Programme - Observatory of Public Sector Innovation. OECD. Future Mentors Information Package. P. 9. https://oecd-opsi.org/innovations/future-mentors/ (last accessed June 19, 2023)
[201] M. Julkunen, interview, April 24, 2023.
[202] Future Mentors Programme - Co-creating future cities through dialogue. City of Espoo, https://www.espoo.fi/en/city-espoo/innovative-espoo/innovative-espoo-initiatives/future-mentors-programme-co-creating-future-cities-through-dialogue (last accessed June 19, 2023)
[203] M. Julkunen, interview, April 24, 2023.
[204] S. Junaid, interview, April 24, 2023

3.4.6. Stakeholders' participation: groups of stakeholders, ways to engage, type of citizens' participation.

Among key stakeholders' groups in the project were the three categories of project participants: Mentors (youth), Mentees (city leaders), City coordinators (local public servants of participating cities) – and then Aalto university, as well as the International Affairs Department of Espoo. As already mentioned, the University was actively engaged in the ideation process through conducting initial studies and interviews with the youth and city leaders, while the International Affairs Department of the City of Espoo provided strong support during the planning and implementation stages and further added a European perspective to the project[205]. Talking about the youth, they were the key target group within the Future Mentors Programme, since the goal of the project was to help them raise their voices and influence local political agenda. Young Future Mentors were selected through a call for participants and received coaching to prepare them for their mentoring role. Importantly, though the general agenda of the program was decided upon by the core project team, young mentors were encouraged to come up with more specific, place-based topics for discussion with their mentees, city leaders[206]. To that end, they were invited to conduct interviews and polls with the local youth and further refine the themes during meeting with respective city leaders. The mentors engaged in at least two meetings with their respective city leaders, where they discussed their own cities and shared their dreams and concerns for the future[207]. Throughout the project, young participants were guided by city coordinators who ensured a smooth and well-organized process.

The assessment of the Future Mentors program by Young Mentors indicates a mixed outcome in terms of concrete actions taken by cities following the mentoring process. Some cities reported that the topics discussed during mentoring sessions were progressing, with plans for follow-up or even concurring meetings between Mentors and Mentees. Additionally, there were plans to establish a "Future Hub" and a youth council in certain cities. However, there were Mentors who expressed disappointment, stating that they were promised more but did not see any significant developments[208]. It is important to note though that the feedback was collected a few months after the program, which may mean not enough time has passed yet for tangible changes to occur within the municipal system. Despite the

---

[205] M. Julkunen, interview, April 24, 2023.
[206] Future Mentors Programme - Observatory of Public Sector Innovation. OECD. Future Mentors Step By Step Guide for City Coordinators. P. 9. https://oecd-opsi.org/innovations/future-mentors/ (last accessed June 19, 2023)
[207] Future Mentors Programme - Observatory of Public Sector Innovation. OECD, https://oecd-opsi.org/innovations/future-mentors/ (last accessed June 19, 2023)
[208] M. Julkunen, interview, April 24, 2023.

varying outcomes, mentors highlighted the program's positive impact on their empowerment in community matters and their enhanced understanding of the municipal system.

Assessing the level of participation, the project can be characterized as demonstrating elements of *Tokenism, the Placation/Consultation rung*. It is important to emphasize that the initial goal of the project was to generally spur and facilitate dialogue on the future of cities and no specific tangible metrics in terms of the implementation of Mentors' ideas or involvement of citizens at every project stage were posed. In any way, the level of citizens' involvement and assessment of this involvement turned out quite high, judging from the engaging project activities and results. Nonetheless, while the detailed guidelines provided convenience and a frictionless experience, there was a lack of decision-making power and co-design opportunities for the young participants. Hence, further steps should be taken to foster co-design and decision-making within the program, allowing the participants to have a more significant impact on the future of their cities and, importantly, feel the true ownership of collective decisions.

3.5. Hamburg. CityScope FindingPlaces (May 2016-July 2016).

3.5.1. General overview.

The CityScope FindingPlaces took place from May to July 2016 with the aim of facilitating public dialogue and decision-making on accommodation locations for incoming refugees in the neighborhoods of Hamburg[209]. The project leveraged an innovative human-computer interaction tool called CityScope (CS), developed by the Changing Places Group of the MIT Media Lab in Boston. During 34 workshops, around 400 participants engaged with CityScope to identify 160 potential locations for refugee accommodation[210]. Out of these, 44 locations received legal confirmation from authorities, and 6 sites were eventually constructed. The project's emphasis on technology and the workshop process brought innovation to the forefront. The interactive platform allowed participants to visualize and discuss potential locations where incoming refugees could be accommodated, which enhanced public engagement.

---

[209] Finding places. Urbact.eu. (2017, February 6), https://urbact.eu/good-practices/finding-places (last accessed June 23, 2023)
[210] Noyman, A., Holtz, T., Kröger, J., Noennig, J. R., & Larson, K. (2017). Finding Places: HCI Platform for Public Participation in Refugees' Accommodation Process. Procedia Computer Science, 112. P. 2469. https://doi.org/10.1016/j.procs.2017.08.180 (last accessed June 23, 2023)

Although only a small fraction of the suggested locations were actually built, the project's impact extended beyond physical construction. The identified locations were documented and further researched by the city for future reference. The CityScope Lab, responsible for project implementation, continues its activities and applies the tools developed during the project in various contexts globally, including projects in Africa and Europe[211]. The success and recognition of the project led to its integration into community engagement and public participation efforts by influential organizations such as the European Commission and the OECD[212]. The CityScope tool was acknowledged by the OECD and became part of their toolbox for promoting community engagement and participation.

3.5.2. Team: composition, skills, training.

The project was led by the CityScience Lab (CSL), a new collaborative unit managed by the Hafen City University and the MIT Lab. Representatives from other local governmental organizations also took part in the project delivery.

The workshops, being the main activity of the project, were organized and conducted by a dedicated team consisting of 6-8 individuals, which can be described as cross-functional or rather cross-organizational. The team included a moderator who led the discussions, an assistant responsible for documenting the exchanges, a CSL researcher who accompanied the workshops for scientific purposes, technical staff who operated the equipment, and one or two representatives from the Central Refugees Coordination Staff and district administration.

While proficiency in running the technological platform was not a primary requirement, since the team had a strong support of technical specialists and researchers who were actually carrying out the main activities during the workshops, as well as from governmental institutions, soft skills were essential to effectively engage stakeholders and coordinate general activities. According to the Co-founder of CityScienceLab Ariel Noyman, open-mindness, courage and understanding of the 'top-up' process are the essential elements of a public servant's skillset. The latter is a new concept elaborated by the MIT

---

[211] A. Noyman, interview, May 18 2023.
[212] CityScope FindingPlaces: HCI Platform for Public Participation in Refugees' Accommodation Process. Observatory of Public Sector Innovation. OECD, https://oecd-opsi.org/innovations/cityscope-findingplaces-hci-platform-for-public-participation-in-refugees-accommodation-process/ (last accessed June 23, 2023)

team, in which grassroots ideas find open support from public officials, resulting in the creation of new channels for collaboration[213].

The Hamburg Urban Development and Revitalization Agency played a crucial role in community engagement and workshop moderation, necessitating strong communication skills and the ability to facilitate discussions among diverse stakeholders. The need for specific knowledge, for instance in refugee matters, was satisfied by the involvement of many institutions and organizations, like the Authority for Refugee Coordination.

Talking about training programs for the team, even prior to the idea and launch of FindingPlaces, some local public servants took part in initial workshops in Hamburg to familiarize themselves with the technology and methodologies involved. This kind of training helped local bureaucrats embrace the technology which eventually became the backbone of the project.

3.5.3. Project management: project lifecycle and feedback loop.

The analysis of the project lifecycle helped make some interesting findings. First, the main technological solution used to achieve the project's goal was created long before FindingPlaces was initiated. The CityScience Lab in MIT was guided by the following principle: *"The idea is that once the lab is there, the projects will eventually arrive, show themselves, and then we can use the knowledge and the technology that has been developed at MIT and in the labs to help those cities"[214]*. Thus, the CityScope is a proof-of-concept originally created at MIT. The team understood the importance of deploying CityScope in real-world decision-making contexts and learning from community interactions. This learning process proved critical, as it prepared them for the FindingPlaces project. The first iteration after the creation of the tool itself was an observational usability study conducted on the MIT campus to assess the usability of CS in community-led planning processes. The sessions were recorded and thoroughly analyzed[215]. Then some preliminary workshops were conducted in Hamburg, where authorities recognized the potential of CityScope and its ability to facilitate community engagement[216]. Once the refugee crisis emerged in 2015, the Mayor of the City of Hamburg decided

---

[213] A. Noyman, interview, May 18 2023.
[214] Ibid.
[215] Noyman, A., Holtz, T., Kröger, J., Noennig, J. R., & Larson, K. (2017). Finding Places: HCI Platform for Public Participation in Refugees' Accommodation Process. Procedia Computer Science, 112. P. 2465. https://doi.org/10.1016/j.procs.2017.08.180 (last accessed June 23, 2023)
[216] A. Noyman, interview, May 18, 2023.

to utilize CityScope to engage citizens into the process of accommodating incoming refugees in local neighborhoods. The last step before the actual implementation was to tailor CityScope to the specific requirements of FindingPlaces. Existing hardware and software were replaced to meet the challenging scope of the project[217]. Hence, this first preparatory stage conducted by the MIT Lab team was very iterative and user centric. The planning phase of the project lasted for about 5 months and was followed by the implementation stage – the workshops themselves. During the planning stage, adjustments of CS, the preparation and media coverage of workshops and data gathering were happening at the same time, though strict time limits due to the critical circumstances did not allow for a true iteration and prototyping – the project in Hamburg is mostly characterized by a strict succession of phases, unlike the approach of researchers from MIT. Nonetheless, the CityScope was transformed into a functional and deployable system, demonstrating its relevance as a public participation instrument[218]. The feedback loop in the FindingPlaces project encompassed various channels for collecting feedback and insights. In previous instances, at MIT, videos were recorded to observe and analyze how people interacted with the tool in a lab setting[219]. Participants of the project in Hamburg provided feedback through their interactions with the CityScope tool, exit surveys, and informal conversations. At the end of each workshop, a reflection and feedback session took place, bringing together all workshop participants to discuss what went well and identify areas for improvement. This facilitated a continuous learning process, allowing the project team to make adjustments and enhancements based on the feedback received[220].

3.5.4. The applied methodologies.

According to the project leader Ariel Noyman, the CityScope project is *"Agile in nature and by design"[221]*. The iterative and experimental nature of the project allowed for continuous learning and improvement in terms of how the platform was used and how workshops were conducted in each community. That said, the project in Hamburg did not allow for much iteration and Agile thinking because of the limited time scope explained by the crisis nature of the initiative. It can be hence concluded that traditional bureaucratic practices and time pressure hampered the Agile nature of the

---

[217] Noyman, A., Holtz, T., Kröger, J., Noennig, J. R., & Larson, K. (2017). Finding Places: HCI Platform for Public Participation in Refugees' Accommodation Process. Procedia Computer Science, 112. P. 2465. https://doi.org/10.1016/j.procs.2017.08.180 (last accessed June 23, 2023)
[218] Ibid. P. 2465.
[219] A. Noyman, interview, May 18, 2023.
[220] Ibid.
[221] Ibid.

technological solution and the approach of the team that had created and managed it; despite this, the overall Agile legacy of the project did have its impact on the project delivery.

The methodology employed to shape the main idea of the project was Foresight, which was embedded in both the CityScope tool from its origins and the team's approach to the refugee problem. The CS tool facilitated the exploration of potential future scenarios by providing different layers of information to users, allowing them to gain insights and make informed decisions[222]. As regards the approach to refugees, thanks to the applied methodology, it extended beyond addressing the immediate refugee problem and aimed to tackle long-term urban planning challenges. The idea was to consider such factors as access to education, healthcare, transportation, employment, and green spaces, ensuring that decisions made from the outset would have a positive impact on the future. It must be noticed, though, that this idea was not translated into reality, at least there is no proof of the opposite in any project documents.

3.5.5. The applied tools: participation, project management, communication, and marketing tools.

To begin with, the CityScope tool was introduced as the main participatory tool to support decision-making and the generation of knowledge. Its innovative interface that imitated the use of LEGO bricks, provided a simple, clear, tangible, and interactive way for participants to engage with the complex data. Workshops were conducted as the main means to facilitate active involvement and collaboration among the participants. In terms of communication, standard tools such as email and Skype were utilized to facilitate coordination within the team and with project partners[223]. For marketing and promotion purposes, social media platforms and a dedicated project website played a crucial role.

3.5.6. Stakeholders' participation: groups of stakeholders, ways to engage, type of citizens' participation.

The stakeholder groups in FindingPlaces included civil society, universities, the Lord Mayor's Office, City administration, Hamburg's Authority for Urban Development, Authority for Refugee Coordination, Authority for Science and Research, and local city wards.

---

[222] A. Noyman, interview, May 18, 2023.
[223] Ibid.

While the above-mentioned governmental agencies took part in the coordination of the activities and shared their specific expertise (in refugee matters and facilitation practices), the engagement of citizens mostly took place during the workshops. They were designed as a platform for moderated group discussions and co-creation sessions, where participants were encouraged to suggest and debate potential locations for refugee accommodation in their respective city neighborhoods[224].

The workshops were publicly announced through official marketing/PR channels of the City administration, including the website, newspapers, and social media, and were open for anyone to participate[225]. As highlighted during the interview with the project leader Ariel Noyman, it was crucial to find local leaders (not only political figures or elected officials, but rather a barber shop manager, or a bartender or a priest in the local church) from each neighborhood in order to achieve the maximum community engagement[226].

During the workshops, rich urban information about local plot conditions collected by experts beforehand was provided to citizens through interactive CityScope tables[227]. At the start of each workshop, a movie was shown to provide participants with information about the workshop procedure[228]. The workshops were organized by a dedicated team responsible for facilitating the discussions, documenting the exchanges, providing technical support, and included representatives from the Central Refugees Coordination Staff and district administration[229].

That notwithstanding, according to feedback received, the CityScope tool proved to be a little challenging for participants to understand. Having never worked with maps and satellite images, they found it hard to use the images projected by CS[230]. Hence, being a professionally developed tool, CityScope was not easy to comprehend despite the assistance of a specialist handling the technical aspects on the backend. The further focus should be on making the tools user-friendly and thus accessible for everyone.

---

[224] Finding places. Urbact.eu. (2017, February 6), https://urbact.eu/good-practices/finding-places (last accessed June 23, 2023)
[225] Ibid.
[226] A. Noyman, interview, May 18, 2023.
[227] Finding places. Urbact.eu. (2017, February 6), https://urbact.eu/good-practices/finding-places (last accessed June 23, 2023)
[228] A. Noyman, interview, May 18, 2023.
[229] Finding places. Urbact.eu. (2017, February 6), https://urbact.eu/good-practices/finding-places (last accessed June 23, 2023)
[230] Noyman, A., Holtz, T., Kröger, J., Noennig, J. R., & Larson, K. (2017). Finding Places: HCI Platform for Public Participation in Refugees' Accommodation Process. Procedia Computer Science, 112. P. 2471. https://doi.org/10.1016/j.procs.2017.08.180 (last accessed June 23, 2023)

The assessment of the level of participation in the project reflects a tokenistic approach, where citizens were involved in the consultation process but not in the design and development of the engagement process itself. The limited time constraints and the crisis nature of the project hindered the early involvement of the public in shaping the engagement process. However, there was a recognition by the project leaders that early involvement of the public leads to better engagement outcomes: *"The earliest you involve the public, the better engagement you're going to have at the end. You will design better tools, you will create better methodologies, you will have more buy-in from the public"[231]*.

Controversy and political tensions surrounded the project, with some arguing that the participation was merely tokenistic and utilized to restore peace in the city[232]. The fact of the data being pre-processed had a negative impact on the assessment, leading to concerns about the manipulation of outcomes[233]. Ultimately, only six locations were accepted for refugee accommodations, which could give shelter to approximately 750 refugees and constituted around 4% of the initial target[234]. In conclusion, the level of participation in the Hamburg project can be characterized as Tokenism, Consultation rung, where citizens were consulted but not fully engaged in the decision-making process.

3.6. Cluj-Napoca. Future of Work (2019-2022).

3.6.1. General overview.

The Future of Work (FoW) project in Cluj-Napoca, carried out from June 2019 to October 2022, aimed to explore methods for preparing the city for future labor market challenges. The project sought to facilitate the transition to industry 4.0 by providing training and skills development for jobs at risk of automation, enhance the competitiveness of cultural and creative industries, and propose changes to the organization of work at the city level, with a focus on socially disadvantaged groups, in particular the local Pata Rat community[235]. It was the first project in Eastern Europe to receive funding from the Urban Innovative Actions[236]. One of the project's key innovations was the use of future scenarios to

---

[231] A. Noyman, interview, May 18, 2023.
[232] Noyman, A., Holtz, T., Kröger, J., Noennig, J. R., & Larson, K. (2017). Finding Places: HCI Platform for Public Participation in Refugees' Accommodation Process. Procedia Computer Science, 112. P. 2471. https://doi.org/10.1016/j.procs.2017.08.180 (last accessed June 23, 2023)
[233] Ibid. P. 2472.
[234] Ibid. P. 2471.
[235] Future Of Work. Urban Innovation Unit. (2021, August 1). Divizia De Inovare Urbană, https://diviziadeinovare.ro/future-of-work/ (last accessed June 22, 2023)
[236] Cluj-Napoca - Cluj Future of Work. UIA Operational challenges. UIA website, https://www.uia-initiative.eu/en/operational-challenges/clujnapoca-cluj-future-work (last accessed June 22, 2023)

explore potential challenges and opportunities not typically addressed in municipal agendas[237]. The project also featured co-management with the Cluj Cultural Center (CCC), engaging multiple sectors and industries, particularly from the cultural field, which is also a sign of innovative approach to project management.

The project has yielded valuable results. It has contributed to the development of broader integrated policies for the Roma community by the municipal administration and the metropolitan city of Cluj-Napoca[238]. Additionally, the establishment of an Urban Innovation Unit within the administration, represented by the CCC, has ensured the project's institutionalization. Integration of curricula at local universities has taken place, with the inclusion of Business Essentials module from the Culturepreneurs program into academic programs at various faculties[239]. The project's infrastructure, such as the CREIC's Design Development Lab and co-working spaces, continues to be utilized by furniture clusters, design factories, and universities[240]. Furthermore, a bus line connecting the Pata Rat community with the city center has been established. These ongoing initiatives demonstrate the project's sustained impact and its commitment to fostering innovation and social inclusion in Cluj-Napoca.

3.6.2. Team: composition, skills, training.

The team responsible for managing the Future of Work followed a mirror co-managing structure, comprising two co-managers, two assistants, and two communication managers. They also received legal support from inside the municipality. Additionally, there were work package experts leading their respective small teams[241]. Hence, the Future of Work was managed by a team with a clear cross-functional and collaborative nature.

The important soft skills that the communication manager (now Spokeperson of Cluj-Napoca Municipality) Oana Buzatu named in the first place were curiosity, courage, and trust. She highlighted that the more unstructured you are at the project launch, the more ready you are to embrace new

---

[237] S. d'Antonio, interview, May 27, 2023.
[238] Ibid.
[239] Cluj Future of Work Journal 4: get the final update about Cluj Napoca project. Project news. UIA website, https://www.uia-initiative.eu/en/news/cluj-future-work-journal-4-get-final-update-about-cluj-napoca-project (last accessed June 22, 2023)
[240] Ibid.
[241] O. Buzatu, interview, May 21, 2023.

approach and innovation and so the more effective the result of the initiative may be[242]. Apart from it, the project team possessed a solid understanding of processes and policies within the realm of public administration[243] and the ability to connect project actions with broader policies, particularly at the EU level[244]– two important hard skills for a local bureaucrat. In terms of digital skills, the team members were confident in the use of basic office tools such as Excel and Word, email communication, messaging platforms like WhatsApp, and social media.

At the project's inception, it was acknowledged that certain skills were lacking and despite the team's efforts to adopt an innovative and unstructured position, clashes emerged between the traditional structured approach inherent in public administration and the new innovative culture required by the project and promoted by the leader assigned to manage FoW on behalf of the CCC[245].

With time, the team organized workshops and inspirational sessions facilitated by experts and external collaborators, for example from the City of Boston[246]. A session on the DT methodology was facilitated by the Austrian Lab, which focused on fostering creative problem-solving within the team[247]. Moreover, several team members received training on automation from experts at UiPath, enabling them to identify repetitive processes and automate tasks within their public service functions[248].

3.6.3. Project management: project lifecycle and feedback loop.

The initial project idea was proposed by an urbanist, the Director of Innovation at Cluj Cultural Center, who was actively engaged in projects at the European level, and then presented the idea to the municipality for consideration[249]. Universities played an important role in conducting initial studies on the labor market, providing a foundation for the project's programs[250]. The implementation phase features a co-management model, where the City handled general management aspects, public procurement, and communication, while the CCC was responsible for implementing the

---

[242] O. Buzatu, interview, May 21, 2023.
[243] Ibid.
[244] S. d'Antonio, interview, May 27, 2023.
[245] O. Buzatu, interview, May 21, 2023.
[246] Ibid.
[247] S. d'Antonio, interview, May 27, 2023.
[248] O. Buzatu, interview, May 21, 2023.
[249] Ibid.
[250] Cluj-Napoca - Cluj Future of Work. UIA Operational challenges. UIA website, https://www.uia-initiative.eu/en/operational-challenges/clujnapoca-cluj-future-work (last accessed June 22, 2023)

Culturepreneurs curricula and managing partnerships on a daily basis[251]. During the project cycle, there was a combination of simultaneous and sequential activities, organized around thematic blocks rather according to a strict Waterfall or Agile approach[252]. For example, the preparation of curricula for Culturepreneurs, actions for the Pata Rat community and the arrangement of tenders for machineries for the Labs were carried out simultaneously.

Regarding the feedback loop, two key components were in place. Firstly, feedback from participants was gathered at the end of the Culturepreneurs program by Babeș-Bolyai University. This feedback included quantitative data from institutional actors and qualitative data obtained through interviews with participants[253]. Secondly, the implementation of activities was monitored through regular Steering Committees involving the City and Cluj Cultural Center, so on a more frequent basis than as regards beneficiaries' feedback. However, despite the collected feedback, the project remained largely unchanged[254], indicating that adjustments based on participant experiences and insights have not been fully integrated into the project's implementation.

3.6.4. The applied methodologies.

As far as the general project management and planning in FoW is concerned, the main methodology identified during the interview phase and the analysis of project documentation is Waterfall with its strict subsequence of phases. Even though some overlapping did occur, it is mostly explained by the presence of different thematic blocks that were developed at the same time[255], with no iterations happening within the blocks themselves.

The picture is different when it comes to the methodologies applied in the context of the project, so during the main project activities. Firstly, the Futures and Foresight methodology played a significant role, being the key innovative idea behind the whole project. This approach focused on anticipating and addressing the emotional, mental, and economic shocks that might arise from the future of work. The Cluj Cultural Center introduced the idea of tackling the emotional and mental shocks, while the

---

[251] S. d'Antonio, interview, May 27, 2023.
[252] Ibid.
[253] S. d'Antonio. (2020, January), The Cluj Future of Work project. Journal N° 1. P. 19. https://www.uia-initiative.eu/en/news/cluj-future-work-project-journal-1 (last accessed June 22, 2023)
[254] S. d'Antonio, interview, May 27, 2023.
[255] Ibid.

municipality was primarily interested in anticipating the economic impact[256]. During the Culturepreneurs program, future scenarios were utilized as a visual tool to engage citizens and encourage them to express their fears on the topic. Secondly, Design Thinking was also actively employed in the project. The team even received special training on DT principles.

The introduction of the above-mentioned methodologies was facilitated by certain leaders within the project team, along with the support of external experts. In particular, Rarita Zbranca, the Director at the Cluj Cultural Center, played a coordinating role in incorporating various philosophical approaches and methodologies[257].

3.6.5. *The applied tools: participation, project management, communication, and marketing tools.*

Among main participation tools, workshops played a crucial role in engaging stakeholders, providing a platform for discussions and idea generation, as well as the final project event, the festival, that helped share the legacy of FoW with the public in a participatory way. For project management and planning, the team mostly relied on Google Drive with Excel and Word files organized in folders and sub-folders which ensured effective document coordination. Communication tools were essential for both internal and external communication. Platforms like Zoom, Google Meet, and Teams were utilized for virtual meetings, while WhatsApp served as a main messaging tool, along with emails. To promote the project and engage the wider community, social media platforms were leveraged as marketing tools[258].

3.6.6. *Stakeholders' participation: groups of stakeholders, ways to engage, type of citizens' participation.*

The stakeholder groups in FoW included associations of cultural and creative industries, IT clusters, universities, innovators, and the Pata Rat community, among others. The involvement of these stakeholders occurred in specific ways based on their expertise and relevance to the project.

The universities were initially engaged in conducting studies on the labor market, providing valuable insights that served as the basis for program development, as well as in assessing the results and possibilities of using the generated knowledge in further educational activities (along with URBACT

---

[256] O. Buzatu, interview, May 21, 2023.
[257] Ibid.
[258] Ibid.

experts). Clusters and industry associations were involved in organizational matters, as well as in informing and engaging their respective existing audiences about the project. The participation of citizens, however, was primarily limited to workshops, with a focus on specific niches of the general public: mostly workers of creative and cultural industries[259].

Several training programs were designed to support the skills of program participants. The "Work 4.0" training program targeted 40 workers from sectors at risk of automation, providing them with essential skills to adapt to the changing job market. The Culturepreneurs program aimed to provide entrepreneurial education and support to 60 participants from the cultural and creative sectors, including coaching, mentoring, and nine training modules. Additionally, there were initiatives addressing informal work in the local Roma community of Pata Rat[260].

While the project succeeded in reaching its target groups, there were concerns about the level of communication with the general public. Some stakeholders felt that the project was perceived as elitist, with a strong focus on the creative industries[261]. However, it was acknowledged that collaborative and co-creative processes were visible and effective within the targeted groups[262].

Thus, it can be stated that the FoW mainly involved the participation of specific audience niches, such as cultural industries, Pata Rat community, and local students at some point. This was due to the need for specific technical knowledge in cultural and creative spheres, basically making administration and delivery partners the main decision-makers. Technical specialists from respective industries are said to have been partly involved in the co-design process, but it seems programs were mostly prepared in advance. What is more, the program was originally aimed at enhancing the skills and future career prospects of participants rather than involving them in decision making, so it is quite explicable that their impact was little (or at least not highlighted enough in the media and project documents). Also, while the wider public was informed on the project's achievements through the final event in 2022, the ZAIN Festival of Creativity[263], where around 30,000 people participated, the depth of engagement

[259] O. Buzatu, interview, May 21, 2023.
[260] Cluj-Napoca - Cluj Future of Work. UIA Operational challenges. UIA website, https://www.uia-initiative.eu/en/operational-challenges/clujnapoca-cluj-future-work (last accessed June 22, 2023)
[261] O. Buzatu, interview, May 21, 2023.
[262] S. d'Antonio, interview, May 27, 2023.
[263] Cluj Future of Work Journal 4: get the final update about Cluj Napoca project. Project news. UIA website, https://www.uia-initiative.eu/en/news/cluj-future-work-journal-4-get-final-update-about-cluj-napoca-project (last accessed June 22, 2023)

from the general population was limited. In conclusion, the level of participation in the FoW project can be described as *Tokenism (the Consultation rung, even closer to the Informing rung).*

3.7. Comparative analysis and discussion of the case study.

The results of the comparative analysis are summarized in table B in Appendix 1[264] and will be discussed in detail in the subsections below.

3.7.1. The role of the city in managing participatory projects.

Before concluding on the methodologies, tools, and skills that local public governors need to successfully deliver participatory projects, their role in the case study should be considered. In all the 5 projects one of the primary functions for city bureaucrats is to coordinate and facilitate various activities within the city. They act as intermediaries, translating citizens' needs and aspirations into feasible solutions, being followed by the general interest. In doing so, city bureaucrats collaborate closely with other stakeholders who possess specialized expertise, such as universities as in Espoo, IT clusters as in Cluj-Napoca, or research centers like in Barcelona, as well as with colleagues from other departments and governmental agencies. Being involved in managing many local initiatives, public servants themselves gain the valuable "place-based" knowledge, becoming indispensable agents of local innovation. An interesting model was shown by the FoW project in Cluj, where city administrators engaged in co-management with the Cultural Centre, sharing expertise and, necessarily, decision-making power and ownership of the project. Lastly, the city administration usually also has the ownership of the project idea, inspired either by some wider national/European policies (like in Espoo or Cluj), by regional administrative context changes (Reggio Emilia) or by local needs (Hamburg, Barcelona). Thus, they are the ones to identify problems and launch new initiatives, and further engage stakeholders and beneficiaries into more specific solution generation and the subsequent phases of the project lifecycle.

3.7.2. The achieved level of participation and stakeholders' engagement.

Since the goal of this section is to yield connections between the level of participation and the toolkit and skillset the projects applied, it is logical to conclude on the participation aspect first.

---

[264] The length of the table did not allow putting it into the text of the thesis due to stylistic considerations

Evaluating the stages of involvement, *not all the projects* can be deemed successful in this regard, since citizens were rarely engaged in the ideation and design stage of the projects, except for Reggio Emilia and Barcelona. However, as they were the main target of the activities (mainly workshops), their engagement varied during the implementation phase. Citizens were also rarely invited to take part in the evaluation stage of the projects, once again except for Reggio Emilia. This lack of consistent involvement inhibited the establishment of true joint ownership of projects' outputs and outcomes.

The analysis reveals the importance of the informing and awareness raising activities in participatory projects. The limited involvement of the civil society in Cluj-Napoca's Future of Work can be in part attributed to the lack of effective communication of the project activities to the public at large. On the contrary, in the case of Barcelona, a group of biologists aware of the Citizen Science Office initiative once launched the first citizens-initiated project; and the team in charge of FindingPlaces in Hamburg approached local leaders (priests, barbers) to then invite the public successfully. As Diana Escobar from the Barcelona City Council concluded, *"If you <...> have the information, you have the power."*[265]

Another significant aspect identified was the need to educate citizens in the matters that a project targets (for instance, citizen science or mentoring). Reggio Emilia's interventions also revealed huge gaps in citizens' digital skills. This confirms the theoretical findings by Connor[266] who put the educational aspect at the foundation of the participation ladder and of other authors underlining that citizens need to understand the proposed practices to become real participants of the decision-making process[267].

Other stakeholders' groups like universities, research centers, businesses, NPOs, governmental agencies, IT clusters etc. were usually invited to take part at certain project stages when their specific expertise was needed (except for Cluj that stands out in terms of more active involvement of some above-mentioned groups throughout the entire project lifecycle). In this way, they also moderate the dialogue and fill in the gaps in citizens' knowledge in particular matters.

[265] D. Escobar, interview, May 17, 2023.
[266] Connor, D. M. (1988). A new ladder of citizen participation. National civic review, 77 (3), 249-257.
[267] Mintrom, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. Australian Journal of Public Administration, 75(3), 391-402

The author's subjective assessment shows that the level of participation *differs* across the five projects, with Reggio Emilia achieving the highest level (Citizen power, Partnership), followed by Barcelona and Espoo (Tokenism, Placation), then Hamburg (Tokenism, Consultation) and finally Cluj-Napoca (Tokenism, Informing / Consultation). Hence, not all the projects can be evaluated as successful from this point of view.

The question now is: how did project teams manage the projects to effectively engage stakeholders? What skills, methodologies and tools helped them achieve the expected results?

3.7.3. A successful project team of city public servants: characteristics, new skillset, training.

Characterizing the teams in the chosen projects, all of them are small, very collaborative, and cross-functional (basic characteristics of an Agile team), comprising people with very diverse backgrounds which is considered a strong asset in managing participatory projects. The small size of the team is explained by their main task of *coordinating* activities for which few public servants are usually deemed enough, as well as through tight collaboration with various experts from within the administration or from partnering cities or resort to external experts to gain specific knowledge, for example on the Design Thinking methodology. The teams are usually formed from employees who already work in the city administration (Cluj, Barcelona, Espoo); only in the case of Reggio Emilia new people with experience in participatory initiatives were hired.

Importantly, it has been revealed that teams delivering participatory projects acquire in-depth place-based knowledge and enhance their facilitation skills which make them distinguished experts in social innovation and participation. Hence, it is crucial to invest in talent long-term and keep them permanently, especially as the QUA project in Reggio Emilia showed.

In terms of the skills required to successfully manage the projects under study, each team had members with diverse fields of expertise and professional background (to name a few, urban planning, sociology, philosophy, youth matters, geography), which, along with the active interaction with other administrative units and external experts, eliminated the need to require from each member any specific hard skills on top of the existing ones. That said, such important skills were named as deep knowledge

of participatory methodologies, understanding of public administration processes and local realities and the ability to link project action with broader regional, European, or international policies.

All teams' digital skills remain at the basic level with team members possessing basic proficiency in Microsoft Office tools, email and messengers, video conferencing tools and content creation for social media. No serious gaps in these basic abilities were mentioned during the interviews. If, as in the case of the Hamburg's FindingPlaces, city administrators needed to interact with a more sophisticated digital tool (CityScope), they were supported by technicians and did not need to develop anything themselves.

What is considered the backbone of the skillset of a modern local public servant are soft skills. During interviews, the project leaders underlined that if needed, one can always gain specific, narrow knowledge, but to perform their main role as coordinators and mediators, project teams should have skills that would help them become a bridge across stakeholders. Among these skills there are organizational and planning skills, facilitation, creativity, flexibility, listening skills and empathy, excellent communication, and team management skills. Basically, this is a set of skills that can be found in every Project Manager job description. Hence, it can be concluded that today's city bureaucrats must possess decent project management skills.

On top of that, in line with Landry's concept of creative bureaucracy, it is not only soft skills that are important to deliver participatory projects but also a relevant mindset, characterized by open-mindedness, courage, trust, curiosity, and passion. As mentioned by Oana Buzatu from Cluj-Napoca, *"being unstructured"*[268] helps adopt this open mindset, when city administrators start a project with an empty page, maybe just a couple of hypotheses, being ready to embrace different opinions and visions. The importance of constant learning and transfer of knowledge from project to project was also highlighted by several interviewed project leaders. In other words, this is apparently a new creative cultural mindset that combines the principles of Agile, Lean Startup, Design Thinking and Foresight and allows for a gradual shift from siloed to creative, agile, and entrepreneurial bureaucracy, just as Graeber calls for.

---

[268] O. Buzatu, interview, May 21, 2023.

The main way to foster the described skills, apart from constant practice and "learning by doing" approach, is new training programs. Though all the teams recognize the value of training, only 2 out of 5 projects under study introduced upskilling courses or sessions for team members, with the City of Cluj inviting external experts on Design Thinking and automation and Reggio Emilia providing courses on participation and social innovation. Some elements of training were also present in the Finding Places project (Hamburg), where local public servants were shown how the technological tool, CityScope, functions. Others either did not have resources to launch special training (Barcelona) or did not deem it necessary due to the presence of the needed skills within the team and time pressure (Espoo).

3.7.4. The applied methodologies and their role in enhancing participation.

During the analysis, it has been noticed that a distinction can be made between methodologies employed for managing the projects themselves (i.e., planning, coordinating, monitoring, and post-implementation activities performed by project teams) and those used to design and implement participatory activities (content, engagement practices) and directed towards project beneficiaries.

For general project management, the predominant approach is the old Waterfall methodology. This conclusion is made due to the observed successive step-by-step activities and limited iteration and prototyping. This choice was primarily driven by rigid administrative practices for reporting, decision-making, recruitment, resource management and procurement. Time limits for project delivery also inhibited the possibility to conduct more tests and experiments before launching full-scale initiatives. Though feedback gathering from participants was common, it was not consistently performed throughout the projects' lifecycle and was rather concentrated at the end, with Hamburg standing out for its continuous gathering and improvement practices, and Reggio – for the comprehensive approach to feedback collection.

Nonetheless, while administrative processes remain restrictive and do not allow for more team autonomy and faster experimentation, on the cultural level, an increasing trend towards a more creative approach is observed. To illustrate, some elements of Agile/Lean Startup like iteration and the use of MVPs were identified in the Reggio and Hamburg's[269] projects. Furthermore, constant learning

---

[269] *Author's note:* The author mainly refers to the general approach of MIT that was partly reflected in the delivery of FindingPlaces in Hamburg

(Agile), the lean practices of starting small and simple (Lean, LS), and collaboration (Agile) were embedded in the project management processes. Interestingly, teams did not admit the use of particular methodologies for management and coordination, saying they never paid attention to specific terms and concepts.

Regarding methodologies used towards project beneficiaries, hybrid forms incorporating the elements of Design Thinking, Agile, Lean Startup, and Foresight were spotted, which confirms the initial hypothesis. Taken separately, Design Thinking emerged as the most widely employed methodological framework with its focus on empathy and co-creation, and ability to engage both passive and active citizens into all project stages[270]. Also, Futures and Foresight proves to be particularly relevant for generating collective long-term and actionable solutions. It must be stated though that the projects showed some limitations regarding further actions based on the elaborated future visions and thus the collective ownership of these visions. While project leaders were able to precisely name DT and F&F as the methodological basis of their projects, no-one said to have applied Agile or LS, though their elements can also be spotted. The decision to apply the DT and F&F methodologies rest with project leaders or other figures in administration, often with prior knowledge of the methodologies.

The comparative analysis thus reconfirmed the importance of adopting a hybrid mindset that combines the elements of different methodologies, whose proportions should be based on the project's context and goals. As demonstrated, this hybrid perspective can help address complex structural issues and challenges (migration crisis in Hamburg, job market changes and engagement of disadvantaged groups in Cluj), create novel physical and digital products (CSO in Barcelona), launch new policies (Espoo), reimagine physical spaces (Reggio Emilia), and generate new collective knowledge (Cluj-Napoca).

All in all, the use of methodologies was hybrid and uneven, and it cannot be claimed that these methodological frameworks have been institutionalized yet. Hence, it is rather a matter of the mindset and the willingness of the administration and project teams to embrace change, diversity of opinions and new experimental practices. The use of the four methodologies did enhance participation and

---

[270] Mintrom, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. Australian Journal of Public Administration, 75(3). P. 400.

effective delivery but a more consistent application and in-depth knowledge of the whole team is needed to make more progress.

Table C. A summary of the applied innovative methodologies and participatory tools and the achieved type of participation.

Parameter	Reggio Emilia, Q	Barcelona, CSO	Espoo, Future Mentors Program	Hamburg, CS Findin Places	Cluj-Napoca, Future Work
Applied methodologies	DT, Agile, LS	DT, Agile	DT, F&F	F&F, Agile	F&F, DT
Participation tools	Open dialogue, citizen workshops	Dialogue, workshops, labs	Open dialogue, interviews, Discord, wordclouds of dreams, facilitation techniques, detailed instructions	Previously developed technological tool (CityScope), workshops	Workshops, Foresight tools
Type of participation	Citizen power, Partnership	Tokenism, Placation	Tolkenism, Placation/Consultation	Tokenism, Consultation	Tokenism, Informing / Consultation

3.7.5. The applied tools: participation, project management, communication, and marketing tools.

Starting with the tools to deliver participation, all teams built their projects on dialogue, inviting stakeholders to join an open conversation where all voices are heard. Dialogue shall be considered both a tool and a theoretical concept, especially like in the City of Espoo. Building on this concept, the major tool used by teams to interact with respective target audiences were workshops. Since this format of activity entails decent moderation, some team introduced special facilitation techniques like icebreakers and brainstorming sessions and, importantly, detailed guidelines on how to employ them (Espoo). Foresight tools such as future scenarios and visual experience (Espoo, Cluj, Hamburg) helped form the collective vision of the future. Another tool to engage the audience were technological solutions, namely the CityScope in Hamburg, the new digital collaborative platform in Reggio Emilia.

The takeaway is that any tools aimed at ensuring participation must be easy to comprehend and use for both public servants and larger audience, in line with the postulates of Agile and Lean Startup. Moreover, if a project targets a specific niche of society, it is effective to introduce the tools this niche is already familiar with, like the team in Espoo did, inviting young mentors to communicate through Discord, a platform widely used by generation Z. Overall, citizens must not fear the tools. Conversely, these tools must help extract citizens' expertise in being city dwellers, in knowing the local context and the needs of the community. As Ariel Noyman, the project leader at FindingPlaces emphasized, *"The public can be as expert as the public officials if we give them the right tools and access to*

knowledge"[271]. Hence, it is the task of city bureaucrats to choose simple and user-friendly tools and ensure citizens and other stakeholders know how to leverage them.

To support the management of project activities, teams mostly employ very basic digital tools: Microsoft Office (Word, Excel, PowerPoint), and shared spaces in Google Drive. Two teams introduced Miro boards which is a step forward, since this software strengthens teamwork, idea sharing, brainstorming and helps better visualize the project lifecycle. Only one team developed a management software to record back-office activities which is a sign of institutionalization of project activities. Internal communication in teams happen through email, messengers (group and personal chats in WhatsApp) and video conferencing tools (Google Meet, Zoom, Skype).

Finally, as highlighted before, project promotion is a very important aspect in participatory projects management, and to this end teams make use of their websites, social media accounts (Facebook, Instagram, Twitter).

Overall, the average level of the tools employed was basic but substantial to effectively deliver the expected project outcomes and engage the audience, though to a different extent for each of the five projects.

3.7.6. The unleashed potential of innovative methodological frameworks.

The changes in the administrative system towards more flexibility and agility is a hard and long process. Conservative administrative procedures complicate new talent hiring, like Reggio Emilia's experience demonstrated, or limit media outreach, as the Citizens Science Office in Barcelona showed. Local bureaucrats are constrained to act under time pressure and with limited resources and expected to deliver results fast.

The case study has shown though that change starts with local public servants with initiative and open mindset who are eager to embrace new practices and tools. Thus, a two-fold approach that focuses on people, their skills and mindset, and on innovative instruments. i.e., methodologies and tools, appears

---

[271] A. Noyman, interview, May 18 2023.

the right solution to enhance the delivery of urban participatory projects and fully implement the dimensions of urban commons.

Even though the shift in the mindset has already started, the use of innovative methodologies and tools is still limited. Their more consistent application can encourage public servants to set concrete actionable metrics at the start, gather feedback more regularly and act on it immediately. More team autonomy and collaboration can be introduced which could push city administrations to further redistribute power. Collective vision of the future and shared ownership of strategies, policies, services, and products is something that is still lacking but can be brought if projects are managed according to the new innovative frameworks.

Importantly, this is not to say that city public servants should stop employing Waterfall practices to coordinate project activities. On the contrary, one must bear in mind that they are accountable before citizens, and so the classic approach helps structure the project and present its impacts in a proper way. The idea is that more flexible methodologies should be increasingly embedded in work processes, with the Waterfall approach remaining where necessary and under the condition that it does not inhibit innovation and experimentation.

Innovation methodologies will become usual practice and get institutionalized only with time, so it is important to capture best techniques and empower team members with the needed knowledge. Though soft skills are of immense importance, a methodological approach to processes help systemize successful experiments and bring faster and more effective results. In addition, deep knowledge of methodologies and tools can facilitate their use even under conditions of uncertainty, international pressure, or time limits. The research has also emphasized the importance of testing experimental solutions first and moving in a dynamic way that leads to validated learning.

Since the main source of knowledge of innovation methodologies in the projects under study were either project leaders already familiar with the instrument from past experiences, or external experts, the evident conclusion is that frameworks should be studied and mastered by other team members too with the aim of fostering in-house knowledge.

3.7.7. The design of new training programs for creative urban bureaucracy.

Based on research findings, the new training programs could target three thematic blocks: *soft skills, the knowledge of innovative methodologies, and advanced digital skills.*

First, to transform public servants into creative project managers, training on *soft skills* should be provided. As shown, city bureaucrats are facilitators in the first place, so they should be taught how to design and facilitate engaging dialogue sessions and workshops. Emphasis can be put on such techniques as icebreakers and brainstorming sessions. Moreover, participants can learn to develop effective communication strategies, master active listening and empathy, use in-depth interview to identify needs, and build stakeholder engagement strategies. Workshops on negotiation and conflict resolution can be introduced too. Finally, during sessions dedicated to creativity and fostering out-of-the-box thinking, city public servants can learn special techniques like mind mapping, and lateral thinking, among others.

The second block can be dedicated to *innovation methodologies*. During sessions on Design Thinking, participants can embrace its basic principles: empathy, problem definition, ideation, prototyping, and testing. Techniques for conducting user research such as need-finding interviews or 6WH questions should be included into curriculum, as well as for developing user personas, and creating customer journey maps. Training on Agile should enlighten city project managers on how to break down projects into manageable tasks, prioritize work, iterate fast and collaborate in cross-functional teams. Lean Startup principles will be of great value during training too. Participants can learn techniques to develop and test MVPs, conduct customer development, and create Business model canvas to visualize the project scope and goals. Finally, training on Foresight shall teach city public servants to anticipate and navigate future trends and challenges through such techniques as horizon scanning, trend watching, mega trend analysis, back-casting, wind-tunnelling, and others.

The third set of training activities can be aimed at empowering participants with the necessary *digital skills* and introducing them to relevant tools for efficient project management and collaboration. Since the case study has shown that city project teams currently use only basic tools in the absence of knowledge on more sophisticated instruments, new training programs could address this issue. Software project management tools such as Trello, Asana, Notion, Miro, or similar platforms can be

introduced to effectively plan, track, and manage project tasks and increase the collaborative aspect of work. As data analysis skills were not named among the ones that the teams possessed, advanced training on Microsoft Excel and Tableau can help city bureaucrats make more informed decisions and effectively communicate project outcomes to stakeholders. Lastly, digital communication and presentation skills can be enhanced through learning how to use Figma or Canva.

An interesting approach might be to base the training cycles on the concept of Shu Ha Ri. This notion from Japanese martial arts is also embedded in the Agile mindset[272] and represents three levels of proficiency. During the Shu phase, rules and forms are learned and strictly adhered to. Advancing to the Ha stage allows for some degree of innovation and personal expression within the framework. Finally, in the Ri stage, mastery is attained, enabling practitioners to freely manifest their creativity as the essence of the art resides deeply within them. Such an approach can give public servants a firm set of knowledge first and then gradually spur creativity, giving them more autonomy in defining and implementing creative solutions.

Potential formats of training can vary from in-depth several month-long government accelerator programs to occasional courses tailored to the needs of each institution or agency. An illustrative example of the first format is the Lightning Lab GovTech in New Zeeland[273] which takes around 10 public sector projects teams with existing projects or project ideas and teach public servants how to effectively implement them with the use of Agile, Lean and Design Thinking practices. Project teams work on real cases for 3 months and present the result of their training at the final Demo Day. Alternatively, shorter, and more targeted training programs can be created depending on the needs of the administration and can include a combination of theoretical sessions, practical exercises, case studies, and interactive workshops.

All in all, by equipping modern city project teams with essential soft skills, deeper knowledge of innovation methodologies, and digital tool proficiency, the new programs may empower them to effectively engage with stakeholders, drive innovation, and promote collaborative and inclusive urban governance.

---

[272] Sutherland, J. (2014). Scrum. The art of doing twice the work in half the time. Crown Business, New York. P. 33.
[273] Lightning Lab GovTech. Observatory of Public Sector Innovation. OECD, https://oecd-opsi.org/innovations/lightning-lab-govtech/ (last accessed June 27, 2023)

3.7.8. Concluding notes. Policy Recommendation.

Lastly, it should be highlighted that the qualitative methodological approach and the presence of the needed skills in the above-analyzed five projects were one of the criteria used to select them. The identification of these projects was based on the author's professional network and thematic websites like Urbact, Eurocities and OPSI. Therefore, this selection underscores the significant variation in the dissemination of knowledge related to innovative methodologies, facilitation practices, and participatory tools among local bureaucracies across the EU[274].

It is evident that local resources alone are often insufficient, as demonstrated by the projects examined. The effectiveness of some of these projects directly depended on the European Union that provided financial support and involvement. For instance, the project in Espoo was implemented within the framework of the European Year of Youth with the support of Eurocities conference. The Future of Work project in Cluj received funding through the Urban Innovative Actions initiative.

To ensure long-term sustainability and greater returns on investment, it is crucial to focus on training and re-skilling initiatives rather than sporadic and limited-scope endeavors in cities. Therefore, there is a pressing need for EU-wide action, specifically the allocation of funds for training and educating local bureaucracies based on the three proposed pillars (soft skills, digital skills, methodological frameworks). This funding can be facilitated through various EU programs and funds such as the Cohesion funds, Horizon Europe, Digital Europe, and others.

The declaration of 2023 as the European Year of Skills[275] presents an opportune moment to prioritize addressing skills shortages not only in SMEs, but across local bureaucracies, which holds particular relevance in the context of the ongoing Twin transition. As shown, cities serve as the catalyst for change, and public servants play a vital role in driving and delivering this transformation. Therefore, EU support is crucial to empower and equip city bureaucrats with the necessary resources and skills to effectively lead innovation.

---

[274] The future is now: Closing the skills gap in Europe's public sector. (2020, April 27). McKinsey & Company. https://www.mckinsey.com/industries/public-sector/our-insights/the-future-is-now-closing-the-skills-gap-in-europes-public-sector (last accessed July 16, 2023)

[275] European Year of Skills 2023. (2023, March 7). European Commission. https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/european-year-skills-2023_en (last accessed July 16, 2023)

Conclusion

Summarizing the research results, a few findings can be made. First, the present challenges that cities and their administrative systems face today call for a new, multi-perspective approach to generating, managing, and owning urban initiatives. A competitive and segmented old model of delivering urban solutions is transitioning into a collaborative one that views the city as a shared resource[276]. Hence, the focus should be on inviting stakeholders, including not only citizens, but also businesses, educational and cultural organizations, and others to take an active part in the delivery of new projects. The public can be as proficient as the city officials if given the right tools and access to knowledge and the earlier and the more consistently the stakeholders are involved, the better and more sustainable solutions can be created[277].

Second, it has been reconfirmed that the key role in the transition to a more collaborative approach based on shared ownership of decisions is given to city public servants that act as facilitators and mediators in an open dialogue with stakeholders, translating the pressing needs into feasible urban solutions. For that, the urban bureaucracy of today needs to be capable of creating effective and simple tools and practices of engagement, abandoning the rigid bureaucratic approach, and giving way to more creativity and inclusiveness. Therefore, a new set of skills and instruments is needed that will help bureaucrats to become successful project managers and experts in participation and co-creation. As shown in the case study, "the ice has been broken" and city project teams already use a more flexible approach to ideating innovative solutions and managing projects. The use of a hybrid set of techniques from Design Thinking, Agile, Foresight and Lean Startup has been identified in the delivery of the studied projects and in the previous academic research. These methodologies show their effectiveness in enhancing participation and delivering more user-centered outcomes. Moreover, city administrations already work on fostering more creativity and expertise in participation and facilitation among its workers through occasional training.

While progress has been made in shifting mindsets, the full potential of innovative frameworks remains untapped. To this end, more in-depth training programs should be designed for city public servants of

---

[276] Foster, S. R., & Iaione, C. (2019). Ostrom in the city: Design principles and practices for the urban commons. In Routledge Handbook of the Study of the Commons (pp. 235-255). Routledge.
[277] A. Noyman, interview, May 18 2023.

the future. The research findings suggest that they can focus on three main areas: developing soft skills, enhancing knowledge of innovative methodologies (Agile, Lean Startup, Foresight, Design Thinking, *and beyond*) and improving digital proficiency. Provided with these essential skills and knowledge, city project teams will be able to engage stakeholders by granting them the necessary knowledge and to ensure inclusive urban governance. Gradually becoming creative and flexible project managers with deep expertise in participation and social innovation, public servants will further change the rigid administrative system, at the same time following the requirements of the strict regulatory environment in which they are constrained to operate anyway. Importantly, such training and reskilling programs require EU-wide attention and funding because of the evident uneven spread of the knowledge of innovative methodologies and the needed skills across local administrations in the Union.

The findings of the thesis can be further enhanced in a few ways. The extension of the sample for the comparative analysis can allow for a more comprehensive understanding of the different contexts, challenges, and outcomes associated with implementing innovative urban initiatives. Even more so, a cross-cultural analysis could explore the influence of cultural factors on the application of methodologies and tools, decision-making processes, and the effectiveness of collaborative approaches. Moreover, future research can target the development of digital platforms or knowledge-sharing networks that facilitate the exchange of best practices, lessons learned, and resources among city administrations. These platforms could help accelerate the adoption and implementation of innovative methodologies and promote cross-city learning and collaboration. Finally, an idea for further academic work could be to investigate the long-term sustainability of participatory urban projects and the factors that contribute to their success or failure. Understanding these factors may guide future efforts in building resilient and citizen-centric cities.

Bibliography

Adler, P. S., & Borys, B. (1996). Two types of bureaucracy: Enabling and coercive. Administrative science quarterly, 61-89.

Agile Governance: Reimagining Policy-making in the Fourth Industrial Revolution (2018). World Economic Forum. Whitepaper. https://www.weforum.org/whitepapers/agile-governance-reimagining-policy-making-in-the-fourth-industrial-revolution/ (last accessed June 16)

Agile Manifesto (2001). Manifesto for agile software development. Agilemanifesto.org. (last accessed June 16)

Allio, L. (2014). Design thinking for public service excellence. UNDP Global Centre for Public Service Excellence.

Arnstein, S. R. (1969). A ladder of citizen participation. Journal of the American Institute of planners, 35 (4), 216-224.

Behar, A., Hlatshwayo, S. (2021). How to Implement Strategic Foresight (and Why). IMF. P.6. https://www.imf.org/en/Publications/analytical-notes/Issues/2021/12/22/Strategic-Foresight-at-the-International-Monetary-Fund-463660 (last accessed June 17, 2023)

Bevilacqua, D., Carbonara, L., Caroli, H., Casavola, B. C., Sabino Cassese, C. L. A. U. D. I. A., Ciccodicola, M. G., ... & Spanicciati, G. S. E. F. (2021). Il Reclutamento: Le Buone Pratiche. Rivista Trimestrale Di Diritto Pubblico, 2021(4).

Blank, S. (2013). Why the lean start-up changes everything. Harvard Business Review.

Bollier, D., & Helfrich, S. (Eds.). (2015). Patterns of commoning. Commons Strategy Group and Off the Common Press.

Buchanan, R. (1992). Wicked problems in design thinking. Design issues, 8 (2), 5-21.

Carmosino C., Del Gatto S., Di Mascio F., Giardino E., …, Torchia L. (2021). Lo Stato Dell'amministrazione: Dati Di Partenza E Chiavi Interpretative. Rivista Trimestrale Di Diritto Pubblico, 2021(4).

Carpentier,N.(2015).Differentiating between access, interaction and participation. Conjunctions,2(2) 7-28. https://doi.org/10.7146/tjcp.v2i2.23117 (last accessed June 7, 2023)

Citizen Science Office. Science and Universities. Ajuntament De Barcelona. Citizen Science and Service Learning Guide. P. 8. https://www.barcelona.cat/barcelonaciencia/en/science-city/science-and-citizenship/citizen-science/citizen-science-office (last accessed June 19, 2023)

Citizen Science Office. Science and Universities. Ajuntament De Barcelona, https://www.barcelona.cat/barcelonaciencia/en/science-city/science-and-citizenship/citizen-science/citizen-science-office (last accessed June 19, 2023)

Citizen Science Office. Science and Universities. Ajuntament De Barcelona. Citizen Science and Service Learning Guide. https://www.barcelona.cat/barcelonaciencia/en/science-city/science-and-citizenship/citizen-science/citizen-science-office (last accessed June 19, 2023)

CityScope FindingPlaces: HCI Platform for Public Participation in Refugees' Accommodation Process. Observatory of Public Sector Innovation. OECD, https://oecd-opsi.org/innovations/cityscope-

findingplaces-hci-platform-for-public-participation-in-refugees-accommodation-process/ (last accessed June 23, 2023)

Cluj Future of Work Journal 4: get the final update about Cluj Napoca project. Project news. UIA website, https://www.uia-initiative.eu/en/news/cluj-future-work-journal-4-get-final-update-about-cluj-napoca-project (last accessed June 22, 2023)

Cluj-Napoca - Cluj Future of Work. UIA Operational challenges. UIA website, https://www.uia-initiative.eu/en/operational-challenges/clujnapoca-cluj-future-work (last accessed June 22, 2023)

Connor, D. M. (1988). A new ladder of citizen participation. National civic review, 77 (3), 249-257.

Depiné, Á., de Azevedo, I. S. C., Santos, V. C., & Eleutheriou, C. S. T. (2017, February). Smart Cities and Design Thinking: Sustainable development from the citizen's perspective. In *Proceedings of the February 2017 Conference: IV Regional Planning Conference, Aveiro, Portugal* (pp. 23-24)

Dezi, L., Pisano, P., Pironti, M., & Papa, A. (2018). Unpacking open innovation neighborhoods: le milieu of the lean smart city. Management Decision. https://www.emerald.com/insight/content/doi/10.1108/MD-04-2017-0407/full/html (last accessed June 17, 2023)

Eurocities. Official website. https://eurocities.eu/ (last accessed June 18, 2023)

European Year of Skills 2023. (2023, March 7). European Commission. https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/european-year-skills-2023_en (last accessed July 16, 2023)

Fernández-Güell, J. M., Collado-Lara, M., Guzmán-Arana, S., & Fernández-Anez, V. (2016). Incorporating a systemic and foresight approach into smart city initiatives: the case of Spanish cities. Journal of urban technology, 23(3), 43-67.

Finding places. Urbact.eu. (2017, February 6), https://urbact.eu/good-practices/finding-places (last accessed June 23, 2023)

Fischer, F. (2012). Participatory governance: From theory to practice, in Levi-Faur, D. (Ed.). The Oxford handbook of governance. Oxford University Press.

Foresight for Regional Development Network (FOREN) (2001), A Practical Guide to Regional Foresight.

Foster, S. R., & Iaione, C. (2019). Ostrom in the city: Design principles and practices for the urban commons. In Routledge Handbook of the Study of the Commons (pp. 235-255). Routledge.

Fu, Z., & Lin, X. (2014). Building the co-design and making platform to support participatory research and development for smart city. In Cross-Cultural Design: 6th International Conference, CCD 2014, Held as Part of HCI International 2014, Heraklion, Crete, Greece, June 22-27, 2014. Proceedings 6 (pp. 609-620). Springer International Publishing.

Future Mentors Programme - Co-creating future cities through dialogue. City of Espoo, https://www.espoo.fi/en/city-espoo/innovative-espoo/innovative-espoo-initiatives/future-mentors-programme-co-creating-future-cities-through-dialogue (last accessed June 19, 2023)

Future Mentors Programme - Observatory of Public Sector Innovation. OECD. Future Mentors Information Package. P. 9. https://oecd-opsi.org/innovations/future-mentors/ (last accessed June 19, 2023)

Future Mentors Programme - Observatory of Public Sector Innovation. OECD. Future Mentors Step By Step Guide for City Coordinators. P. 9. https://oecd-opsi.org/innovations/future-mentors/ (last accessed June 19, 2023)

Future Mentors Programme - Observatory of Public Sector Innovation. OECD, https://oecd-opsi.org/innovations/future-mentors/ (last accessed June 19, 2023)

Future Of Work. Urban Innovation Unit. (2021, August 1). Divizia De Inovare Urbană, https://diviziadeinovare.ro/future-of-work/ (last accessed June 22, 2023)

Futures & Foresight—Observatory of Public Sector Innovation. OPSI-OECD. https://oecd-opsi.org/guide/futures-and-foresight/ (last accessed June 17, 2023)

Futures toolkit for policy-makers and analysts. (2018, January 16). GOV.UK. https://www.gov.uk/government/publications/futures-toolkit-for-policy-makers-and-analysts (last accessed June 17, 2023)

Ganapati, S. (2021). Adopting Agile in State and Local Governments | IBM Center for The Business of Government. The Business of Government. https://www.businessofgovernment.org/report/adopting-agile-state-and-local-governments (last accessed June 7, 2023)

Gouache, C. (2022). Imagining the future with citizens: participatory foresight and democratic policy design in Marcoussis, France. Policy Design and Practice, 5 (1), 66-85.

Graeber, D. (2015). The utopia of rules: On technology, stupidity, and the secret joys of bureaucracy. Melville House.

Herbert, S. (1969). The sciences of the artificial. Cambridge: The Massachusetts Institute of Technology.

Herscovici, A. (2018). New development: Lean Thinking in smart cities. Public Money & Management, 38(4).

Hess, C. (2008). Mapping the new commons. Available at SSRN 1356835.

How the public sector can remain agile beyond times of crisis. (2017, May 25). McKinsey & Company. https://www.mckinsey.com/industries/public-sector/our-insights/how-the-public-sector-can-remain-agile-beyond-times-of-crisis (last accessed June 16, 2023)

IDEO.org. Official website. https://www.ideo.org/ (last accessed June 14, 2023)

Il progetto Quartiere Bene Comune. Comune Di Reggio Emilia. Programme report. Term in Office 2014-2019. https://www.comune.re.it/argomenti/citta-collaborativa/i-progetti/qua-il-quartiere-bene-comune/il-progetto-quartiere-bene-comune (last accessed June 18, 2023)

Jacobs, J. (1961) The Death and Life of treat American Cities. New York: Vintage Books. Reissue edition (December 1, 1992).

Landry, C., & Caust, M. (2017). The creative bureaucracy & its radical common sense. Gloucestershire: Comedia. P. 33-34

Leino, H., & Puumala, E. (2021). What can co-creation do for the citizens? Applying co-creation for the promotion of participation in cities. Environment and Planning C: Politics and Space, 39(4), 781-799.

Lewrick, M., Link, P., & Leifer, L. (2018). The design thinking playbook: Mindful digital transformation of teams, products, services, businesses and ecosystems. John Wiley & Sons.

Liedtka, Jeanne and Ogilvie, Tim. Designing for Growth: A Design Thinking Tool Kit for Managers. Columbia Business School Publishing. 2011.

Lightning Lab GovTech. Observatory of Public Sector Innovation. OECD, https://oecd-opsi.org/innovations/lightning-lab-govtech/ (last accessed June 27, 2023)

LugoSantiago, J. A. (2020). Leadership and Strategic Foresight in Smart Cities. Springer International Publishing.

Martin, B. R. (1995). Foresight in science and technology. Technology analysis & strategic management, 7(2), 139-168.

McGann, M., Blomkamp, E., & Lewis, J. M. (2018). The rise of public sector innovation labs: experiments in design thinking for policy. Policy Sciences, 51(3), 249-267.

Mensonen, A., & Hällström, A. A. (2020, November). Designing cities? The use of design thinking in urban planning in Finland. In IOP Conference Series: Earth and Environmental Science (Vol. 588, No. 5, p. 052043). IOP Publishing.

Mintrom, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. Australian Journal of Public Administration, 75(3), 391-402.

Newcastle City Council Agile project management (2017) | Local Government Association. https://www.local.gov.uk/case-studies/newcastle-city-council-agile-project-management (last accessed June 16)

Noyman, A., Holtz, T., Kröger, J., Noennig, J. R., & Larson, K. (2017). Finding Places: HCI Platform for Public Participation in Refugees' Accommodation Process. Procedia Computer Science, 112. https://doi.org/10.1016/j.procs.2017.08.180 (last accessed June 23, 2023)

Observatory of Public Sector Innovation. Official website. https://oecd-opsi.org/ (last accessed June 18, 2023)

Ostrom, E. (1990) Governing the Commons: The Evolution of Institutions for Collective Action, available at https://wtf.tw/rcf/ostrom_1990.pdf (last accessed June 11, 2023)

Popper, R. (2008) Foresight methodology in The Handbook of Technology Foresight: Concepts and Practice; Prime Series on Research and Innovation, Policy. Cheltenham, Northampton, UK, 44–89.

Prahalad CK and Ramaswamy V (2000) Co-opting customer competence. Harvard Business Review 78(1): 79–90.

Thijs, N., Hammerschmid, G., & Palaric, E. (2017). A comparative overview of public administration characteristics and performance in EU28. European Commission, Brussels.

Qaed, F. (2020, September). The value of design thinking for smart cities. In 3rd Smart Cities Symposium (SCS 2020) (Vol. 2020, pp. 640-645). IET. https://ieeexplore.ieee.org/abstract/document/9545729 (last accessed June 7, 2023)

Ramaswamy V and Ozcan K (2014) The co-creation paradigm. Stanford: Stanford University Press.

Reis, E. (2011). The lean startup. New York: Crown Business, 27, 2016-2020.

Rigby, D., Sutherland, J., & Takeuchi, H. (2016, May 1). Embracing Agile. Harvard Business Review. https://hbr.org/2016/05/embracing-agile (last accessed June 16)

Rocha, V., Alves, L., Vicente, V., Neto, G., & Kassab, M. (2019, July). A Review on the Adoption of Agile Methods in the Technology Development for Smart Cities. In Anais do II Workshop Brasileiro de Cidades Inteligentes. SBC.

Rowe, P. G. (1991). Design thinking. MIT press.

S. d'Antonio. (2020, January), The Cluj Future of Work project. Journal N° 1. P. 19. https://www.uia-initiative.eu/en/news/cluj-future-work-project-journal-1 (last accessed June 22, 2023)

Sanders, E. B. N. (2002). From user-centered to participatory design approaches. In Design and the social sciences. CRC Press.

Soe, R. M., & Drechsler, W. (2018). Agile local governments: Experimentation before implementation. Government Information Quarterly, 35(2), 323-335.

Spigarolo, F. (2017, May 25). The CO-Cities Series: #2 Reggio Emilia. LabGov. https://labgov.city/theurbanmedialab/the-co-cities-series-2-reggio-emilia/ (last accessed June 18, 2023)

Sutherland, J. (2014). Scrum. The art of doing twice the work in half the time. Crown Business, New York.

Sutherland, J., & Schwaber, K. (2022). The Scrum guide. the definitive guide to Scrum: The rules of the game. ScrumGuides.com.

Szpilko, D. (2020). Foresight as a tool for the planning and implementation of visions for smart city development. Energies, 13(7), 1782.

Tavares, S. G., Sellars, D., Dupré, K., & Mews, G. H. (2022). Implementation of the New Urban Agenda on a local level: an effective community engagement methodology for human-centred urban design. Journal of Urbanism: International Research on Placemaking and Urban Sustainability, 1-23.

The city as a common good - English version. Comune Di Reggio Emilia. https://www.comune.re.it/argomenti/citta-collaborativa/i-progetti/qua-il-quartiere-bene-comune/the-city-as-a-common-good (last accessed June 18, 2023)

The future is now: Closing the skills gap in Europe's public sector. (2020, April 27). McKinsey & Company. https://www.mckinsey.com/industries/public-sector/our-insights/the-future-is-now-closing-the-skills-gap-in-europes-public-sector (last accessed July 16, 2023)

URBACT. Official website. https://urbact.eu/ (last accessed June 18, 2023)

Van Jaarsveldt, L. C. (2018). Knowledge and Skills Required by Public Servants in a Fast-changing World of Work. Administratio Publica, 26(2), 43-64.

Vivona, R., Demircioglu, M. A., & Raghavan, A. (2020). Innovation and innovativeness for the public servant of the future: what, why, how, where, and when. The Palgrave handbook of the public servant, 1-22.

Witesman, E. M. (2020). Centralization and decentralization: Compatible governance concepts and practices. In Oxford Research Encyclopedia of Politics.

Womack, J., Jones, D., & Roos, D., (1990) The Machine that Changed the World: The Story of Lean Production, New York: HarperCollins.

Appendix 1. Tables

Table A. A comparison of innovative methodological frameworks.

Methodology	Fields of use	Principles	Value to participation	Tools
Agile	Software development	○ Fast and iterative delivery ○ Simplicity and empiricism ○ Collaborative approach to development ○ Constant learning and embracing change	Quality, speed of delivery and constant improvement of solutions for stakeholders	User story map Kanban: Kanban board Scrum: Sprint backlog, Daily standups, Sprint review, Retrospectives, Backlog, User Story, Burndown charts
Design Thinking	Industrial design, Urban design, Architecture, Product and Service design	○ Empathy and emotional experience ○ Iterative design and prototyping ○ Action and collaboration	Designing with users and for users through deep emotional involvement in the co-creation process	User personas, Need-finding interviews, 6WH questions, Mind mapping, Brainstorming
Lean Startup	Startup development and growth, Development of innovative units in large enterprises	○ Creation of valuable products with minimum resources ○ Fast prototyping and experimentation ○ Validated learning and pivoting ○ Focus on actionable metrics	Creation of useful, experimental and innovative solutions based on real stakeholders' needs	MVP, Customer development, Business model canvas
Futures & Foresight	Military, Management, Public Governance	○ Building of strategic, systematic and actionable visions of the future ○ Iterative periods of open reflection and networking ○ Creation of collective intelligence through stakeholders engagement ○ Collective ownership of strategies	Collaborative creation of strategic vision of the future of the city by different stakeholders and their joint ownership of the developed strategies	Horizon scanning, Expert interviews, Future Scenarios, Back-casting, SWOT analysis

Table B. A summary of the main findings on the projects.

	Parameter	Reggio Emilia, QUA	Barcelona, Citizen Science Office	Espoo, Future Mentors Program	Hamburg, CityScope Finding Places	Cluj-Napoca, Future of Work
Project management	**Interviewees**	Nicoletta Levi, Head of Participation Service in the City of Reggio Emilia	Diana Escobar, Projects Coordinator at Science and Universities Department, Barcelona City Council	Marianne Julkunen, Partnership Coordinator Ville Leino, Planning Officer for the Youth Services of Espoo Saima Junaid, Service Designer at the City of Espoo	Ariel Noyman, Co-founder of CityScienceLab, research scientist at MIT Media Lab	Oana Buzatu, Communication manager in FoW, now Spokeperson of Cluj-Napoca Municipality Simone d'Antonio, URBACT expert

Timeline	2015-ongoing	2012-current	Spring-Winter 2022	May 2016-July 2016	June 2019 – October 2022
Project idea and innovation	A novel methodological protocol for an open dialogue of the city and community and true citizen involvement in governing common goods.	An insitutionalised approach to scientific projects with direct involvement of citizens.	A reversed mentoring program where local youth engages with city leaders and expresses their visions and desires in a dialogue and collaborative decision-making process	A new form of a public dialogue and decision-making on accommodating refugees based on a novel technological and methodological solution	A set of co-managed activities aimed at preparing local citizens for future labor market challenges, with a specific focus on cultural and creative industries and disadvantaged communities.
Role of the City	Institutional, creative, and collaborative roles	Coordination and facilitation of citizen science projects	Major organiser and coordinator	General management, public procurement, communication	General management, public procurement, communication
New organisational structure	Participation Service	Citizen Science Office itself	None	CityScience Lab (created before the project)	New Urban Innovation Unit within the City represented by the Cluj Cultural Centre
Ownership of the project idea	Head of Participation Service Nicoletta Levi	Barcelona City Council	Espoo's cross-administrative steering group of the Eurocities Annual Conference	Mayor of the City of Hamburg Olaf Scholz	Director of the Cluj Cultural Center
Project lifecycle	(For every iniative) Successive phases of problem identification and solution generation (workshops and co-planning), management and monitoring (Agreements), and evaluation of results with a strong co-design element	(For every iniative) Successive phases of idea generation by research centres and universities, designing the research, collecting data, interpreting the results and proposing concrete actions with a co-design element varying from project to project	Successive phases of problem identification by the project initiator, solution generation by project leaders, university students and experts, management of activities and result assessment by the core project team	Iterative development of the technological solution before the project launch and successive phases of project planning and management with regular simultaneaous result assessment	Successive phases of initial research by universities, ideation of the program, co-management of project activities by the City and CCC, result assessment by universities and URBACT experts with some actions within thematic blocks overlapping

	Feedback loop and results assessment	Mostly ex-post feeback collection and results evaluation through collecting quantitative and qualitative data at the end of milestones (with the minimum frequency of a year)	Surveys mostly at the end of the project	Surveys with multiple layers aimed at collecting qualitative and quantitative data at the end of the project	Feedback through the participants' interactions with the CityScope tool, exit surveys, informal conversations, follow-up reflextion sessions and constant improvements of project activities based on collected feedback	Quantitative and qualitative feedback from participants at the end of the project with little changes to the project activities during the implementation phase
Methodologies	**Methodologies for managing project's lifecycle**	Waterfall with minor elements of Agile	Waterfall	Waterfall	Waterfall with minor elements of Agile	Waterfall
	Methodologies for designing and implementing participatory practices	DT, Agile, LS	DT, Agile	DT, F&F	F&F, Agile	F&F, DT
	Ownership of the decision to apply the methodology	Head of Participation Service Nicoletta Levi and her direct supervisor Massimo Mariani	Leaders of single initiatives within the Citizen Science Office	Project coordinators Marianne Julkunen and Ville Leino	Embedded in the technological tool created before	Director of the Cluj Cultural Center Rarita Zbranca
Tools	**Participation tools**	Open dialogue, citizen workshops	Dialogue, workshops, labs	Open dialogue, interviews, Discord, wordclouds of dreams, facilitation techniques, detailed instructions	Previously developed technological tool (CityScope), worlshops	Workshops
	Tools for project management	Internally developed management software,	Miro, Google Drive	Miro, Kanban board, Microoft Office	Basic Microsoft Office	Google Drive

		stakeholders' database, project sheets in Word		(PowerPoint, Excel)		
	Communication tools	Google Meet, email	Email	Group chats in messengers, email	Email, Skype	Zoom, Meet, Teams; WhatsApp, email
	Marketing tools	Website (since recently, collaborative digital platform), social media channels, blog	Web site, social media channels (Instagram, Twitter)	Web site, social media channels, coverage in Eurocities digital sources	Social media, website	Social media
Team	**Team composition**	Project leader, newly recruited public servants with experience in participatory initiatives, old staff members (back-office, secretarial, and administrative personne). Help of external experts	Project leader, members of technical secretariat, administrative staff	2 project leaders, service development specialist, youth services specialists, and sustainable development experts.	Representatives of Hafen City University and members of MIT Lab	Mirror co-managing structure: two co-managers, two assistants, two communication managers Help of external experts
	Skills of local public servants	Hard skills: respective field of specialisation Soft skills: bridging, facilitation, in-depth knowledge of participation methodologies, excellent communication, fundraising, conflict resolution skills, willing attitude Digital skills: basic Microdoft Office, email, video	Hard skills: respective field of specialisation Soft skills: knowledge of participatory practices, facilitation, mediation, passion, confidence, open-mindness, adaptability Digital skills: basic Microsoft Office, Miro, social media	Hard skills: each team members brought their professional expertise Soft skills: open mind, listening skills, honest willingness, facilitation, leadership Digital skills: basic Microsoft Office, email	Hard skills: respective field of specialisation Soft skills: communication, facilitation, open mindedness, courage, understanding the top-up process Digital skills: basic	Hard skills: understanding of public administration processes, ability to connect project action with broader European policies Soft skills: curiosity, courage, trust Digital skills: basic Microsoft Office tools, email, Whatsapp, social media

		conferencing tools				
	Training and upskilling	Training on participation and social innovation, including such techniques as brainstorming, focus groups and living labs.	No training yet, but the exchange of knowledge and best practices within the Community of practice of researchers	No special training	Several initial workshops for local bureacracts on how to use the technological tool before the project	Workshops and inspirational sessions organised by external partners and experts on Design Thinking principles and automation processes
	Collaborative aspect	Collaborative approach to project implementation Constant interaction with other services and work groups in the Municipality and with external experts	Regular exchange of best practices within the Community of practice of researchers	Open exchange of ideas and brainstorming	Collaborative project management, tight intraction with several governmental agencies, team's joint analysis of feedback	Collaborative co-management of the project
Stakeholders	**Stakeholders groups**	Citizens, associations, businesses, schools, research and knowledge institutions	Research centers, universities, citizens, schools, libraries, NPOs	Program participants (Mentors, Mentees, City Coordinators), Aalto University, the International Affairs Department of Espoo	Lord Mayor´s Office, City administration, Hamburg's Authority for Urban Development, Authority for Refugee Coordination, Authority for Science and Research, universities, local city wards and civil society	IT clusters, universities, associations of cultural and creative industries, innovators, the Pata Rat community, etc
	Stages of stakeholders' involvement	Citizens - all phases of a single initiative Others - at particular stages	Research centers, universities - single project initiation stage Citizens - defining and designing research, data collection, interpretation of results, and	Program participants - implementation stage Aalto University - initial studies and post-project activities International affairs department - was	Governmental organisations - data gathering, preparing workshops, results assessment Citizens and local leaders - workshops	Universities - initial studies IT Clusters - organisational matters, the phase of informing and involving their own audiences Creative and cultural industries representatives - workshops Pata Rat community - project activities General public - final event

		proposing evidence-based actions (depending on each single initiative)	kept informed during all stages		
	Training for stakeholders	Social centers carried out the mission of increasing digital literacy across civil society	Training to school teachers at the beginning of the respective initiative launched by CSO	City bureaucracts: detailed guidelines, continuous support (email, web conferences) Youth: help of city coordinators "they don't have to worry about how to organize the meetings or what will be done in each meeting or how the process is going."	No specific training. Demonstration of a video instruction and moderation of workshops	Training as the essence of one of the thematic pillars of the project (Industry 4.0) aimed at upskilling public employees and workers of industries under the automation risk
	Project deliverables and outcomes related to participation	-27 Agreements with over 730 subjects, 160 social innovation projects in different neighbourhoods and in different areas of public policy -27,000/172,000 inhabitants involved -New decentralised model for services -New collaborative process	-20 citizen science projects -13,000 residents and schoolchildren involved -10,000 valuable data for scientific research collected by participants	-26 participating cities around Europe -94 young people involved -6 recommendations to European leaders from the youth that might have influenced the Charter on Youth and Democracy and the working program of Eurocities for 2024 -implementation of regular meetings of the youth and city leaders in a nu,ber of participating cities	-6 new sites built -repository of the identified locations is further researched -the generated knowledge is used by CS Lab	-New policies for the Roma community -New Urban Innovation unit in the administration -Integration of program's curricula at local universities -Infrastructure of the LAB is in use
	Type of participation	Citizen power, Partnership	Tokenism, Placation	Tolkenism, Placation	Tokenism, Consultation	Tokenism, Informing / Consultation

Table C. A summary of the applied innovative methodologies and participatory tools and the achieved type of participation.

Parameter	Reggio Emilia, QUA	Barcelona, Citizen Science Office	Espoo, Future Mentors Program	Hamburg, CityScope Finding Places	Cluj-Napoca, Future of Work
Applied methodologies	DT, Agile, LS	DT, Agile	DT, F&F	F&F, Agile	F&F, DT
Participation tools	Open dialogue, citizen workshops	Dialogue, workshops, labs	Open dialogue, interviews, Discord, wordclouds of dreams, facilitation techniques, detailed instructions	Previously developed technological tool (CityScope), workshops	Workshops, Foresight tools
Type of participation	Citizen power, Partnership	Tokenism, Placation	Tolkenism, Placation/Consultation	Tokenism, Consultation	Tokenism, Informing / Consultation

Appendix 2. Interview transcripts

<u>File Name</u>: Barcelona.m4a

<u>Audio Length:</u>   01:05:19

<u>Date</u>: 17 May 2023

<u>Project name:</u> Citizen Science Office, Barcelona

<u>Interviewee:</u> Diana Escobar, Projects Coordinator at Science and Universities Department, Barcelona City Council

<u>Interviewer:</u> Alena Shmalko

Alena: Good morning, Diana! Thank you very much for your time. So, as I wrote you in my email, I'm doing my dissertation on the application of innovative methodologies in urban projects. And in particular, I'm investigating how different methodologies and tools are chosen within different urban projects and how they help foster citizens and other stakeholders' participation in urban projects. And so, actually, Barcelona Citizen Science Office is an amazing example of that. And so I wanted to go into detail with you on certain aspects that would be very helpful for my current academic research.

So, Diana, I read that Barcelona Citizen Science office was actually launched, was opened in 2012, right? So could you please briefly give me a historic overview like a picture of your successes and this way to the current, let's say, state of things?

Diana: Yeah, well, it started, as you mentioned, in 2012, and it was because at that moment, of course, there were some movements regarding citizen participation, but was not so, I think, well-established what citizen science could be. But at that moment, there were different projects that wanted to work with participation. Some of them ah, were already working in participatory ways with, with citizens. Maybe not so tagged as citizen science at all. And there were five projects at the moment that wanted to start. And at that moment there was a Creative and Innovation Directorate in the Culture Institute in Barcelona. We were then in the Culture Institute for a long time, just the last two years we are in a new department. But that was in the context of the Culture department because there we had also some kind of scientific culture program in terms of disseminating and visualizing research in the city for citizens. We had a

science festival, for example, some programs devoted to schools and in that context it was an opportunity to settle the first steps. And as I mentioned, it were five projects, some new but some with some trajectory already, and they started to organize themselves in the framework of the Culture Institute in Barcelona. So at that, of course, citizen science became trending topic, of course, more and more and more. And I think the thing at that moment was that it was really innovative to think about terms of organizing a certain structure to coordinate or to try to foster what citizen participation in research could be. You can interrupt me when you want.

Alena: Yeah, so you were actually trying to institutionalize some practices that already existed but were kind of quite separate.

Diana: Yeah, but I think the main point that was not the political disposition to do that, but the force of the research projects themselves that they wanted to really institutionalize - maybe not yet, but have a framework and try to work together. I think it was the main point at that moment.

Alena: Okay, and those five projects who were they initiated by?

Diana: They were from different research centers and universities. One of them was SeaWatchers from the Institute of Marine Sciences in Barcelona. They are still going on. It's one of the oldest projects in the city and successful project. The other was RiuNet. It's monitoring the quality of river that is also ongoing and with success. They were already working with participation of citizens. But at that moment they constitute this new platform called RiuNet. And then they developed also SeaWatchers some applications and well, some standards. Another one was Beepath. That is already ongoing. Maybe not the as far as I know, not with the intensity of the other two. They are really very established projects in the city. And not only the city, also in Catalonia, in all the area. And also they are going and growing up to Spain, RiuNet and SeaWatchers, I mean. So Beepath was the other one that was new. That was a project from Josep Perilló - you contacted him - that was trying to apply. That could explain better him than me. But there their knowledge on complex systems in mobility, and they develop an application, a mobile application, precisely for that. Another was related with allergies, and the monitoring of the allergies related to some kind of spring flourishing plants and trees. They were already working on this project, but of course, starting with the Citizen Science Office at that moment permitted them to scale up because they had much more data than before, of course, because before there were the researchers just doing this monitoring and with the citizens involved, there was a scale up. And the fifth one…

Alena: Was it something with mosquitoes, no?

Diana: Oh yeah, mosquito! That's one of the best projects in the city and in Spain, and I think one of the best projects in citizen science in general because of the approach. And they were really very innovative at that moment. That was mosquito, yeah, that one. So they are still ongoing, and it's really successful. And they are now advising the European Commission, for example, and are really very important stakeholders in terms of monitoring, and also intending to eradicate mosquitoes carrying diseases in Europe. So there were the five, yeah, the big five. All of them are still going on. That's good. So at that, of course, there was like a cool stream of trying to do things in different ways and some other projects started to join at that after that or to raise new projects, of course. What the office did at that moment was trying to coordinate between the projects and to try to visualize what they are doing, but also the potential on really a citizen participation in research. So we profit that at that moment we had this science festival, for example, and each year in the science festival there was a special place for citizen science projects in terms of they explaining what they do, trying to gain more citizen science scientists involved. That's not so easy, it's nice to say, but it's not so easy and also to do other things in terms of communicating and disseminating what the potential of citizen science was. So that was more or less the trajectory.

At the beginning, there was Josep Perelló, for some years he was coordinating in terms of scientific coordination. After, I think, 2018, I can say, yeah, he left the scientific coordination, and we had another kind of arrangement with someone who was for the beginning in SeaWatchers project. So she was really very not only skilled in terms of citizen participation, but also in terms of what the work of Citizen Science Office could be. And then we started to connect really in terms of more actionable way citizens and researchers. Because it is not enough to have a science festival and to explain what the projects are doing and that you can join a project whenever you want, but you have to mediate between citizens and projects. I'm really convinced that citizens are everywhere. And from our side, the Culture Institute is from the City Council, of course. So we should be so close to citizens as the best. But citizens are always around, but you have to go and address particularly to them. It's not that just come to me and they come. It doesn't work so. We started with two programs at that moment just before Josep left the coordination and that was Citizen Science in the neighborhoods and after that Citizen Science at schools.

And what we tried to do with the neighborhoods was to connect some of the more major projects at that moment, the five I mentioned, and another one that started I think not in 2012 but maybe in 2014 or so. It's called Flod Up. They are monitoring potential environmental disasters as flood, because they started with flood, but also other things now raise of temperatures and such things. And we started with the Big Five because we thought that it would be better to start with some very structured and mature projects in

terms of starting new ways to connect with people. And we tried to do it through the cultural centers or civic centers or libraries. Also, we started that with, for example, trying to determine if there were a community already organized of people that could be interested in working with one of the projects. So it was really not easy. And we are not talking about big numbers of course we are talking about 20 persons per project at the best of the situations. But we really started with it and trying to connect them with schools also at that moment. So we tried to work with a territory in the city and with a project which is focusing on a challenge that means or has some meaning for this territory. For example, we work with SeaWatchers in particularly with MicroplasticWatchers and of course we worked it in the neighborhood in the shore of the Barcelona shorefront, of course. But we work also in terms of mobility with Beepath in an area that is really very crowded and very traffic dense. For example, because they were testing how a group of middle-aged woman, middle aged or elderly, more middle aged maybe than elderly, joined to walk around the neighborhood once a week. And they tested, for example, why they are taking this way or another way in terms of what they do with tracking with an MVP. So it was like joining a project that was really consistent in a place, in a territory, in a neighborhood that has means for this territory and also we try to involve a school in the same territory. And after we tried this with schools, we made the spin off of the Citizen Science school. That at the moment is one of our best programs and more stable programs. Why? Because we had a pandemic in the middle and of course trying to reach groups of people was so difficult at that moment. But schools went back to school very soon and they were really organized. So we can really continue with the projects more faster. After the peak lockdown, for example, that means that the next school year we started again with some difficulties and maybe stopping and well, but we started. So at that moment we had more or less near 3000 school students that has made a project on citizen science along these five years. I mean, yeah, more or less five years. At the moment we are working with nine different projects in different schools and each project aims to work with three different schools each year. So it's three different schools and they work along a school term. So a school term more or less three, four months, some of them along the school year because they are carrying out monitoring of the changes, seasonal changes, for example, of vegetation or such things like this. But in normal ways, normal bases are just a term three months. And they have really a very structured methodology and we tried to unify this non methodology, because, of course, each project has to research in their terms, but in terms of they have to go to school and present the project they have to go to, how do you say it in English, to field work, whatever it is, in the river, picking some samples or whatever it is, they have to go with the researchers. They have also to follow the part of the project that is really worked on the class by their

own, the teacher and their pupils. They have to work and analyze and everything. Then researchers have to join them for analyzing and for conclusion taking of things and also in presenting, they have to present their results in any way they decide. Maybe most of them make a posture, a scientific posture, for example, but some of them make a movie or whatever it is and they become returned from the researchers. And it is worth because all the results that these pupils become are really data that go to the project. So it's not just a school activity here and to check whatever, but they are really producing data that should be of of value for the projects. So it is really nice because the youngers can see that their work is contributing to a main program, a main project that in some cases is a program or a project that go much beyond of their neighborhood and much beyond our city, for example. So it's how we are working now.

Alena: Okay, but so the topics for these project - as you said, for the area those were challenges that are very specific for the area - are they set in initially by the scientists and then implemented?

Diana: Until now yes. I think you have to have a major society in terms of raising their voices and asking whatever. But fortunately we had a couple of projects that should be 2019, for example, that raised from the citizens and that was the first time that happened to us. And that was in terms of, of course, complaining. Citizens want to complain on the challenge they have at that moment. And that was the case. There is a very centric neighborhood in the city that's overcrowded, of course, and very noisy, very noisy. And the neighbors wanted to carry out a project in order to analyze what kind of noise they were suffering, of course. And they wanted to do it from the research base. Why? Because in the neighborhood, in the neighbor's association, there were some biologists that are really aware of what is citizen science. So they wanted to start this project that started with us, with the Office, and they wanted to take a look on a very special place in the city that is really overcrowded and has a lot of noisy problems because of the activity that is carrying on along the day there. And we started with them. But we, from the Office, tried to incorporate another aspect of this kind of project that was trying to analyze not just the noise and the volume of this noise and the annoying that this noise produces, but also which is the composition of this sound in the place and that resulted in the sound map of Barcelona project. They are not just having sensors or mics in order to take a picture, a sound catch of the noise, but also they analyze what kind of elements configure this noise and they compare it in different places in the neighborhood in terms of diversity. But this neighborhood is also a very diverse in terms of population neighborhood. That means there are a lot of migration, there a lot of different activities. So we added this other layer. It's not just complaining on noise, but analyzing what is also happening in terms of diversity and cultural diversity, but also richness of the place.

Alena: Yeah, fantastic, very in-depth. Okay, so my next question will be on the core team of Citizen Science office. So who are these people? Who does the team, the main team, consist of? I understand that within each project, I mean you may have your own experts and representatives, but let's say the Office itself that coordinates all the activities. Who are these people?

Diana: Well, these people is me and a couple more. It depends on the moment. That is because we are not carrying out the projects. The projects are carried out by the researchers themselves from the beginning and I think it was a very nice approach as they started with Josep and the five projects. They decided to try to work as a community of practice and we are still trying to function like this. That means they can exchange their capabilities, their experiences in the kind of periodical meetings that we have with all the projects and their representatives. And what we do is try to organize these two main programs that the neighborhoods that is just now restarting after the heavy pandemic. And because we have changed from the Department of Culture to this new Department of Science and Universities, so it has been a kind of period of adaptation for everyone. And we organize these projects, we coordinate them and there is a small budget in terms of participating in these projects for each of the projects. Okay, that means they have to do their work, they have to go to schools or to the civic center or the library or whatever it is going on. They have this kind of dedication along this term, for example, or whatever it is and they become a small amount of budget in terms of not being forced to work by their own I don't know if they need materials or they have to go to the field or whatever they do, for example. And in terms of coordination of the office, I'm there from the beginning. And in the last year we had the support of technical secretariat that has been contracted through public procurement because we are an administration, so we have to make this so they are in charge of dealing with these small payments, for example, but of coordinating that the school X is working in the project, whatever it is, they contact the teachers, they contact the researchers, they plan together things and they make some monitoring of the process in general. And now we are starting with a new project in terms of it's the first time that after sound map that was project made by us with a couple of researchers that started with us to the creation of this project that is really successful and is ongoing and exploring new neighborhoods by their own. We are starting this new project in terms of raising of temperatures and the affectation on people in place in a neighborhood. And this technical secretariat has to help us also in deployment of this new project, because we are in a big department, not so big we are seven persons here. But we have some collaboration on communication because we have someone devoted that. That was also like this when we were in the Culture Institute. Culture Institute is a much more powerful organization than when we are now. Although we are in the City Council, but our

department is much smaller than we were there. So we have support in communication. So I do not have to do communication myself because we have this area also. And we have some kind of support also in terms of administrative stuff that means whatever it is sometimes we also had when we organized, for example, the presence of Citizen Science in the Science Festival. The festival has their own organization. I was also carrying the festival for a long time. So there was a big structure on the festival that helps that this Citizen Science there could be present and do that whatever it is. The Technical secretary also helps us in the coordination of the Community of practice. So we made these periodical meetings and it's a very small team, but it's because we do not are carrying the projects ourselves, we are coordinating. I think our role is really coordinating things and trying to connect researchers and citizens. Whatever it means. And it's not just carrying a project. Now we are facing this new project that maybe would be a little bit more demanding on works and also on budget. But it is like this.

Alena: So it's more about like mediation, facilitation right? You're like a bridge between…

Diana: Yeah. What we did at the beginning was make some standards on what kind of projects should be in the Office as collaborators. Along these years, everything has changed a lot. At the beginning, citizen science was more concise in terms of definition, what kind of project should be determined as citizen science. Now it is broader approach in our case because we are now in a Science and Universities department. For us, it's very important that there is a strong component on research associated with each project. So that means it's not so easy to be a citizen and say I want to investigate that or I want to focus on that. That could be participation, but it's not citizen science in our view. That should be really a component on research. So there should be a research center or a university or a research agency. It's not just the public sector. We have also some projects, very interesting projects led by some SMEs. One of them is Science for Change. Maybe you know them - take a look. They are dealing with a lot of European projects on citizen science. Well, its CEO is Rosarios. He's a researcher. He has formerly researched on pollution. It's a very powerful researcher, also very interesting. If you don't know him, try to take a look. For example, the Science for Change - he decided to constitute SMEs in order to go through different projects. And we have for example, we are working with Sound Map, it's a cooperative, a social cultural cooperative that is working together with a university. So they are making innovation, that is your point. They work also in terms of leaving lab someone in cultural innovation and they are working with this Sound Map project and they work together with the university, the Pompeo Fabro University that has a very strong research group, it's a music technology group. But they are working in terms of sound and they have a big, for example, repository, open repository of sounds that is international, for example. But

it's based here. So we do not just work with universities or research centers, but also with such a kind of innovation and research agencies, for example. There's another one. It's called Ideas for Change, not science for Change. It's Ideas for Change. We were collaborating with a couple of projects of them. There are European projects that are finished last year, so they are not active now. But there's also an innovation agency.

Alena: Okay, Diana, but for your team, for yourself personally, and for those people who help you, what do you think are the main skills that help you coordinate all these projects in an efficient way?

Diana: Well, I think, and that's maybe also particularly special in Barcelona… There is a strong participatory culture here in Barcelona, so I think it's as part of the City Council that for long, but especially for the last 8 years, has so strong commitment with participation and participatory skills and platforms, and Barcelona has developed also a very powerful platform on participation. It's called Decidim, D-E-C-I-D-I-M. There are colleagues of us here in the room, in our office. So I think that's very clear, and that helps you a lot because you have it very deeply integrated. In my case particularly, I've been working for a long time in the natural science museums in the city, and I was my domain was biology and particularly bioacoustics that mean the sound of landscape and animals. Museums, before the term citizen science was really defined, were working in citizen science for so long time. It's like the main collections of the world in museums are collected by amateurs, not just by researchers. So it's like for me it was like very integrated at the beginning because the bird watching movement is so strong in Europe not here, but in Europe yes and in terms of sound catchers, it's also very strong. So it was like very natural in our terms. It was not so natural for the Culture Institute at the beginning, of course, because it was like what are you doing with research? But I think the other powerful element was that we had a very strong science dissemination program also and scientific cultural program at the moment because I think citizen science is really a key part of engaging people. So it is the best way to be aware of things if you participate in things, in whatever it is. So I think our skills are that and for example, in terms of the people who lead the technical secretariat, they are also very skilled in scientific culture and also in participatory methodologies. So I think they are the keys for us.

Alena: And also I was wondering: within each project that your teams, different teams are delivering, who are those people who are responsible for facilitation of citizens and researchers who come to assess, to help?

Diana: It depends on each project and some of them are really very small teams. They have to play all the roles themselves, but of course they are very convinced of what they are doing. So there is a

supplementary effort for their path. There are some other universities, not so much, but research institute that are really powerful, that have, for example, a very structured outreach department that help a lot researchers in that terms. That means they know how to connect people, they know much better than researchers how to talk to them, to address them, to explain them what they are expected to do, for example, in terms of that outreach or dissemination, it can be the same.

I think it's a key part and I think the ones of the best projects are not so strong, maybe in outreach, but have they made themselves strong in outreach. That means mosquito alert, for example. They was a very small team at the beginning, supported by two different institutions. But it was their own mood and their own effort from the researchers part that really make them strong in terms of, for example, the Institute of Marine Science that has these SeaWatchers, it's also more than ten years project already. They are now really aware of the potentiality and they are now reinforcing their outreach and dissemination department, for example. But at the beginning, when we started with the office, the person who was pulling, was really convinced. She was a researcher herself. But she was at that moment devoted to this other part and very convinced of participation. She was the person who has helped us the last three-four years very directly. Unfortunately, we couldn't continue with her because of these administrative things and we had to make this public procurement elicitation. But, for example, I think at the moment, and as far as I know here citizen science is powerful because of the people that are doing it. In terms of, for example, the Science for Change, this new agency, they are very young. I think a couple of years or one year just of life of these new SMEs. Of course, they work with a lot of European projects so they have budget and they can manage with very complex teams and they are incorporating, for example, other skills like, for example, working from the side of art in order to explain and to reach people. Art science applied to citizen science. For example, there are really very interesting new ways to approach, and you can do this if you have budget. And they have budget because they have European projects. The other kind of projects that are more stable they have ten years of projects now they have to be financed by their own institutions and there is not so easy to cover such different skills and profiles of people. But I think they are all very convinced of participation.

Alena: And if we talk about digital skills, for example, how important are they?

Diana: I think they are very important, of course, but it's not necessary that everyone in the team has them. I think teams should be, as in every kind of research, it's not just in citizen science should be multidisciplinary. You have to know about your stuff and if you can collaborate with another that complements you - it's the best way of working. I think some of the teams are multidisciplinary but I think

there is really still way to go here. In particular, research projects, for example, in the case of the SMEs can do this kind of more open-minded skills or profiles in their teams, in terms of needs of one project at one moment. Of course, in terms of research centers or universities, they are constrained to what they have. And if they have a new European funded project, for example, they can incorporate a new element. But there is not so easy because also of the hardness of public administration, all of them are public centers, so you have to go through the public procurement or whatever it is. So it's not so easy. But they should be able to connect with other that supplies this. I don't think it's really needed to know everything. You have to try to join and match with other kind of profiles.

Alena: Diana, my next question is about the tools and software that you use to communicate, for example, to plan the project, to monitor them. So any examples of such tools and instruments.

Diana: Well, as we do not really deal with data, because data are from the projects and all of them has their own platforms. That's another important point in terms of research and citizen science, that is the interoperability of data that it's not so well solved yet. That means if I have a project that is more or less similar with you, my data goes to my platform, your data goes to your platform, but are they really combinable or not? That means are really interoperable or not? Because if not, well, each of us have our own universe and that is all. It's a point. But we don't deal with this, because the projects deal with their own daytime. I think fortunately all of them are very convinced that they have to work in terms of open data and open science. So that is very good. But what we do is really just coordinate programs or activities. So we use normal tools we do not have any very sophisticated, we can use Miro for meetings, for example.

Alena: Really, do you use Miro board? Honestly, you're the first team using Miro. Because I love Miro. I use it for everything.

Diana: Well, I think our technical secretariat, they are really young as you, very young and skilled, almost females and they love Miro. I am not so skilled. Well, I can manage it, but I love Miro because it is really very, very visual and I knew Miro through them.

Alena: Good. And so any other tools?

Diana: Well, basically… In terms of dissemination, we have our own structures of the department. So we have the web page, we have some social media also. In terms of the web page, we rely on our colleagues in communication for everything. In terms of social media, we are just working through Instagram. Because well, we can still work with Instagram, although in terms of opportunity from our department would like that we do not do it anymore. Because for them it's stronger the department than the office.

And we are really in a battle for vindicating that the office has more than ten years now. So we have a brand, although we are small through what I am telling you now, you know, we are a small structure, but well, we are resisting in maintaining our own Twitter profile and account, despite our colleagues in communication. So we don't use much more things because we are not allowed to have our own our web page, ours is immersed in the web page of the department. It was not a big solution. We had an independent web page as we were in the Culture Institute. But after two years that we are merging this new department, we are not allowed to have it.

Alena: And in terms of internal communication, do you use just what email?

Diana: We use just what email. And we work in also these collaborative platforms, Miro, for example, sometimes Google Dogs or Drives or whatever. It's not so much complicated.

Alena: At least Miro board is already something very innovative! Diana, and as I'm also investigating different methodologies. My question is more about, well, each project that is implemented within Citizen Science Office. And you also mentioned that the methodology depends on a certain project. But let me just list you some of them that I'm exploring and you'll tell me whether you've heard of its implementation in a certain project. So I'm studying Design Thinking, for example. It is something that is quite widely used within your project, right? Let me list them and then you may give your comments: Design Thinking, Future scenarios, so Futures and Foresight, or Agile, more for software development, but anyway. And Lean Startup is also something that I'm studying within my research. Would you please comment on that?

Diana: I think your background is more in management. My daughter is in that, she works in Agile and Lean. We not and the projects don't. But with Design Thinking, there are some of them that tried to work with it. For example, a project that is already over, it was called Genigma. They were working on genetic composition through a game. It was not a video game, it was an app also and they started working, that was a project that was started in the center of regulatory genomic here. So it's not in the side of environmental sciences or social sciences that are more devoted to work with participation. It was like a show. It was brought to the citizen science domain because the person who was in charge of coordinating and mediating in this was the one that started with SeaWatchers in the Institute of Mary Science. That was the person who was helping us for a long time and she was really engaged with Design Thinking and started with that. And after that they went through a process of co-creating this game with gamers also but also with citizens and investigating and researchers. And after that they made this game and the data collecting was through that game. So you have to match I don't remember now whatever it was. You have

to match some kind of mutations or whatever. And they gather their data with the game. But the starting point was the design thinking that she was really very interested.

Alena: But it was actually coming from her, right? Because she knew the methodology.

Diana: Yeah. Because I think the citizen science projects are more coming from normal researchers, you know, that have their own methodologies, very deep, well, scientific. But although she's a PhD in mind sciences, but she is very creative, so she started with that. And it's not Design Thinking, it's not Lean, it's not whatever. But the other project that is a little bit more creative is the Sound Map, because they finally work with the sounds recorded, analyzed, and make some kind of musical composition with that sounds. So it means that they put also all these other parts. It's not just the researchers and sound measurement and whatever, but from the start, Design Thinking, it's the only case I know from that.

Alena: No, I mean, it is not very important. I was just interested to see whether teams apply certain methodologies or not. And Diana, maybe one of my last questions, really, because we're running out of time. We came to the conclusion with you that knowing the essence of the participatory approach is very important, right? Apart from the scientific methods and your expertise in a particular field of science. So were there any cases where you provided, like, special training maybe for these researchers in the field of participatory approach, facilitation? Or as you mentioned, these research centers, as they also have quite strong expertise in this field, were they responsible for that? So my question is about training, like in general.

Diana: Well, we are not training yet, but we want to train. But I think our goal now is to train new researchers, people not yet involved in citizen science ah, in discovering what that citizen science can mean in order to foster new projects from different sites. So we want to go directly to citizen side, to researchers, research centers or universities that want to have this approach and try to transmit these skills. We do some formation in the teachers of the schools. Before they start the project, we do this formation because they don't know much of them that don't know what the citizen science mean. We try to transmit that they have a commitment when they are participating because they are participating in real science, not just in making. So that is also very important. What we try to do through the community of practice is in these periodic three meetings a year, for example, or four, it depends to focus on different aspects that could be of interest for them and they share their own experiences. For example, in terms of, what do you do with your data? How do you tag it? Or what do you do for approaching when you go to a city, to a civic center or a library to approach a group of people? Or what do you do when you are in front of a school and they are not interested things like this. We try to enhance each each strong point they have and

to share in between, that is and and in terms of of making a kind of more structured capacitation, we are just starting to do this.

Alena: Okay, I see. And so my last point is quite logical. How do you assess the results of the projects? Is there any framework or does it depend on each project in particular?

Diana: So each project in particular has their own standards. But in terms, for example, of the Schools program, we do a survey before they start, both for the teacher and for the students. In terms of what are you expecting? Do you know what is citizen science? Who do you mean can do research? I don't remember if we have it in their web and then after they complete the project or the term we. We make the new survey and we make some comparisons of that. That's what we use for assessing the response of the participants and the project. In terms of the neighbors, we haven't done before yet, but now we have it very well structured, thanks to to the trajectory of the school program. As we start this new project that we are trying to raise now, I think we will do like this.

Alena: Just to sum it up, how many projects overall have you already implemented since 2012?

Diana: I think around 20 different projects. Some of them are those kind of stable projects that are long standing projects, for mosquito or SeaWatchers, or these ones. You can see it in the web page. Now we are updating it. And we have the ones already finished, because those kinds of projects that are three, four years project, because they were with European funds, so they end when they end. And then we are raising news. For example, we are expecting now to have a couple of new projects that are EU funded, but also another one that could be of kind of a stable project on butterfly monitoring, for example.

Alena: The topics, they sound very fascinating.

Diana: Well, very different. Yeah, all of them are very different.

Alena: Okay, Diana, just two very brief last questions. So could you please name me three important factors for implementing a project within citizen science? Three factors, just whatever comes to your mind.

Diana: Well, I think… Okay, from different perspectives. From the perspective of research, of course, you can have much more scope on what you are researching if you count with people. Because if you are on your own, you can do one, if you are two, you can do but if you are 20, so it multiplies. So, from the perspective of research, it's very interesting, incorporating participation of people. From the perspective of people, I think, and it is a very important thing for here in Barcelona, if you participate, you can know for your own and from the firsthand information. But not only that, if you know and you participate, you can try to not just taking part, but also proposing some action in order to revert some situation or to, I

don't know, resolve, solve, whatever is the concern. But not only that, if you do not want to go to action because it's not your mood, at least you are engaged in things. And being engaged is being conscious and a word of things and I think it's one of the best ways in order to revert a lot of situations. If you participate, you are aware and you have the information. If you know and you have the information, you have the power. For me, it's like a good point.

Alena: And the very last question: three top skills for a public official to deliver, I mean, to coordinate such kind of project?

Diana: Be open minded. Because people is people and people is so diverse. So if you have the very structured recipe of what are you going to do, it maybe won't not function because you have to be adaptable.

Be passionate, be passionate for what you are doing because if you do not really rely on what we are doing, it doesn't work. You have to put passion in things. I think whatever it is, citizen science or whatever you are doing. And I think having… I don't know not if there's skills or the mood of facilitating. I think this is the key. You have to facilitate the connection between things. So that means of course you have to have the passion. But if you have the passion but you are not proposing ways of connecting or ways of mediating, I think it's not so efficient.

Alena: Okay, amazing. That's an amazing note to finish. Thank you very much. It was really very useful and very fascinating to learn about all of your projects. Well, for me as well, a person involved more in management, in policies, it was very interesting to hear all these scientific ideas. Would love to participate myself, to be honest. We don't really have such things in Rome, unfortunately, but hopefully one day.

Diana: So thank you very much. I hope my English is really understandable.

Alena: Absolutely. 100%. Really.

Diana: Well, have luck with your study. It's a PhD or what are you?

Alena: No, it's a Master thesis.

Diana: A Master's thesis. Yeah, you mentioned it. Thank you.

Alena: Thank you very much. I'll send you updates. So, I mean, the form is already signed. Thank you very much for this. Yes, so I'll process all the materials. Well, I'll structure it, write it, and if you want, I'll absolutely…

Diana: Oh, yeah. It would be nice to hear about you.

Alena: We keep in touch! Bye bye.

END OF AUDIO

Alena: We are now ready. Dear Marianne, thank you very much again for your time. Our today's interview will be dedicated to future Mentors Program, a project that you led, and are still leading, I suppose, in the city of Espoo.

And please be aware that our conversation is now being audio recorded and will be further transcribed and used as a source within my Master thesis.

Marianne, the first question will be about the start of the project. Could you please tell me who initiated the project itself? Whose idea was it?

Marianne: A good question.

Alena: I'm going to admit another participant. Hello, Saima. Very nice to meet you. My name is Alena.

Marianne: I think I will have to get back to you later about it. I think it was our service development manager or our leader of the Department of Service development or our international team that initially had the idea of this program.

Alena: Okay, and so how did they identify the problem? Was there a particular problem you were trying to solve?

Marianne: Yes, we had the idea that since the decisions that are made today have a long lasting impact on the future, and those decisions will affect the young people of today, and they will have to live with sort of the consequences of actions and decisions of the day, then they also need to have a voice in the discussion about those decisions and the direction and the values that are guiding those decisions, that they need to have a voice in that conversation. And we also recognize that we have globally seen that often young people are, it seems that in some cases they feel like they have to protest against something and participate with protesting. So it seems that if that is the way you have to try to get your voice heard,

then maybe we don't offer them enough ways to have their voices heard in the decision making tables and the official channels. So that was kind of the background idea.

Alena: Did I understand correctly that you were discussing this problem and you were very much determined to give this opportunity to the youth to speak, right, and so the idea was born itself of the project, of this innovation.

Marianne: Yes, and also because Espoo was hosting Eurocities annual conference last spring, and last year was the Year of Youth, the European Year of Youth. We thought that in addition to this conference and us hosting it at the European Year of Youth, it would kind of be a really good and appropriate time to organize such a program. Also, the use of dialogue is something that has been really present in the city of Espoo.

Hence, this mentoring program was done using a dialogue, and it wanted to enhance the genuine dialogue. So that was something that was already a really important way for us in working.

Alena: I see, very interesting. And Marianne, who was the ultimate decision maker in this project? Who gave the green light?

Marianne: If I can get back to you with this issue with email, I mean who has the original idea and who gave the permission. I will have to check who was like the official party doing that278.

Alena: Absolutely. I was just wondering because if your team came up with this idea of Future mentoring program, were there any other alternatives that you were considering as a solution to this problem? Or was it the only one and then you just got green light from the administration or whoever it was?

Marianne: Well, we wanted to offer a platform for the young people to have their voice really heard on the decision-making level. So we had this idea that it would be this kind of reverse mentoring program so that the young people are mentoring the decision makers and not the other way around.

But the more specific way that it would be done was initially ideated in the Aalto university. We were taking part in their Designing for Services course, and this project was part of the course. Thus we had the international students of Aalto university forming this concept with us, the initial concept. Then we used their ideas and input at the beginning of our concept when we were forming this concept, and then the experts at the city of Espoo then made the final concept.

---

278 Note from email sent by Marianne: *Green light was given by Espoo´s cross-administrative streering group of Eurocities Annual conference, they had the initial idea as well.*

So, yeah, basically, we had the idea of what we want to achieve. That was clear from the beginning, I think. But then the more precise form was forming in collaboration and within a longer period of development.

Alena: Wow, I mean, this sounds amazing. You involved international students and experts and then ultimately delivered the project. That is exactly what I'm looking for. And, Marianne, did you use any particular innovation project management methodologies from the beginning? Let me give you some examples, maybe it will facilitate the process, like Agile, Design, Thinking, Co-design. Did you name them or was it not too important for your team?

Marianne: Well, during the Aalto university course, they definitely used all kinds of this kind of methodologies, but I couldn't name them now.

But that was certainly how they were working and within the city then when we finalized the program, more specifically, we had like a team that was from different units of the city. We had people of different expertise and from different backgrounds working there.

But that was more like many of us have experience in, for example, service development. And I myself, I'm for example, a social psychologist, so I have certain kind of knowledge and we had our sustainable development experts there.

But yeah, it was rather this kind of, how do you say, cross functional team, actually. Yes, but we didn't name like a specific method that we are working. It was like collaboration.

Alena: And what were the project stages? We already discussed the beginning. You came up with the idea, then international students were involved in its ideation, then experts were involved. Could you just expand on it a bit? If we focus on the stages.

Marianne: I might add to the University part that they interviewed a lot of potential stakeholders and they interviewed city leaders and young people so that we would gain more understanding what would motivate people to attend such a program. We had that kind of participant understanding before forming the actual project.

Let me think about the process. We formed this expert group within the city then after this university course and with these experts, then we named the leading person that would be responsible for the project. We had myself and another colleague of mine from the Youth Services that were the two leading persons within this program and basically it was me and Ville from the Youth services responsible for the practical things and preparation.

With the concept phase, we also had a really strong guidance from the international team. Saima, what's her title, Mila Ovaska's title? She is Head of international affairs. She had a really strong input also with the program. And then also we had Eurocities actually also working with us in the concept phase to give their ideas how this would work on the European level also.

But first we wanted to make clear what is the goal of the project and what we are aiming for and what we want to achieve. From youth services, we got really good knowledge from the youth perspective: what would motivate them and how we could make the program be such a program that it would be easy for the young people to participate and that it would be like it wouldn't feel too difficult because we wanted to have normal people participating. The idea was that you don't have to be an expert on something, that you are expert in being young and your thoughts and your ideas are really valuable as such. We had that kind of perspective.

We were planning the manuals together, we really wanted to make clear step by step instructions for the cities to use. We didn't have that much time to prepare, and the cities didn't have that much time to prepare for the program either. We wanted to give as ready made material as possible so that the cities could just implement it right away, so we wrote really specific materials on how each session would go. I don't know if I'm answering your question.

Alena: You are, 100%. So that was the ideation stage and the preparation stage. You created all these guidelines, materials, manuals, and then you distributed them.

Marianne: Maybe some of this also happened simultaneously. We did, for example, provide marketing materials and ready-made templates for the cities and announcement templates. We produced these kinds of materials, but simultaneously.

Alena: Exactly, that is already Agile and not waterfall, right? And did you face any problems with the long bureaucratic procedures? Were they somehow complicating the process?

Marianne: No, I think everything was running smoothly, and I don't think we had any bureaucratic problems. No, I think everybody was just excited to make this happen.

Alena: Amazing. Also, I saw that you used quite innovative tools, for example, you opted for Discord as a digital platform for communication for the students. Whose idea was it? Was it coming from somebody from your team?

Marianne: Yes, that was actually Ville Leino's idea, who was my partner within this project, who's from the Youth Services. We were thinking that we need to have some kind of platform for the young people

to communicate with each other, because we felt that that would be an important aspect of this program, that they would have international contacts with each other, the young mentors, as it felt.

We thought that it would be interesting for them, but then we thought that it's also important that they would have the peer support from other cities. We wanted to make them meet. We were thinking, like, what kind of channels are familiar for the young people and Ville suggested that this Discord channel would be something they would know how to use already and would be sort of a natural platform for them.

Alena: Yeah, because I know it is very widely used in gaming, for example, in online games. I was absolutely amazed at the fact that you decided to use it. This is very interesting. Okay, so there were a lot of ideas coming from the team and from these international students. I mean, the project itself is very innovative.

Marianne: And I think it was just like a lot of brainstorming and someone was having some idea and then we were just like, building on top of that and just making it happen together.

And then we had this sustainable development team because the topic of the mentoring project was the city of the future and the fear and dreams related to the sustainable future of the city.

We wanted to give the young people as much support if they would need it, if they would want to discuss with the city leaders some topic that we didn't, like I said, expect them to know those things in advance. So we had sustainable development sessions in Discord. Our experts were also present in Discord in case the young people would have questions, or they would need help with their mentoring process.

I was totally in charge of the communication with the cities, I was communicating to the city leaders and mostly to the city coordinators. Each city had this coordinator that was helping the young mentors' group in each city. I was communicating with the cities all the time and Ville was in charge of communicating with the young people.

Alena: And by the way, one question about the coordinators, were they actually city bureaucrats? Who were they, the ones representing each city?

Marianne: I'm not actually sure if we have the information from each city, like in what part of the organizations they were working in. It was sort of a precondition in participating the program that you will find the city leaders that would be mentored. And in relation with that, just one thing came to my mind, that we wanted to make sure that they would agree to have an open mind, an open heart, and a dialogue. When participating to the program, the cities had to tick a box that said that I will promise to have an open mind with young people.

The cities were required to have the Mentee, the City Leader, and then find a City Coordinator to support the young mentors. Because it was really important. It was already quite a lot for the young people to come up with the themes they want to talk about, and they were conducting this kind of small pre research in their city among the local youth, and they had to prepare the presentation with tears and dreams. We wanted to make sure that they have the time to concentrate on that and they don't have to worry about how to organize the meetings or what will be done in each meeting or how the process is going. That's why we require the cities to name a city coordinator and send the name of the city coordinator to us so that I could be in contact with them during the program. But we didn't ask from which part of the organization the coordinators were, so that was up to them. So I don't know who they were. I only know that, for example, in our city (we, of course, participated in our own program), we had this city coordinator was from the youth services. He was actually not part of this planning group of this program. He was a worker from the youth services.

Alena: Okay, but anyway public servants, right?

Marianne: Yes, yes, I'm pretty sure they were all like public servants from the cities. We didn't ask, but I would assume that, yeah.

Alena: Seems quite logical. And Marianne, so you mentioned that the aim was also to visualize the future, right? To contemplate future trends. Did you use any specific tools or methodologies? You mentioned that it could be very complicated for the youth because they're not aware of any specific terms and tools. But anyway, did you have something specific in mind? Did you have any methodological frameworks for that?

Marianne: Now I'm thinking why I didn't invite Ville. Just a second. I will ask if he could join us.

Alena: That would be amazing. We will have gathered all your team, or at least the managing part of it.

Saima: Meanwhile, I can add a little to your question if there was a design process. I don't know, because I joined there really late when we had designed the manual, and I was looking through the findings in the process. But I think it went through a process, perhaps Double Diamond or Stanford Design School because it started from empathy and we didn't actually execute a prototype, it was launched straight away. But I would call it a prototype because we have been iterating. We got the feedback after launching the project, and now based on that feedback, we kind of modified our schedule because the future mentors said that two meetings were too less. So we suggested in the new manual that the meetings should be more. So I would say that we are kind of following design process where we are iterating on the basis of the feedback.

Alena: Okay, so does it mean that you want to proceed with this model with some modifications?

Saima: Yes, because even now, people are interested, and they want to benchmark this project to launch in their own cities. And that's what the essence of this project was. We also had an event in Brussels where cities who had launched this Future Mentors program in their cities, we gathered after the Euro Cities conference in December where we shared our findings on how this has been effective.

Alena: This is amazing. But is it like common practice within your department or the administration in general to use Design Thinking? Because I can see a lot of flexibility, a lot of modern approaches here. Is it common practice?

Saima: It was actually Marianne's project, and I would say that it was true co-creation project at heart. Espoo city calls it a dialogue, but if you look at it, I would say it's like a co-creation project, because, like you said, there is no waterfall, everybody was working on feedback and agile methods. I would say it was a co-creation project. And now, again, we are working on feedback.

Marianne: Now I think, I'm sorry that I'm so poorly prepared that I'm inviting people.

Alena: No, this is absolutely amazing. It brings so much value.

Marianne: I think Ville Leino, who I have been talking about from the Youth Services, will join us soon, so he can answer you. I'm sorry, Saima. I couldn't listen to you all the time because I was writing to Ville, but Villa can tell you more about how he, if I understood your question was about how we came up with the methods or the way to get them to think about the future fears and dreams. Was that your question?

Alena: Yes, exactly.

Marianne: Hi Ville, thank you for joining on a two second notice. And maybe Alena can just briefly tell you what we are talking about, we are talking about Future Mentors, as I wrote you. But she was more specifically asking about the methods, how we came up with the methods that the youth would be working on their dreams and fears. I know you came up with those methods, but maybe Alena can tell the question again.

Alena: Yeah. Ville, thank you very much for joining us. It won't take long. So I'm actually working on my master thesis, on my dissertation on the use of innovation methodologies in urban projects, I'm investigating the case of Future Mentors program, got really interested in this case. And my question was mainly about the methodologies, and we already discussed a lot of aspects with Marianne and Saima, but my question now is about the methodologies you were using. So how exactly you came up with this, because I can see some elements of futures and foresight methods here. So how exactly did you come up with them? Why? Who was the initiator?

Ville: That's a very good question because it was a busy time last spring and I just remember working really intensely with this project. I think first idea about dreams and fears, it came from someone else than me. I can't remember. Was it already in the Aalto university students' program?

Marianne: Yeah, we already had the dreams and fears. If you can, Ville, maybe tell a little, because I know it was you who came up with the more specific ways, so maybe you can tell us how you came up with how we could make them think about their dreams and fears. The more specific, like the workshop methods, because I know that you came up with those, and those were really nice. So how did you come up with those ways?

Ville: Just for background information, I've been working in youth sector for 15 years, so I have a pretty good idea on how groups work and how to achieve certain results when working with a group. I think it was all just like personal experience and going with the flow and the idea that, okay, this works. And of course, it was a bit scary because we didn't have any time to test those work workshops in advance. So it was all like, okay, this works in theory, and I think it's a good thing. But of course, when you're working with real people, they don't behave in the ways you necessarily want. That was a bit of scary thing for me, because I remember talking about it in our meetings before the program that this is not good, that we are going to put this thing forward in 26 cities that we haven't even tried ourselves. So I was a bit a scared, but it went well in the end. Knock on wood.

Alena: But, Ville, like, if you yourself were feeling a bit scared about it, what was the attitude of the team? Was it something new to them? I mean, the project team who was actually delivering the project with you.

Ville: I think everyone was pretty busy with their own schedule, so they were just happy that someone wants to do it. And of course, we had many meetings where we discussed the whole thing. I had the main idea, but of course, the team brought a lot of their own views, and we refined things, and they pointed out some things that needed further development. I think we shared the idea that, okay, this is not the perfect way on how to approach this, but there simply wasn't time.

Marianne: You mean it wasn't the perfect way that we didn't have time to test or pilot program, we were just creating it and going straight international.

Ville: Yeah, exactly.

Marianne: But I think that's something that was clear all the way to all of us was what we want to achieve and the faith that what we are doing is something valuable and that we had the genuine good faith and a will to do it. I think something that's really important in this kind of things. And I think that's what makes

a good participation process or one important factor in there. I think we all agree that this is a good thing and this is valuable and we just decided to make it work.

Ville: Yeah. And of course, we had principles that we wanted to achieve. It was really important to us that the whole thing was built from the point of the young people so that they're taking the center stage. And then also, the other reason, the other principle was that it should be a low threshold system so that everyone well, of course we can't make sure that everyone, but as many young people as possible can take part. So that you don't have to be really into politics, or you don't have to know a lot about sustainable development. You just need to be yourself and be into the program. And that was the other thing that was guiding us during that development.

Saima: I would like to add that as a person who like had the chance to come across this project, like really late, I would say that the groundwork and research was so well developed and well-structured that even a layperson could understand that what the program was about. I think that helped a lot for perhaps the cities to go through what this program is about.

Alena: Amazing. Talking about the team itself and their skills and knowledge, because my objective here is also to identify how skilled modern urban teams are and how we could enhance their skills and knowledge. What would you say about your team? How skilled was it? Maybe some skills were lacking. How do you usually approach training? Like just anything on this aspect.

Marianne: Sorry, now I think I don't know if I understood. Can you please repeat the question?

Alena: Talking about the project team, as I understand it was like quite a cross functional team as we discussed in the beginning, right? It is not a permanent team, is it?

Marianne: No.

Alena: So generally, how would you assess their level of preparedness to deliver such a project? Did they lack any skills? Did you help them somehow?

Marianne: Well, basically when we started the program, like the execution phase of it, it was me and Ville leading the process and helping the cities on like a European level. And I think we had enough knowledge and skills in our team because like I said, we were from so many backgrounds and Ville's expertise in the youth matters and me as a social psychologist and we had this international affairs team behind us to help with the European level. Would you, Ville, agree? And with the sustainable development, I think we had enough knowledge from all different kinds. I don't think we lacked any I didn't feel that.

Ville: Yeah, I think this was a bit of an exception in the sense that we definitely had all the resources we could ask for apart from time, lack of time.

For example, usually we don't get as much support from our communications, for example, as we did this project. Because when I wrote the material, the rough text for the material and I think it was like two days and it was already made, like the layout was made and it was really looking nice and then it was just like small alterations afterwards. Because we had the Eurocities organization behind it, it was a big push, so I think that helped a lot also. I think we had a really good team and very often we don't have as good team here.

Marianne: You're right. We had kind of the international pressure to make this work also. And I was, for example, working with this full time at the end of the spring.

Ville: Yeah, me too. I was causing a bit of trouble amongst my own colleagues because I was like, can't do it, can't do it. I have this. But yeah, sometimes you just have to do it.

Alena: And did you use any special software for project planning, for communication?

Marianne: No, internally we were just working within teams and our team channels, as we usually do. And then when I was communicating with the different cities participating, we just used emails. And like I said, with the young people, we were using Discord. So, Ville, we already started talking at 11:00, so we have gone through the basic things and I told about the Discord.

Alena: But did you need to explain to, for example, city coordinators what Discord was? Because it's not quite a common thing.

Marianne: Well, we had certain people only being present in Discord, so it was Ville and I think some of the Sustainable Development Team, I don't know if they needed some kind of guidance with the platform.

Ville: Yeah. We have a person who is working with digital youth work, so we use Discord already in our own processes. It was just like developing further on that. And he was he was a big support for us during the initial setup and briefing on the platform.

Alena: I see. It seems like your team was completely prepared. Very skilled. This is very interesting to hear. Did you provide any specific guidelines to city coordinators? I mean, apart from those written materials. I already looked through them, they seem very extensive. But do you feel like they were also skilled enough to deliver on their part?

Marianne: Well, I answered hundreds of emails during the spring in addition to these manuals. But when I think about that, we had these 26 cities participating in that regard. I think our manuals were

so helpful that we didn't have like, every city didn't have to ask about everything. But of course, always something came up. Like they were asking, like, we had this, for example, recommendation for the age of the mentors, and some cities were asking, can we include a bit younger mentors or a bit older? And we were recommending mentoring team from two to three persons, if I remember correctly. And some people wanted to ask if we can only have one or five, and these kind of questions. But I wanted to work in a way that every time I received a question about something, then I included that same response in my next email to all of the cities so that they wouldn't have to ask.

I always thought that, okay, someone is asking this. Maybe this is a question for other cities too. So I tried to tackle that in that way. We offered like continuous support throughout the program.

Alena: It was mainly through email, right?

Marianne: Yes. I think I might have had one or two conference calls, but basically through email. Yes, through email.

Alena: What was the feedback from the side of city coordinators? Did they think that all these menus and guidelines were enough to actually conduct this facilitation process? Because they were the ones responsible for facilitating the workshops. Was it enough for them?

Marianne: Well, we actually asked that question specifically in our feedback questionnaire. I can open it. Saima, do you remember, like, straight away or shall I open the questionnaire? No, we can't hear you.

Saima: I'm sorry, I just muted the thing. I do have the three questions that we asked the city leaders, but not all the survey questions.

Marianne: Yeah, I can open the questionnaire because we had a different feedback questionnaire for the city leaders and then a different one for the city coordinators, so I can check it right away.

Alena: This is very interesting to understand whether it was a new thing to them, to be a participant of such a facilitation process, whether they found it a bit unusual, difficult.

Marianne: Future mentors. Feedback city coordinators. I think I can share at least these numbers with you if I share this screen. We have this overall score for the program and we have these all kinds of questions. I think this we had also in the manual these statistics, maybe those I won't show you. How were the instruction materials provided by the City of Espoo? Was the manual, step by step guide sent to you clear and informative enough?

Alena: All positive.

Marianne: Yes, it seems. Very useful and clear. Helpful. Very good. Well prepared. Yes, I think that's all.

Alena: Just wrapping up on the team aspect. According to you, what are the most, let's say, important skill skills that you would say city leader or city project manager should have to deliver such a project? Just let's say three skills. Three top skills.

Marianne: Well, I think with the city coordinators and city leaders, they had such a different role in the program.

Alena: So, for example, city coordinator.

Marianne: Ville, you can also add or say what you think. I think the most important thing is actually for all the stakeholders in this is like an open mind, and that includes the good faith to do it. Open mind and maybe like listening skills. And that's really also a skill, not everybody is equally good at listening. It requires you to be like, step out of your expert position and just maybe let, like, open mind to let the young people take control of the agenda process. Ville, what would you add?

Ville: Definitely. And I would add, an honest, real desire to work for the participation of the citizens in your city. That's one thing. And also, of course, you need some skills on how to facilitate, leadership skills and everything that goes with that.

Alena: And what about digital skills, for example?

Ville: Basic things I think everyone knows these days.

Marianne: Using email and maybe helping the mentors to make a PowerPoint presentation, I think that's what was needed. we asked them to prepare a presentation, preferably with Power Point about the dreams and fears. Was it that we asked for at least five dreams and five fears from each city? So we wanted to make sure that we get at least the same amount of dreams and fears from each city. And then they sent those presentations to us and then we formed those word clouds from that. But, yeah, the skills were only PowerPoint and emails.

Alena: Okay, but within your team, do you use any specific tools for project planning, for example?

Marianne: No, no, just the team's channel for chatting. Did we have any Excel?

Ville: Yeah, something like that. Basic office tools.

Alena: Basic office tools. I see. Just to summarize, maybe that's a question more for Saima, as she's, as I understand, responsible for, let's say, assessing the results and for the continuation of the project. Saima, how successful was the project in the end? And do you have any further plans? You already mentioned something, but just to go into a bit more detail.

Saima: I would say because it had already been designed and launched when I joined, I would say I was there when we gathered the feedback and we were kind of on the iteration phase, like I said, that we added

that to our timetable, that the Future Mentors would like to have more meetings with the city leaders. We did add it to the manual and to the timetable as well. So, like I said, that yes, it is like Ville and Marianne said, that they didn't have the time to actually prototype and test and then launch it on the full scale. Now we are still kind of taking it as a prototype and we would like to iterate it and we still have need to go through the findings because we haven't been able to do that yet. But I intend to use Miro Board for that. And I think what I intend to do is that we'll list down all the answers from what we gained from our workshops and survey and then we would be coding it according to the subject or let's say whatever the themes are. We would take it from there. We're going to filter down the data that way. And I think ideally. We would like to use Kanban board to see that, because if we're moving on and somebody else is coming on the project, that person would know where they are at that specific point. We intend to use Miro Board for that.

Alena: Very cool.

Marianne: And something that came to my mind is that we couldn't, of course, control what happens in the cities, like, after the program. I hope that's something we could have maybe written in order manual, maybe more, I think something we wrote, but that we would recommend them to use the results later so that they would somehow check with the issues they were talking about. But we can't, of course, tell any other city that you have to do this and this with the results. So that's up to the cities. But that's something we could have maybe written some ideas on how to work on these things later after the program.

Alena: Saima, I'm very sorry. I'm afraid that the call is going to end in a few minutes or even seconds. I'd like to thank you very much for your help. It was super helpful, really. Thank you very much for your time. Marianne, I suggest I just come back to you with all the notes, right, and all the small points. I'll send you a document to sign, and I'm afraid Ville and Saima will need to send this document to you as well, since you're already involved in the conversation. It's a very formal thing for my university. I'll send a follow up email. And I would like to thank you very much again for your valuable help.

Ville: You're welcome. Good luck with your studio study.

Alena: Thank you very much. Wishing you a nice day, and we keep in touch.

Marianne: Thank you. Bye.

END OF AUDIO

Alena: Hello Ariel! My name is Alena and, as you know, I'm writing my Master Thesis on the application of innovative methodologies in urban projects. Thank you very much for your time today. I'm going to ask you a few questions on the project that you were leading in the city of Hamburg, Finding Places. From what I read in the materials which are publicly available, since the City Science Lab was founded, Finding Places had actually been the first project to be delivered within this new lab, is it correct?

Ariel: Yeah, that's quite correct. We set up a collaboration between the MIT Media Lab and the City of Hamburg somewhere in 2015. And like many of our other city science projects, which now we call City Science Network, we were basically establishing a lab without clear goals or trajectory, and that's something we do all over the world. I just returned from Chile last week and we started a new lab over there. And we have about ten labs, or twelve labs right now around the world. And the goal of these labs is to really take the knowledge and research that is taking place in MIT and spread it around the world in a very kind of open-ended way.

And the projects will come. The idea is that the lab is there, the projects will eventually arrive, show themselves, and then we can use the knowledge and the technology that has been developed at MIT and in the labs to help those cities.

In that context, Finding Places kind of showed itself to us somewhere towards, I would say, the beginning, middle of 2015, because the initial prospect of that laboratory in Hamburg was to actually look at very different ideas. There was, at the time, an Olympic bid that the City of Hamburg was involved with. There were the development of the Elbe River and the Hafen City. There was the area around the Hafen City University which was also being developed. And there were a few other projects that we were looking at, very common urban development projects. But then towards the middle and the end of 2015, it became very clear that hundreds of thousands of refugees are emerging in Germany, out of reach. About 100,000 were projected to come to Hamburg by the end of 2016. We are talking about between 400 to 600 people

every day that arrived to the city. And from the point of view of the Mayor and of the City, it became very clear that we cannot anymore handle those traditional First-World challenges like development of lavish urban projects in the Elbe river, we have to shift the focus into the refugee problem.

Alena: And talking about the team who was actually delivering the project, who did it consist of?

Ariel: Right, so that kind of goes back to the idea of those City Science Network labs. Our collaboration was established between the MIT Media Lab and then the City of Hamburg. Basically the Mayor Office for Urban Development. And then they found the Hafen City University as our local liaison. And so this triangle was running this project. Naturally, the challenge emerged from the City of Hamburg that was then delivered to the Hafen City University. They created a project around that and the team within Hafen City University, which was led by Professor Gesa Ziemer, that was really the team that was spearheading that idea.

Alena: So actually talking about your communication with, well, public servants as such - did they represent the administration, the city?

Ariel: Yeah. So there were a few public organizations that were involved in this project. Of course, the City was the one kind of bringing on the initial challenge. But then there was another organization which, if I'm not mistaken, it's called GIZ, which is the Hamburg or the German organization for handling refugees and for handling asylum seekers. And they were really hands on on the challenge of housing and location finding for refugees in the City of Hamburg. So for them, that was a very imminent and critical problem. They had many temporary ad hoc solutions spread around town, but they needed, of course, something much more significant than that. They, of course, voiced their challenges back to the city, the city channeled that back to us, and that sort of sparked a project.

Alena: But who was responsible for project planning, for project management?

Ariel: Within the city or within the network or where? Within the city?

Alena: Within the city.

Ariel: Well, I cannot speak for the City of Hamburg because my knowledge there is quite limited. I would say that this project was not one of those well organized in a very German fashion projects that take a lot of time and are really well structured and have methodology and all. We need to understand that there was a huge flux of refugees coming in and that problem practically showed itself to the city, and the city had to come up with different solutions, and they came up with a bunch of solutions. Finding Places was only one of many, many attempts to mitigate this issue. But I think that what the Mayor's office saw as an interesting idea was, what if we think outside of the box and then let that newly established City Science

map to potentially tackle this problem. I don't think that they were hoping for such a success with this project. I think they saw that more as an academic experiment that might be interesting to some degree, but effectively, I think, and we're probably going to get to that. What eventually happened was that from an academic project, it became kind of a real-world implementation of community engagement.

Alena: Okay. And talking about the technological solution, which was the core of the project itself, did you provide any training for local public servants so that they could use the platform in an easier way?

Ariel: Yeah. So the core of that platform was developed at MIT before that project, for other purposes. I would say the idea behind that platform was developed beforehand. And we have conducted a few initial workshops in Hamburg prior to this project before Finding Places showed itself as part of our establishment of the City Science Lab in Hamburg. So we showed the technology. We deployed a few CityScope platforms. When I talk about CityScope, I talk about the interactive… You're familiar?

Alena: Yes, yes, the map?

Ariel: Yeah, exactly. So we deployed a few CityScope platforms over there. We trained a few of the team, and they were familiar to some degree with the technology. And I think that that was a key aspect in their decision to use it eventually for Finding Places, because around the lab, they already had a few of these. They saw the potential, and they have, I think, very quickly realized that they can then harness that technology for the purpose of creating a community engagement process. Whether that would happen otherwise, I don't know. I don't think so. I believe that there was a big advantage of once again setting up a lab, sharing the knowledge and the technology from beforehand. Then as soon as a problem kind of presents itself, we can then harness the technology that we have for that purpose. In terms of educating or sort of communicating that back to public officials, the structure of the workshops was not that public officials ran them, but instead, researchers within the lab were the one running the community engagement and participation workshops. For that reason, we weren't supposed to communicate and educate public officials on how to run the platforms, but they had very good, first of all, very good understanding of how they work, but also a way to monitor and see the results coming in from those platforms almost on a daily basis. So that was another kind of important part of creating communication channels between the system and public officials.

Alena: Okay, this is clear. And also I read that there was a special role of a moderator during the workshops. Who were these people?

Ariel: So again, these were either researchers within the lab or in some cases, it depends on which workshop we're talking about. We had, you know, many of these meetings and events, but generally they

were either members of the lab or members of a moderation organization. If I'm not mistaken, they were a nonprofit organization that were specializing in community engagement that were taking part in those workshops. And the goal, of course, was to explain what's going to happen, to lead people through the different platforms, to sort of organize the day as well as to mitigate a conversation. Because eventually, the tools, as good as they are, they're just a starting point for a public discourse. And especially in these topics, things can be come pretty heated. And so the purpose of moderation is to make sure that the conversation is kept in a moderated way.

Alena: Yes, absolutely. But making one step back, you mentioned these demonstrations of the map even before starting the Finding Places project, but I also read that you conducted an observational usability study at MIT. It was even before these first workshops, right? So that was your MIT lab team, right?

Ariel: Yeah. The CityScope platform as a tool was developed at the Lab a few years before that, and there were many incarnations of that tool, most of them around the same notion of a physical, tangible platform table, what I think you call the map, physical table, which is interactive and digital. And then kind of the crux of it is that as soon as you interact with a table, computational models update the state of the city or the neighborhood or the street, and then reflect back onto you. And so since 2012, 2013, we started building these platforms. And at the beginning, it was just an internal kind of project within the lab, but slowly it became something that other people wanted to use, and other cities and governments and organizations and companies wanted to explore. And just before Finding Places, we had a collaboration with the City of Boston, where we deployed very similar platforms for the usage of community engagement in the context of bus rapid transit analysis. There is a paper, I think there were references in the Finding Places paper that can lead you back to that project. And this was, for us, a great attempt to understand what it means to deploy a CityScope in the context of real-world decision making. So beyond developing the platform and beyond testing the technology, etc, what it means to actually take it into the real world, put it in front of the communities, seeing how they interact and react to the technology. And I think that this learning moment was critical for us because we came to Finding Places a bit more prepared in terms of what the technology can, but I think most importantly, what it cannot do.

Alena: Amazing. Talking about the coordination of the project as such, did you use any specific tools, software, instruments? Because I can see that there were so many stakeholders involved, and so I bet you needed to coordinate it in a certain way.

Ariel: Yeah, so there was an organization, which I'm blanking out of its name now, but I think it appears in the Finding Places paper that was in charge of identifying public figures or public leaders that would

be good candidates to join the Finding Places workshops. That was a critical part, because what you have to understand is that we're talking about a city of 1,2-3-4-5-6 million people. It's a very big city. When we talk about a community engagement, there is zero chance we can bring even a fraction of this populace to the lab and have them interact with CityScope. What we needed to do, and that was clear from day one, is to find local leaders that within their communities, within their neighborhoods, will have the maximum impact when it comes to community engagement. Now, these are not necessarily political figures or elected officials. This could be your barber shop manager or the bartender in a street corner or the priest in the local church. But these people know so many others and have an outreach to larger communities that through the physics laws of social network, will basically spread the word and will create enough traction around the idea of Finding Places. And so there was an important organization that was tracking those people down, finding them, and sort of trying to bring them into the community engagement events so that finally we'll have maybe 400 or 500 people coming into the lab, but they will spread the word to tens of thousands, if not millions.

Alena: But so in terms of communication between different departments, the lab, the university, all these organizations that you mentioned, the one responsible for refugees, did you use any unified single instruments, or, I mean… I'm just trying to imagine how it was all coordinated, because..

Ariel

Emails. It's even before the Zoom moments, I think either emails or Skype calls at a time. Nothing fancy. Nothing fancy. Let's put it in two different contexts. When we talk about the coordination, sort of logistics, etc, emails, conversations like today, I don't think we're there really, at the time. But today, in terms of software development, there is the whole open source world GitHub and other tools that are supporting development, and a lot of the conversation can take place there. So there is a technical side of how we build this, how we deploy it, what are the problems, the challenges and the potential. And then there is the whole logistics side, which is in traditional tools.

Alena: No, I mean, I'm sure that you are very much ahead from the technical point of view. No doubts. I'm just thinking about public servants more.

Ariel: Okay, so it was all based yeah. With the public servants, I don't think we had anything more than traditional communication.

Alena: Okay, so no project management tools? I mean, to track the delivery of the project.

Ariel: No, unfortunately.

Alena: Fine. My next question will be on the role of citizens. From what I understand, they were not quite involved in the first stage of the project, right? The ideation stage, the deployment. It was actually already decided that CityScope will be used for this particular objective. But from what I read, they were very actively engaged during workshops. So why did you opt for this particular approach to involve them only during workshops?

Ariel: Yeah. So one thing we sort of learned from the previous project, the BRT project, was, I think, what you were alluding to, which is it's important to involve the public not just in the final engagement process, but really in the design and development or the engagement process itself. Because the earliest you involve the public, the better engagement you're going to have at the end. You will design better tools, you will create better methodologies, you will have more buy-in from the public, when it comes to community engagement. That's something we learned from the BRT project, the one that was right before Finding Places. Finding Places was born in a haste. It was born in a very tense moment where there were very few weeks for us to think, design, develop, deploy and start the community engagement process. So while we were conducting a lot of consultancies with experts in community engagement and refugee organizations, etc, really addressing the public and opening up a full conversation of how we imagine that community engagement to take place was not something we could handle at the time, because we were basically pushing back on the start date for Finding Places. And I think once again, in the context of that collaboration with Hamburg, that was the first project in a new lab that was just established in a small university in West Hamburg. I don't think that the city saw that as kind of a critical moment in handling refugees. What eventually ended up being, I think, a much more important project, started very humbly. And so I believe that if today somebody will say, let use kind of a Finding Places platform for another community engagement, for sure there will be a much more focus from day one.

In this case, it was more, okay, let's try that, let's give those researchers students an opportunity to play a bit of Legos and see what happens. I believe that today there will be a bit more scrutiny on how exactly we shape the process, what are the key takeouts, what we want to achieve, etc. The last thing I would add is that we learned while moving. So because we had dozens of community engagement processes while the technical platforms stay the same, the methodology around using the platforms and conducting the workshops emerged over time. So how much time to spend on the platform, how much time we want to discuss, what do we want to do with the platform, how much freedom we give people to roam around and play with the different tools versus kind of very strictly managing them. All of that was learned as we moved forward.

Alena: Also, I read in the conclusions to that academic paper that you published that it was one of the most difficult points to show people, citizens how to actually use the City Scope platform, right?

Ariel: Yes, exactly. That's another thing. So kind of as I mentioned before, if you design the tools alongside a community, there is a good chance you're going to get feedback about the usability of the tool itself. Does it work, does it not work, what's the friction point. We haven't had that luxury at a time. So the tool was developed, I think, very professionally, but to some degree too professionally. So the general public would find it a bit challenging to understand what are the trade offs of the doing this or that. There always needed to be a person handling the tool on the back end. So kind of managing some of the technical side, people had to be sort of cautious in terms of how they interact so things will still keep on running. From a standpoint of human-computer interaction, it is sort of a deterrent because your iPhone or your tablet, you use them freely, you don't think about that too much. If you have to think about everything, every step you make, that's a bottleneck. And so this is one of those things we've taken out of Finding Places that if we do community engagement and if we use CityScope, we have to be very focused on what it is that we want to tackle and how easy we can make it so that everybody, no matter who they are and what is their background, can interact and use the tools.

Alena: But how frequently did you collect feedback in terms of the well, using the platform and the workshops in general?

Ariel: Feedback was collected all the time. That's one advantage of using digital tools. You, first of all, have literally the feedback from interacting with the tool. So every time somebody moves a level brick or changes the state of the table, we record that and we know that happens. We also had exit surveys so that we can ask people how they felt about the interaction with the tool and generally the community engagement.

And there were as well as different informal conversations that were taking place. And some of that, I think, was recorded also in the paper, the discussions with the general public. In previous cases, where we had more of a lab setting, we also recorded videos and that helps you to also understand not just necessarily what happens on the table, but what happens with the people around it: are they engaged; is it only one person interacting with the table and all the rest are in the coffee corner. Kind of trying to see whether this is really an engaging platform or just a prop.

Alena: You were collecting feedback all the time during all workshops, but when did you assess the results of that, of all those surveys and interactions with the map itself?

Ariel: These were assessed internally. The end of each workshop had sort of reflection and feedback moment where all the members of that workshop would sit together and have a conversation about what went well and what not. Again, as I mentioned before, giving the very short timeline and sort of the hastiness in which everything took place, we couldn't have a good recollection of those conversations at the end. What we did have was, again, that learning process. So if we sit at the end of a workshop and learn something about the process of that specific workshop, we will improve towards the next day over time.

Alena: Exactly, that would be my next question. So you would improve every time?

Ariel: Yes, yes, yes, absolutely. Making it a bit shorter, changing the sequence a bit, having more conversation. It's really about… it's the crux of human computer interaction, right? Like, how do we understand the humans, how do we understand the machine, and how do we make the best use of both of them. That was really sort of a key part of that conversation.

Alena: I also read it in the academic paper, and it seemed interesting to me that you were also trying to create specific tools to achieve the long-term integration of migrants. So not a short-term solution, as it would be well, in general case, but more thinking in long term. What exactly did it mean?

Ariel: We need to think about the refugee problem sort of as an urban planning problem and not just as an emergency problem solving. Because from the emergency point of view we can find different locations in the city and kind of ad hoc temporary solutions that might work. We can use digital tools to do that or any other tool, but that will be very short time. What we wanted to do is to create a tool that allows us to think in the longer term on whether refugee family that is currently being suggested to live in that part of the neighborhood would have the proper schools, hospitals, access to mobility, access to work, access to green space. All the aspects that are part of a good urban planning process in a process of housing refugees. So in a way we wanted to leapfrog what usually happens, which is you find a temporary solution, then you find a bit longer term solution, then you find the kind of ultimate solution. We wanted to leapfrog that and make sure that decisions we take from day one could have the best impact towards the future. We saw that the tool was really highlighting some of these challenges. It was positioned a family of 20 refugees in a parking lot which is empty and everybody would assume that's a great solution. But then you realize, hey, that's actually very close to high voltage power lines or to some contaminated land, or there is no access to parks or schools are very far. And then there is another conversation do we build a new school? Can we afford building a new school? All of that was sort of part of a very long term solution versus where do we host them today, tomorrow, and for the next, you know, year and a half.

Alena: But did you use any specific tools for that, you know, to imagine the future? Like future scenarios or something like that?

Ariel: That's what the CityScope was doing, that's what the platform is about. So as soon as you are interacting with the tool physically, different layers of information would emerge to give you some prospect, some prediction onto that potential future. I would say that in the Finding Places, that was really in its infinity. But the CityScope platform in general, since then till today, this is really what it's all about. It's about taking the coin state, then shifting it, transforming it into a new development, and then seeing whether that development work with everything we think is good urban performance.

Alena: Coming to an end and talking about the results, did I understand correctly that six accommodations had actually been built as a result of the project among those 160 selected by the citizens? I read the academic paper and I saw the reasons, but what do you think was the main, maybe mistake? My assumption would be that you should have well shown on the map only the feasible locations for accommodations. That's what I at least interpreted from the paper. What are your ideas on that?

Ariel: Well, I think there were a few different factors that contributed to the result. To me, six is a lot, actually, considering the fact that most of them got permits while we were still doing the engagement, meaning something that usually can take years, if not decades, until it comes to fruition. There were a few factors. I think the most critical one is that the flood of refugees was stopping. What was anticipated to be in the hundreds of thousands or tens of thousands in the City of Hamburg eventually dwindled towards the end of the year because the borders on the Eastern part of Europe were closing down and so not as many refugees did arrive to the city. To many of them that were already in Hamburg - other solutions were proposed. The City found different temporary or longer-term solutions and in some case cases where none of these solutions were available, some of the sites were found. What I do know is that despite the fact that only six or seven sites were constructed, the repository of those found places was kept and then further researched by the city for future purposes. And as you know, there is now an ongoing war in Europe which created the flood of new millions of refugees and many of them found themselves again in Germany as refugees and these sites might eventually, with further updates could be useful when time is right. We all hope that people can go back to their cities, but as we all see, not all of these cities are still there. And so there will be probably some degree of refugee housing problem in Germany and in Hamburg in general. And I believe that those results will not be just what was constructed in Finding Places about what could be used in the future.

Alena: But is the CityScope platform in Hamburg being used right now?

Ariel: What happened with it, so, first of all, the lab is still there and it's doing a great job in using these tools for many other purposes. They have projects in Africa, projects in Europe, and there are many other incarnations of the physical platform for different purposes. That we were just completing a project in the City of Hamburg for a site called Grassport, which is very close to where we started this collaboration in 2015. In terms of the refugees, what I know is that the European Commission, the OECD, and some other organization took the ideas of Finding Places and embedded them in some of their efforts for community engagement and public participation. There was a competition by the OECD that we received the award for, and the tool sort of became part of their toolbox for community engagement and participation.

Alena: That's actually how I found the project.

Ariel: The OPSI, yes, exactly. So that's really what we hope will happen. The idea of this tool, again, not necessarily that tool specifically, because I wouldn't necessarily say that's the perfect instrument to conduct community engagement today, but the idea of how you can involve the public in a very active and interactive way, I think did find itself to the rest of the world.

Alena: And Ariel, by the way, talking about numbers, did you have any specific metric at the very beginning? So how many accommodations did you expect to be built?

Ariel: I think there was a conversation about 20,000 units, but that number was a very general starting point. Again, I might be wrong with the numbers, but it was never set up. Like you have to reach that number. It was more about "can we try and use that platform to find an agreement around 20,000 housing units"? I think that finally somebody made a calculation that if you take those 160 sites and you build modestly on them, not skyscrapers, but really modestly, you would reach very close, if not more, housing solutions.

Alena: It was, anyway, an experiment, right? It was conducted for the first time, so it's already a great result. My last question would be, so as you interacted a lot with the city administration, with public servants, would you please name three most important skills that a public servant should have to successfully deliver these innovative projects in the city?

Ariel: Yeah, I think the first one, I would say, is open mindedness, being able to accept ideas out of the box and commit yourself to things that are beyond your traditional scope of work. The second one, I would say is courage might not be the right word, but really being courageous enough to not be afraid of your own people and communities. The assumption that the public doesn't know what they talk about is rooted in many traditional processes of decision making in cities. But today, we know that the public can be as expert as the public officials if we give them the right tools and access to knowledge. And I think

the third one, which is probably the most important one, is understanding what we coined at some point as a top-up process. So you're familiar with bottom up processes, right? You're familiar with top down planning? Top up is really this moment where a grassroots idea finds the right public officials and together, they create this new channel. And I think this was really beautifully orchestrated in Finding Places because the Mayor, alongside the public, created something that otherwise would not happen in a grass route process. The public would not create Finding Places and the traditional government would create a bottom-up process. But together they managed to create something that elevates the public need with the domain and the authority that was given by the Mayor. So I think that's really the key aspect of this whole project. How do we combine the power of the decision makers with the general knowledge of the public? So top-up approach. I think we have one more minute left, but this is just one thing. So I'm dropping in the chat here a link to my recently published dissertation in MIT. And I think that this will give you both for this project, but for many, many other things related to CityScope, a good insight and understanding what the tool is capable of doing, how we use it in other cases. And I think it's going to give you a good background for the rest of it.

Alena: Thank you so much for that. I'll definitely look through it very thoroughly. And just one minor question, because we touched upon different approaches, did you have any particular methodology in mind when you were delivering Finding Places? Agile, Co-design, Design Thinking, Future and Foresight?

Ariel: It was Agile by design. It was just very flexible. So that's really one key aspect of it.

Alena: Ariel, thank you very much for your time. I know we exceeded the limit already, so yeah, we keep in touch. I'll send you a consent form and all the notes after processing the recording. Thank you very much for the link, I will thoroughly study it and yeah, we'll keep in touch.

Ariel: Yeah. Good luck. Looking forward to see the final result.

Alena: Thank you very much. Have a nice day.

Ariel: You too. Bye!

END OF AUDIO

Alena: Hello Oana! My name is Alena. Thank you very much for your time, I really appreciate it. So today I wanted to ask you a few questions on the Future of Work, the project that you've been very tightly involved in. The questions will be very simple, and they will be dedicated to the methodologies and tools that you used to deliver the project and specifically to the skills of the team who was delivering the project. My first question is, whose idea was that? The main composition of the program, these four thematic blocks that you've ideated, whose idea was that?

Oana: Yes, actually, the person who put it all together is a young woman from Romania called Anamaria Bravian. She's an urbanist, and she started to work with the Cluj Community back in 2018, I think 2019, something like that. And I think we first met through the Cluj Cultural Center (CCC). Cluj Cultural Center is an NGO that was formed by the Community of Cluj as an outcome to recover and readjust after losing the European Capital of Culture competition. So it was for the first time that Romania had this round to apply with cities for European cultural capital. And it was such a big common goal that actually, I think anytime somebody wants to understand our city and our community, where it started – it started there. It was the goal that put everybody together, and a lot of energy was, like, built for this competition. And we lost it. We lost it, it was very, very dramatic. It was the last two cities in Romania. It was like the jury decided it was all the time even. And at the end of everything, it was the jury president who had to choose between the two. And it was like biblical. At the end, they chose the other project and then you had this big depression in the community.

And the Mayor who was there at the audition, he said, trying to put together people's heart, to put it back, he said: "Listen, people, what happened here? In the end, nothing happened here. We just lost a cycle. But we are here. The project is here, the construction of the candidacy is here. Let's try to do it." And then from these ashes, this big pile of ashes, I think it took half a year, a year at most, it arises that we could create this NGO, Cluj Cultural center, which is formed from a lot of formal actors in the community, like

the city, the county, universities, companies other than NGO. But it's not owned by people, by individuals. It's owned only by legal entities who join, different NGOs. And they started to find their way and their mission in the community. They squeezed the candidacy out of the compulsory items, which did not necessarily make sense, for sure. And it stayed with some structural problems. And ever since 2016, I think it was, they are building on, they're still doing this. But they are building on this strategic project which was pretty much a little bit of everything we have. As a joke, we call it "cabbage à-la-Cluj", because at some point they started to do a little bit of everything. They did innovation, they did culture, they did education, they did a little bit of everything.

But back in retrospective when I look now, I think it was super meaningful for all of us that that was happening there, even though it was a little bit too much to be in one entity. So it got unsustainable in the long term.

Right now, I think they settled a little bit more and they found one or two directions. It's like a travel brother that was abroad traveling the world, and right now they came back with all the knowledge that they have, but they want to settle, to buy a land and to install and create something. This is pretty much where they are now.

But back in 2018, one of the strategic projects that were popping from this NGO it was the Innovation Division and I will give you my personal experience with this project because I generally can tell you I did not understand anything at the beginning. There were these people coming and talking with me. They kept on telling me that I am instrumental as a public employee for this thing and all I can do was to be polite and attend the meetings. But I did not understand anything.

And it overlapped with another flow in the city, the city is super active because everybody wants to make history in a way. But in a different stream of the community, aside from this cultural block that was back then very hyperactive and started to build theory of this Innovation Division that you can find on their website and you can have all the history and the timeline.

In parallel, it started with the clusters. There are a lot of clusters in Cluj, but back then we just connected with one of them and the girl, Anamaria, that's running that cluster, she was very active at the European level. She tried all the time to promote the city as a destination for attention. And I think she was the one opening the community and Cluj for this idea of being part of international innovation project like Horizon 2020. And of course that was a second poll. And the third poll was pretty much, let's say these five people in the municipality who felt that just going to the municipality and going back doing what we did is not enough. Like for example, I would say in my case I'm in charge with Citizen Information, so I make sure

131

that your experience as a citizen when you come to me is as smooth as possible. And I use all the digital tools that are available for you to make it as intuitive as you want. And if you don't want to see us, I'm the one who's supposed to make everything happen. So you don't know where it is and your problems are solved before arising. But at the same time I was the spokesperson of the municipality and in charge with the institutional communication back in 2018, it started not to be enough to just communicate what I think you would like me to hear or what I think I want you to do.

And the media was declining a little bit in influence, because social channels were arising. And with all these dynamics connecting with these people in the ecosystem, even on a personal basis, it was so interesting for us to meet these new people that were talking about these new and fresh ideas.

We started to meet a lot of times. At the beginning it was just, I don't know, happening. But then Bianca invited us to join this international Open Innovation conference. She came to us in 2016, I think, at the end of the year, saying I was approached by people from the DG Connect, from European Commission asking if I think our city might be interested in hosting this event, but I cannot do it myself because it's a big event and it's a big cost.

But I think before saying no, I would come and ask you, municipality, would you like to do this? And we said, yes, we would like. And I think this is pretty much where it all started, at least where I'm as a stakeholder and as a person involved, because this Open Innovation 2.0 conference came as a package with a series of events that we needed to comply to do. It was a gala to award innovators in Europe. It was a two-day conference, it was a matchmaking event, but it also was Innovation Camp. And it was the first time when I heard about this methodology of the Innovation Camp. It was, I think, integrated a year before in the approval. And it's something that overlapped and from that point on you can still follow, if you want to follow this thread on European institutions. It was the first time Committee of the Regions and centers were connected in order to build stuff and it was super connected with the Committee of the Regions. And as it happened, our Mayor became back then a member of the Committee of the Regions. That meant that when the allocated members from the Romanian delegation could not attend, our Mayor would go there and I can tell you that just a second, I need to open. And I can tell you that if you look at the the progression of the Mayor in Committee of the Regions, I think, it's symmetric with what city did. So in 2017 he was a member of the Committee of the Regions and now he is the president of the Commission in charge with cohesion policy, transportation and regional development. So we have discovered during 2017 up to now the tools and the channels where to put this energy that we all the time had in a together approach.

And, of course, we started to gain a lot of better results, more results. We will come back to the Future of Work. Back in 2017, in the Innovation Camp we needed to have four challenges. We followed the methodology. One challenge was taken by the cluster who kind of was co-organizing with the municipality, the other was taken by the municipality. But we needed to have one who belonged to the Committee of the Regions, and we did not know anybody to take care of that. People from Brussels were not accustomed to this. They wanted this to happen, but they did not want to do it. We asked the Cluj Cultural Centre to do it in the name, curated in the name of the Committee of the Regions.

So we came up with a challenge and then they did the methodology and it was back there when we connected with Anamaria and since she saw us there I think she might have felt or seen that. Back then I think she was a consultant already. She is what you call a local talent that went abroad – in Romania it's a very specific profile for young people. You eat all your soup in your place while you're at home and then everybody expects you to grow.

Alena: What's her name again?

Oana: Anamaria Vrabie. You will find her on the website of the project because she was in the end commanding the project. But back in 2017, when she met us, she came to facilitate this workshop project and she stayed. I think it was back then that she started to see that if we do together urban, innovative actions, it was a type of funding that we have never applied for in the municipality, because we never saw the municipality as an actor in the innovative approaches before. And I think this is her big merit, that she came and said, you are the one who are supposed to do this as a legal authority. And no, this is not for startups, this is not for IT, this is not for IT clusters. This is for you to do it. Because innovation is not only computers and high technology and stuff like that. When you say innovation, it was best back then in 2017. It took us a couple of years and a lot of encouragement, several encouragement that we got from Commissioner Gabriel for all these steps that we then started to do, to come to the conclusion right now that, yes, at the core of the innovation needs to be the voice of the local.

It needs to be the voice of people, of actors who are connected with their expertise or their specific type of value. We have come a long way. She proposed the municipality to apply for this funding and then she helped us with the proposal.

And I understand that from the urban innovative action point of view it was a project that was innovative in itself through the fact that it proposed a co-management. So we applied legally because there is no means for two entities to apply for this kind of funding. But then once we took the whole legal responsibility as a municipality we shared in equal parts the management, the decision making and even

the image, the branding or whatever. So it was in itself an innovative mechanism because you brought resources in the community and then you equally shared it with the stakeholders.

Alena: By stakeholders do you mean citizens or…?

Oana: The entities. We applied for the project, the project was on the Job and Skills topic and we signed the agreement with Urban Innovative Action Secretariat and then we started implementing the project. But in the implementation of the project, we had two managers. Then we had all implementation team in the mirror. So I was like for example, communication manager, but I had an account in CCC which is an NGO.

There was like an acquisition partner, it was everything mirrors like that. And we brought into the group of this project other local stakeholders which were a university, the Art and Design university, the clusters, the innovation clusters, both of them, because we have two: Furniture cluster and Creative industry clusters, the Art and Design university and the Film festival. Why? Because on the Jobs and skills funding line that we applied with this project which is called Cluj Future of Work, we submitted a project that tried to tackle the challenges of Cluj, facing the dynamic that we can pre-anticipate on the job market and the profile of the city being very hard marked by IT. We have one in four people working in IT sector, so automation, ChatGPT and all these technologies that are coming back in 2018 when we had the project, we anticipated that they will create a shock. And CCC was super focused on tackling the emotional shock and the mental shock on this component. And the municipality was super interested to anticipate the economic shock and the dynamic that this can arise. And then they put a layer of the Cluster. So we thought the architecture said okay, so we know for a fact that something disruptive would happen on the market of labor in the future. If we just then have wait to happen it will hit us in the head because unfortunately while it's a big job opportunity, the city is a little bit narrowed towards a specific job market which is highly, highly highly attached by the IT community.

And then the second one that is at the opposite completely unacknowledged but very present and very potentially relevant in terms of solutions or in terms of alternatives or in terms of reality and giving just a structured way for them to easier mark in the job market for the creative industry background. So in the studies before the project, we have found out that 2000 young people are ending each year by university in a sector that has to do in a field that has to do with the creative industry. More than 80-85% of them never work in their work of expertise because there is no work in creative industries in Cluj as we speak. They are all absorbed in the IT market or they go broad. So the outcome of the effort that the community is putting in terms to educate and form new skills and new workforce. And back in 2018, this was

something we tried to put together in this project. Of course, having this heavy, heavy component of artists and very history communities. And you can imagine the philosophers and stuff like that. They also included a heavy component on "let's try to use art in order to make people express the fear of the future of work". And there were these funding opportunities in the project that allowed artists to access mini grants to fund their statistic understanding of the future of work. You can find all these technical details and all these deliverables, and I think even in English. But you need to first look what you have there and then you can help me understand more like specific what you need.

Alena: Yes, yes, I've already looked through the materials. I found one very detailed brochure.

Oana: I will put here what I find. But aside from this, I can even ask specifically if you tell me what deliverables you would need. I can do that with a colleague. Long story short, we implemented this project and we are at the end.

As any change process, a lot of eggs were broken in the journey and in the process. And I think right now we are more detached from each other as actors. But each of us as actors in this co-managed project are more empowered in the field of what we do. So, for example, I take again my experience, I extracted somehow all the learning and the expertise that this project offered me. It was an immense learning opportunity, but even the effort of creating the education cluster, which was another NGO formed. And I said some of them overlap to change the member in Commission education cluster. But our focus right now is on understanding the deep tech innovation way that the European Commission is trying to put towards and to bring to the lowest level of the territory and try to contribute as much as we can there. So I kind of shifted from philosophy and feelings and stuff like that toward more structural understanding on how we can contribute sustainably in order to redesign and create locally the institutions or the entities or the communities that might have a structured dialogue in order to build all these digital innovation value. Yes, and it was an important exercise for our community, pretty much showed us how we can.

Alena: And how long did it last, the project itself?

Oana: For 36 months. It was a very standard project. It took a long time for us to start. So the bigger view is we had €5 million, we split it into 2 million work for all these creative, crazy thingy. And 2.5 million were used to buy the infrastructure.

So we bought three, we equipped three or four different labs in a specific infrastructure, I think. I'm not sure about the numbers. We have the infrastructure called Co-Innovation Park, which was empty. We put together five maps that from the project perspective, it's a physical hub that allows you to create and apply

curricula that we will define and acknowledge. It's needed to upskill the young employees in IT companies in order to equip them to face the disruption and the risk of losing their job.

And the third thread is startup and innovation. We would like to put and we put these infrastructure to the service of everybody wanting to invent new things to test them because I think this is the type of support that the municipality can do for the young and startups.

So three threads were covered by the infrastructure that was bought there. It's there, it's functional, it's not as used as we would like to, but we are still building different new projects in order to make sure that it's not just there.

Alena: Okay, Oana, and talking about your team… You mentioned that it was like completely co-management, right? A mirror structure. So how large was the team from both sides? Who did it consist of?

Oana: I think it's a pretty standard team. So we had two co-managers, we had two assistants and then we had two communication managers. And then I think legal, or I think we had our legal and financial support, because we were the ones kind of drafting the, the transfer document process. And they, I think, had responsibility for specific work packages, but the work packages were also shared with the other partners.

There was a work package… Ah, I forgot to tell you about the work package setting of seven, which was the Cluj Metropolitan association, it was also a member of the consortium. We also had this Work Package 6 which had to do with informal work. In Cluj we have a community of, let's say deprived people, most of them coming from the Roma community. And it's a big social issue and we try to onboard the needs, the met needs and the potential future opportunities of the individuals that are in that community to the project while the project was being implemented. Starting from the fact that they created and they put their Internet to connect them digitally with the world, that was actually the first thing. Or a bus and shower and stuff like that, which were like in order to help people to be able to have everything. Continuing with the mapping that was done there, in order to assess the potential on the job market of these people and also trying to connect them with events and activities as much as possible. And I think there is a report for that as well on the project.

Alena: Okay, that's clear. And talking about the team, so two managers, two assistants, two community managers, some legal employees and then this responsible for thematic packages, right?

Oana: Yeah, and I think the other project members like the work packages leaders, they also have small teams in their entities. So they had their own communication, because I know at some point I coordinated a group of communication people which came from all these seven partners.

Alena: Okay, so let's call this team very cross functional.

Oana : Yes, yes, right. They covered all types of activities that were meant to happen in the long term in the project.

Alena: And would you maybe describe me the approach that you used to collaborate with each other, to communicate?

Oana: Yes, it was a mess. It was an Italian drama *(laughing)*, but it was a learning process. So in order to have an external opinion on this, I will also give you the contact of Simone d'Antonio, who is from Italy. He was the expert designated by Urban Innovative Action to follow up on the process. And I think he came at the beginning, at the end, and at least two or three times during the implementation. And I think he had this external approach on the content of the project, on the deliverables, and also on us. So, if you invite him…but I can be very honest with you and tell you that we wanted to kill each other at times, but then in the end, based on the fact that we like each other and that we trust each other and we needed to correctly end this project. Nobody was dead in the process.

Alena: But why so, why was it so difficult?

Oana: It was very disruptive. And it was like, for example, even for Anamaria, I think it was a very human, heavy human experience, because we all looked at her having 14 pairs of eyes look at you. And I think from day one, what needs to be done clearly, and she knowing exactly that not knowing clearly is the point, but not being the point to tell you that at the beginning. So what I'm giving you is the feedback with a perspective…

Alena: It is very very useful!

Oana: Where I am much, much, I don't know, open and kind towards her and see how complicated it was for her to tackle such structural people that wanted to know: "I want to know when to come. I want to know what to do. I want to know where the money, I want to know what's expected of me. I want to know everything…" And it was exactly the point of and having all these actors to end up with COVID in the middle of the project. It was crazy! So it was super complicated. But getting outside of this experience and looking in that perspective, it was a school. Everybody left the project more empowered to see things through this cross-sectoral approach to this collective approach. And I hated every minute of the first half

of the project with this idea that I could not progress in my task because I depend on a lot of people or who never answer emails or didn't know what to say to me.

But right now, I took this as a habit, and I do it in five different projects that I work on in the municipality or in the Cluster of Education. So it impregnated me. It changed even my mindset on how to approach things. So I know that not knowing, it's exactly the side of intellectuality.

Alena: But talking about the skills of the team, could you name me the most important skills that the team possessed by that time that you think helped deliver that project in the end, in quite a successful way?

Oana: I think that from the innovative perspective, the skills at the beginning were not pretty much there, I don't know… it was what you found in the guideline. From the experts and from the external collaborators that the project brought, there were a lot of workshops, a lot of inspirational sessions. We had this conference where we had speakers coming from Boston. We had experience visiting Boston too. That visit, for example, changed a lot my mindset because in Boston, they had this new Urban Department where they put in the municipality a team of people that come from profitable directions, from artists and philosophers to teachers, and ask them to go and figure things that need to be tackled the city. They two, three examples that they did, lots of them using nudge, behavioral economy. Our exchange with them back then was…

Alena: So do you mean that these inspirational sessions, were they arranged for your team?

Oana: Yes, and it worked. I mean, it upskilled us quickly on thinking perspective. And I think that now, like, for example, again, speaking from my experience, the extra skill that I have comes from the overlap of having a very structured public administration understanding of processes and policies and how things work and how you need to package a message in order to get to a policy and being able to structure the timeline that is doable and feasible and legal.

I think that's the big upskilling that the municipality team has. All of us in the municipality team, I think we were very good public administration experts in our field of interest. I was in communication, institutional communication and an internal process because I think I have already started by then this digital   transformation   process   that   I'm   starting.

But for example, Amelia, who is diplomacy and investor connection, I think she's gained a lot of expertise in how to help them put things in the logic of city strategy. And I think we saved a lot of time, and we will save a lot of time from this point on as well, having this death conversation that you might have in the city. When big investors, the big number one employer of the city comes to meet the mayor with the

political face of the city, they both have the same interest, the city to be sustainably developing the economy. And they end up thinking that the other one is stupid and the other one is greedy but actually it's just a language problem. So I think we managed that now in Cluj and we have very applied and functional relations with all types of stakeholders. City hall understands better now the language of arts, the language of NGOs. Maybe five years ago or six years ago, we would see NGOs only as entities that come to take money, and that's expensive. And right now, we see NGOs as resources.

I think companies all the time only saw municipality as taxes extractor. And right now, they understand that those taxes, they have a voice to put meaning on those taxes. And those taxes come with a duty, the city and the city takes this as a duty and puts it to work. It works that way. In that way it develops skills.

Alena: We've now talked more about soft skills, like communication, stakeholder engagement. And if we talk about hard skills, about digital skills in particular, what would you name? Maybe something that you seem possessed and something that was lacking.

Oana: Yes, I think that's maybe less successful going in the project, if you ask me. But again, it's a personal opinion. The project intended to test, propose, design, test incubate methodologies and tools and classes and curricula that later on might be offered to the community in order to upskill and reskill people of the Future of Work. And they were structured in three streams. One was industry 4.0. So for the companies that are producing stuff here to help them fix the transformation, but mainly in the direction of infrastructure, so to upgrade their technological level in order to produce economy and then in the digitizing and digital transformation for the non IT sector. They were supposed to create these classes that, for example, public employees might take in order to learn how to use digital tools in the job. And they were incubated on specific targets like people from the libraries, people from the municipality, people from museums, trying to upskill them with digital tools.

And there was also this approach on trying to help creatives and artists empower themselves with their art in a project that is called Culturepreneurs. I mean taking the startup approach and the startup incubation methodology overlaying it on an artist and that was also incubated during the project and you had all these artists trying to look at their skills as a business opportunity, as an entrepreneurial outcome and try to create a company. Not sure how would it work…There is a big discussion here in our community on this fact, and I also have this question, if this is the approach because being so visible, the project kind of push dynamics and mimic reactions and right now if you come to Cluj I think it will be even dangerous having every young people, every young person sit in several startup. And then, like, for example, right now I'm developing this project, which is Innovation Experiment Fund. And we are running the office integration,

which covers 16-26 years old to five people in the team to have an innovative or social innovative idea, and we give them support and money to test it. And I see, as we are working with this project, that at the end of the day, maybe our duty is to make sure that the community understands that not everybody needs to be an entrepreneur, maybe not that's not the panacea for societal health. And then it is somebody's job, partly of the Cluster of Education, to revalidate other types of careers and other types of opportunities and possibilities to develop as a young person in our community and also to make sure that we create visible enough and sexy enough projects on different types of startups. Otherwise, everybody comes. And now we have like for example, we have here 40 teams and at least three or four of them should never be startups. They should be completely different individuals and actors in the community. But they came here because this was what under attention and validation. So we also learned that from the project.

Alena: But let's come back to the thematic blocks and the program. So the content of all of these blocks, was it created by your team?

Oana: By work package leaders, each of them had some number of curricula, and I think I should be able to provide them to you. And what happened at the end as an outcome, as a synergy of the effort, is that the two IT clusters: the Cluj IT cluster and the Transylvania IT cluster, during the implementation of the Future of Work, they already started to apply for a different type of identity that the European Commission created in order to achieve the new Open Innovation agenda, which is the Digital Innovation hub, that's where you talk about this entity. You have them all over the place, you have them inside. So trying to achieve the double transition, the European Commission, when they started drafting, they came up with this philosophy of "we will not stop the dynamic on top-down messages and wisdom, we will re-empower regional voices". Let's go and give national states the opportunity to decide who is better sitting in their countries to establish digital innovation. And then we as the European Commission will come and fund 50% of their support cost and then the national level will come and complete the 50%. And then you will have all these regional entities which are comfortably installed in resources that allow them just to be in order to focus on the digital transformation process of either the sector that they cover or the region that they cover. So it was a big, big rush in Europe in the last two years and the two clusters include were part of that. And right now the one was, I think multi stages on selection process, and now as we speak, they are established since last year, I think as European Digital Innovation Hub.

One is for the society and the other one is Transylvania. And these particulars they grew, created and presented in the Future of Work, and let's say in an ideal world where everything works, you as an NGO or as a startup or as a company in Cluj that are focused on, I don't know, maybe tourism - you can come

one day and ask to receive an assessment of digital level literacy of your company and your employees and they will put this diagnosis on you. And then they will tell you that out of our shelf solution, these are the options that we suggest. And then the European Commission and the mechanism to which they have access exclusively will ensure you access to free training and support. So you will never get money, but you will get knowledge. This is the big architecture on how to also contribute to digital transformation process. And I think Cluj Future of Work perfectly suited their needs. In order to provide some content, I would ask an expert on the quality of that content. I don't know absolutely. I'm not able to appreciate if it is valuable or not, but it's there. And the mechanism and profit was structured.

Alena: If we touched upon the digital transformation, what digital skills of the team were essential to delivery? What tools did you use, for example, to communicate between each other, or to do the project planning?

Oana: I think we had this Drive, Share drive point where we had folders for, I believe, the co-management team. I had access to all of them, but they were structured in terms of accessibility based on the layers of contribution of specific actor. So you had this management folder structured stuff. And then for work packages, there were subfolders, each of them with the needs of the team to be able to store pre-deliverable, deliverables, project reporting and stuff like that. It was a very laborious work. It was a big project with so many stakeholders. It also brought a lot of innovative approaches in the public procurement component because we were able to buy in Romania for the first time, digital and innovation technology that was never bought by public money. We were a nuisance for the Joint Secretariat all the time. We needed their guidance to allow us to do specific acquisitions and stuff. But in terms of digital tools so this was pretty much the digital structure where you could see all the tools for the project.

We used a lot of Zoom and Meet and Teams and stuff like that, because I think the project started in December 2018, and then in 2020 we had covid… I think it started 2019 in December. We got caught by covid. There were also reshapes in the activities based on that that were validated by the Secretariat. But I also think a lot of the trainings were also done online, So, for example, we had Culturepreneurs as a nuclear as a work package, where there was a call for cultural entities to attend the project, and then they were incubated and mentored by a diverse range of experts. And then they were having this pitch day and I remember being a part of the story and attending the pitch digitally. So they joined us online.

Alena: Did you use any particular software, for example, for project planning or everything was in documents in these folders on Google Drive?

Oana: Yes, pretty much Excel and Google drive.

Alena: And to communicate between each other?

Oana: We had WhatsApp. And we also used the social media channels to promote the project and also to engage with potential applicants in the project. That was pretty much this. We found all our beneficiaries through social media. And in terms of using digital tools in the process, I remember one training that was done for the non-IT sector, my colleagues from municipality attended and they absolutely loved it and also contributed to what we are doing in the municipality on digital transformation approaches - they had this training with people from UiPath. I don't know if you know, UiPath is a unicorn startup that has this AI based tool that identifies optimizable, tough parts of processes. The same as unicorns on certain needs like accounting, super repetitive. But what they did with our policy was a training on how to to code and how to build automation robots. And my colleagues, after doing the training, they were able to identify repetitive processes and parts of processes in the public service and automate them. Like for example, you have in Cluj a bike sharing project that allows you if you come to Cluj to demand a card and that card gives you access to use freely the bikes for one European funded project. But the management of generating those cards was mess, because it was something, it was a contract at the end of the card that you do with the municipality and then it's all individual, it's all personalized and it was all the time long line when students came to the city to get those cards. So we completely automated that. So you are coming, we are just inserting the name and the personal number and then everything is done and you have the card and you go and all the back and forth that supports the space is now automatic and that was done. The robot itself was designed and built by my colleagues from the municipality.

Alena: It seems like training programs are very strong in Cluj.

Oana: Yes, and we are looking for more.

Alena: I see. As I'm also focusing on the methodologies and tools, let me list you just some methodologies and you'll tell me whether you've heard of them and whether you've maybe used them. Let's start with Agile.

Oana: Yes, I've heard of Agile. I think we have used specific parts of Agile in specific projects and processes that we have right now. As we speak, we are applying an Agile approach on the incubation of X, and it is adaptive for this type of specific startup incubation.

Alena: But you didn't use it within the Future of Work, did you?

Oana: I don't know. We were not aware. Now we are doing this. Maybe Anamaria can validate that for you or Simone. If you want to speak with somebody who understood why we were doing what we were doing that's Anamaria. But in the end of this experience, she doesn't want to see people like this anymore.

But for us, my experience being, let's say, that I had absolutely no understanding of what she was doing. But I figured it out in the way that it makes sense. I absolutely loved it and embraced it. But even right now I cannot tell you that it's the outcome of this methodology.

Alena: Let me list you something else. Design thinking?

Oana: I think yes. We had sessions of design thinking for the team itself and also for specific content on cities. And there were people coming from Germany, I think, which did these trainings with the implementation team and its beneficiaries in order to create this mutual language and this mutual space to build the activity itself.

Alena: Also I read that there was an Austrian lab that helped arrange the workshop. Or is it the same one?

Oana: Maybe it was Austrian. I thought it was German. There were very weird people coming, very dramatic things and stuff. Dor that, for specific type of methodology, I think everything is in the acquiring documents. I could do it in two ways. Either I find the basis in which was documented and necessity, an opportunity to access that specific expert or…

Alena: No, no, don't worry. I don't need that many details. Just mentioning them is already important to me. Also, I read that you used future scenarios, to predict in some way the future.

Oana: Right. Future scenarios were applied in artists. I mean, the language through which the future scenarios were expressed was pretty much visual. There were exhibitions. So artists were being given money in order to create art that was materializing the scenario.

Alena: And who was teaching this methodology, who was introducing it?

Oana: There were a lot of external experts in the process, but they were also coordinated by Rarita Zbranca - she's a director in the Cluj Cultural Center. She coordinated all these philosophy approaches on on the project.

Alena: But so does it mean that you, as members of the team, were also taught in some way these methodologies? You were involved anyway, right?

Oana: On the future scenarios no, because I think it was a matter of, initially, I think it was intended to be for everybody, but then there was an overlap of assistance and stuff like that. It was complicated. And I did not think I think it focused on the beneficiaries.

Alena: But for design thinking, for example, you said that there was a specific session for the team?

Oana: Yes, yes.

Alena: Wrapping up, I have too many questions, but I'm aware that we've already been speaking for an hour, so talking about the involvement of citizens, obviously that was one of the objectives of the project - co-participation, maximum engagement - how would you assess it overall? Did you achieve the original aim of involving them to the maximum extent?

Oana: I think it also had to do with the pandemic coming in the middle of the project. But at the end of it, it was not the event that we wanted to see in terms of popularity for the project. I remember myself being not satisfied with that. I did not consider that it was properly communicated to the large public, to citizens. There were no public events created around it except for the last conference, the design festival. But it was perceived, in my opinion, it's a personal opinion, it was perceived by the random citizen as something so elitist and so I don't know, enigmatic, something nobody knew. Nobody knew that this was the outcome of a clear collective effort in order to change the mindset towards the way we feel, the way we address, the way we prepare each other and the way we will actually test it on the broader public. But I think it was based on the lack of opportunities to do public events. Not having the pandemic, probably we would have held all flagship events of the city, something like that. But in terms of communities, in terms of citizens, in terms of the democratic access to information from specific actors, either NGOs, either companies, either startup or creatives, I think it was at least equally visible as others which are addressed to them. So an effort was made to get the targets on the topic. For example, there is this lab, I think, as we see it's the most successful one, the one with prototyping and furniture testing. But the fact that the customer of furniture came to the project and knew exactly, it was premapped in their own reality, exactly what type of technology and infrastructure needs to be brought in the city in order to create a big impact and a big opportunity to leapfrog for the local producers of furniture - it was meaningful. And again, the community of producers of furniture and sub suppliers for that is not that big, so they are super connected. All those people knew about the project and they are still aware of the fact that what they use as a lab and equipment is an outcome of that.

On the other side, the post-production for the movie industries, for example, I don't think people understand that that was part of the project.

Alena: So it was very particularly oriented towards, well, this creative industry.

Oana: Yes.

Alena: But anyway, at least those people from this specific niche, were they, to your mind, like really involved in the co-creation process?

Oana: Oh, when the co-creation process was an activity as itself in the project, yes. When it was not specifically done. In fact, it was not the language of the project because the project had a lot of rockstar. This is why it was so complicated to implement. Everybody was rockstar on their island, and there were all these islands of rock stars, and then it was the sea that needed to connect them. I would never go tell the guy from the movie festival that maybe your approach might be changed. No, there was no space for that. There was no time for that either, because it was super accelerated. But it was visible for the targeted group audience. Where it was supposed to be collaborative, it was. But it was like, now we will go there and we will do a collaborative job. It was not the language of the project, but I think the time in our maturity, let's say, we were not there. I was not there.

Alena: So people themselves, citizens, they were not involved in the design of the project itself. It was meant for them, obviously…

Oana: No, exactly. And it was decided by smarter, more aware and in charge people. With the coating.

Alena: And just really wrapping up. So could you please name three factors for a successful implementation of a modern urban project? Three factors.

Oana: In general?

Alena: No, I mean, obviously, maybe making conclusions on the Future of Work, but also generally, because you're involved in so many projects.

Oana: It was for me as a person, for us as a team, for us as a community, it was a milestone in the way we are addressing these types of processes. And as you know, all learning processes are nudged and better shaped from the no-field anymore. So from this perspective, the Future of Work was a very important project. But the elements that I think are important and we still use them, is of course try to live as unstructured as possible in the framework of the funding or the timing and in the process, in order to actually allow co-design.

I think that it's super important from my perspective and I really believe needs to be put as a value, core value in this collective approach is reassessment, period of reassessment. We need to accept from the start that it will not be mine forever. I will not be there forever. And even if I will be there forever, it's not something to expect that I will be in the same position and power relation with things forever. And if I start already with this value in mind, it will be easier for the process to reassess and to readjust and to realign individuals and egos in the proper way. Now, if you started as a manager, but in three years time somebody else created and developed a lot of different expertise, let's say, or different approach. We need to reassess that because it's not about staying in the same place and being equally important in relation

with this project. It is staying the same place as factors and being equally important as favorable factor potential items, not as stakeholders with name and functions and project. It is something that came from the Future of Work and it's something that in all the projects I do, I start with this.

So we are now here, us, and we are dating for now this type of road and we are going there and when we get there, we will stop. We will take a break and we will take a breath and we will see who makes sense to be still here, who can go and diversify, who else can come and to leave doors all along the process for everybody to be able to join and to meaningfully and really making it accessible. Not just saying "We are accessible. We are waiting for people to come and contribute". That is something that needs to be built as a process in a realistic way, because at least in Cluj you have to tackle too many divides and you as the one that understands this needs to be done, if you are not doing this for real, then how do you expect somebody who doesn't even know that you think they are supposed and entitled to have an opinion at the table, would try to do this?

And reassessment undefined as possible at the beginning to actually leave place for creation. And then it needs to be structured. This is the last one. I think when we are facing something on a medium term or long term, if we put these two values at the beginning, I say we start with an empty page, a pack of resources and a pack of assumptions for what impact we will achieve. And we invite everybody to do it. And then we start drafting and designing something and we reassess periodically. Still, all of us at any time needs to understand that this specific process needs to structure and to solidify at some point and it will become structured, it will become formal and it will not be like five steps ahead. It will not be as creative and as open as in the first step because otherwise we are not progressing. But then we can together or in part of it decide another one or go and branch it. But from point 1 to point plus even the process needs to get more and more and more structured and methodologies that you will mention needs to be assumed and understand as tools. In this type of flying around, that we have the opportunity to have the Future of Work, we cannot afford to have it societal wise in all the projects. We cannot assume that there are three years with €5 million waiting for us to to get to this type of understanding. So the next thing, the next lesson learned after Digital Force and after the project that we are building today is that more and more people who are welcome at the beginning in the non structured sector need to know that it's a methodology that is part of the process.

Alena: The very last question, very quickly. Three most important skills for a public official who is delivering an urban project.

Oana: Curiosity, courage and trust. In this order.

Alena: Amazing! A very beautiful phrase to conclude our conversation. Oana, thank you very much. It was extremely useful, and thank you very much for your time, really. We nailed it. We finally did it.

Oana: Yes, I am here, and if you need links or connections and stuff like that, I will be more responsive. I'm super grateful that you took the time, had the patience.

Alena: No, no, how could I. So could I please ask you to send me the contact of Simone d'Antonio? And also I wanted to ask if you have any assessment documents or should I ask Simone about it?

Oana: He was the one I think you want to know about everything that was delivered to the funding entity to the direction. I would also send an email to my colleagues from Citizenship.

Alena: Did I understand correctly that you just did assessment at the end of the project or were you doing it on a regular basis?

Oana: Sorry. No, this is like a lesson learned to do an assessment on. I took that and I do it in the Cluster of Education and I do it with the project that we are doing here.

Alena: Okay. Amazing. And also I'm going to send you a document to sign digitally. Okay. This is just a formal thing, but anyway okay, thank you so much. We keep in touch, right? Have a nice day. Thank you very much.

Oana: Bye bye.

END OF AUDIO

File Name: Cluj2.m4a

Audio Length: 27:50

Date: 27 May 2023

Project name: Future of Work, Cluj-Napoca

Interviewee: Simone d'Antonio, URBACT expert

Interviewer: Alena Shmalko

TRANSLATED VERSION

Alena: Good afternoon Mr. d'Antonio! Thanks for the availability. I wanted to ask you a couple of questions about the Future of Work project in the city of Cluj. So, the first question is: could you please very briefly describe your role in the project?

Simone: I've had the role of expert. Expert commissioned by the Urban Innovative Action program.

Alena: To be clear, you are also aware of the process of monitoring the results, aren't you?

Simone: So, during the project, I was involved in a series of activities that can be summarized as supporting the local administration in carrying out the activities. "Capturing knowledge", meaning capturing the elements of knowledge that can be disseminated and capitalized towards other European cities and then presentation of the project in international events in contexts, let's say, which allows linking the project to other innovation activities carried out in Europe. Obviously, I also carried out, in the products I created, i.e. journals, merit assessments on the project but the package, let's say, which regards the assessment of impacts, that is an activity that was actually carried out by a university in Cluj-Napoca. It is a package of activities, so to speak, which is carried out locally in the area. But of course, they are elements that I partially own too.

Alena: But in any case, since you were very closely involved, as understood, in the project, I wanted to ask your personal assessment of the citizens' involvement in this project. I'm aware of all the details because with Oana we've discussed pretty much everything.

Simone: So let's say that the involvement concerned specific audience niches rather than, let's say, the general public, except for the final event to which we may get later; therefore, the elements of public at the local level that could be interested in the actions within the project. In particular, potential entrepreneurs in cultural and creative enterprises, thus potential participants in the Culturepreneurs program, which was a key action of the project. The population of Rome origin residing in Pata Rat and therefore located on the edge of the city, which was at the center of a participatory process in the project. And then a whole series of

148

potential innovators from the area, including students from the faculties of Art and Design who have also been given the opportunity to be able to use the CREIC Labs, these innovation Labs in structures with specific machinery. Let's say, these are the main categories. Obviously it was a very specific, focused, technical theme; the moment that was identified as the main one to involve the entire citizenry, however, was the final event. This festival was organized in September in a square of Cluj-Napoca and became an occasion to present some of the innovative activities that have been accelerated, some content of the programs and art installations; therefore, also try to put this issue, something that I think has succeeded, at the center of the local political agenda.

Alena: As I see, both general citizenry and these specific niches were more, let's say, consumers of the content already prepared for them, right? So they weren't really involved in the design process of these workshops.

Simone: They were involved in the design of workshops in specific category activities. Let me give you an example: in the part, for example, of programming the courses concerning the use of CGI structures, augmented reality and visual effects, obviously the organizers of the TIFF – Transilvanian International Film Festival were involved – therefore some technicians, let's say, who are involved in cinematography, in technique, in short, cinematographic, and therefore were able in some way to co-design even a little of the content, the curriculum of these courses and therefore try even a little bit to act as tutors, accompanying potential students. Since the activities are very technical, obviously, the co-design was primarily carried out by the administration and Delivery partners, the subjects of the territory that were active in the realization of specific interventions, bearers of specific knowledge. The population was then obviously informed of these various activities, and the visibility was given, let's say, inside the communities of the individual partners. For example, the technological clusters were able to promote participation among their companies, startups, hubs, and then universities were able to do the same with their students. Each partner referred more or less to its own public, but in any case, a significant critical mass was created, also because Cluj is a university city anyway; therefore, a good part of the population is young, then many come from other cities in Romania, therefore, let's say, the information circulated a lot. And from this point of view, it is certainly a significant element and then think that activity was also carried out towards the Roma population. Let's say, there were forms of involvement, of openness that had a visibility also for all citizens.

Alena: Of course. And if we talk about the project planning process, taking these thematic blocks that you have already mentioned, could you describe me the design process itself? In the sense that if each block was

developed separately or if it happened at the same time. I'm trying to understand how the planning process was organized.

Simone: I suggest you take a look at the various Journals on the website. There is a more accurate temporal evolution account than I can give you right now. Certainly, the actions took place in temporal succession, but some things were also somewhat contemporary. In particular, incubating the curricula in the training modules for Culturepreneurs. But at the same time there was also the phase of tenders for innovation, contracts for the purchase of highly specialized machinery, mostly from abroad, therefore an activity that also took several months. At the same time, some participatory action was also produced in Pata Rat. But anyway, let's say, there was a succession.

Alena: By the way, talking about these modules of training programs developed in the course of the project. I read in a document that there was originally this idea of carrying out these programs in local universities afterwards, right? Do you happen to know if it has actually been achieved?

Simone: Let's say, the idea is in any case to bring some modules, for example, the Business Essential module, which is a module that gives some, let's say, basic knowledge in the opening of a business, entrepreneurial mentality, particularly for people specializing in Art and Design. I don't know if it has been done but let's really say the best person who can give you information is Mara Ratiu, the professor of design who oversaw this process and is ready to help and can give you precise information. As far as I know, this incorporation did take place, but I can't say for sure about this academic year.

Alena: What's her name, again? Mara…

Simone: Mara Ratiu. I'm looking for her email address, wait…No, I can't find it.

Alena: Maybe then, later. It's not a super important point.

Simone: In any case, it's something that shows how successful everything was. It may be helpful to have a quick chat with her.

Alena: But if we talk about some other achievements and effects of the project. As I understand, the project was closed in October of 2019?

Simone: Well, no, in 2022.

Alena: Ah, okay, in 2022. And what is happening now? Oana told me the infrastructure is still in use.

Simone: Yes, the infrastructure is being used, because, let's say, these laboratories have been installed inside the CREIC. A fundamental part of the project was to provide to some extent a mechanism that would give continuity in the use, let's say of these structures. So, let's say, they have identified a system whereby the diversity of the territory has ... thus providing students with free access that can be booked through an app,

while businesses, let's say, of the territory can benefit from a different price, in short, which are actually adopted to ensure the sustainability of operations. This is more or less the mechanism which, however, is obviously useful because it allows you to do everything, because we are also talking about structures that have obtained a series of certifications also to be able to evaluate the suitability of chairs, tables, useful for companies they deal with design or because they deal with videos, graphics. Surely, let's say, they are still used and remain as an element of the project in the city in short.

Alena: But, for example, this model of Lab, of workshop is still something you want… Not you as part of the team, but still, these people who managed the project, do they still want to continue doing this kind of activity?

Simone: Yes, as far as I know they have also created a small limited edition, of Culturepreneurs. So, there is certainly a desire to continue it, obviously, perhaps even in slightly different forms. You need to understand the format a bit, if it stays the same, if there will be changes and above all what the target is. Basically, it's something that has worked, and a good idea might be to indeed export it to other cities because in any case it also creates a type of involvement of different players in the world of knowledge, of training, therefore a model that has worked, in my opinion, and is a of the most replicable things.

Alena: Okay, and speaking, let's say, about evaluating results and collecting feedback. I wanted to ask if feedback was collected during the project and if so, how often?

Simone: I didn't understand the question, sorry.

Alena: The feedback, if feedback was collected**,** for example during the workshops or at the end of the program? The feedback from citizens, I mean.

Simone: So there was an evaluation made on the participants of the Culturepreneurs, of the program activities. But I didn't make this one, the Cultural Center of Cluj did it, those who were in charge of actions. From what I know, the evaluation is positive, the satisfaction levels are very high. But the details, the questions, how everything was administered - I can't tell you that.

Alena: But anyway, it was done at the end and not during the program, correct?

Simone: Yes, the participants' satisfaction was evaluated at the end of the program. As regards those who took part in the activities, it was also done during the implementation.

Alena: I asked to understand whether there were cases in which after collecting some important feedback, you decided to change something right during the project.

Simone: No, actually, the project remained a bit as it was. Obviously, let's say, the idea for the future is to adjust everything depending on who will carry out the project. Because let's say now it was carried out by

the City together with the Cluj Cultural Centre, a sort of co-governance of the operations. Obviously in the future it could be organized by universities, another city, an association of the municipalities of the metropolitan city, so in short, let's say it's a model that also depends on the actors involved.

Alena: Okay, and then I wanted to ask you, to your mind, what is particularly innovative about this project?

Simone: The training model certainly. The fact that the project managed to introduce a theme that is perhaps even frightening, namely that of the future of work, and the role of machinery is not usually at the center of public debate. Instead, they managed to make this action central also for a reflection on what kind of jobs we want in the future, what kind of skills, what kind of skills are necessary because a sector such as the cultural and creative one is forming, and notoriously a sector, let's say, where there is an evolution also from the point of view of consumption of methods, also of production of artistic creation, of cultural creation, but also the fact of being able to combine different sectors through the project, therefore the design sector with that of second-hand clothes, the architecture and planning sector, therefore also being able to set up ideas and even completely different, let's say, original enterprises. However, it is something that worked and which I think is a strong element.

Another element is that of the Roma community, the fact of having succeeded in this reflection on the future of work in focusing also on that part which is not usually placed at the center of even a broader planning discourse, such as those who live within of the slam, and which however was supported, let's say with even minimal capabilities, they are like this, even minimal adjustments, a bus was arranged that connects a part of Pata Rat with the city center. Therefore also giving the possibility to access jobs, entrepreneurship education - therefore how a business plan is built, how small businesses are transformed, let's say, informing the businesses they have in any case from the flower shop to the restaurant kebab. So even the smallest things which, however, still gave the possibility to arrive at a future definition of what work is for them. So these are, in my opinion, the transversal elements also for different segments of the population and also for different needs, even for completely different visions, in short, of the future of the city.

Alena: But then, don't you happen to know if this project has had an impact on local administration policies?

Simone: First of all, let's say, starting from the last part of my previous answer, therefore on the policies regarding the Roma. As far as I know, there has been some elaboration of a broader, somewhat broader integrated policy, let's say, towards this population group by both the municipal administration and the metropolitan city of Cluj- Napoca. It is certainly considered a step forward.

As for the themes of work, let's say, they have been integrated within the discourse on innovation. One of the main legacies of the project was the incorporation of this Urban Innovation Unit, represented by the Cluj

Cultural Center within the administration. So the idea was to somehow involve the cultural and creative world more and more in the elaboration of policies and interventions concerning sustainability, mobility and work. Let's say, labor policy, obviously, is not a topic of municipal action, but all the rest that has been done - yes, and all was somehow improved, implemented and consolidated.

Alena: And then, since you worked and collaborated closely with the team managing the project, could you tell me, in your opinion, what are the main skills, let's say, for a local administrator to carry out this type of project?

Simone: First of all, the ability to connect the so-called project action with broader policies. In the case of Cluj-Napoca, it is a city that has also been very active in terms of cohesion policy funds, which has tried to combine action on innovation with that of presence in European networks, including in other projects related to innovation and administrative efficiency such as URBACT, infrastructure investments on the improvement of mobility, on the improvement of roads. So trying to act, let's say, in different directions in facilitating even a little the creation of broader infrastructural projects like this, which perhaps also have a lot of soft, let's say, rather than hard part. And then also the fact of having managed to realize how much this strategic topic of the future of work can have on the issue of young and old people, on how many people go to live in one neighborhood instead of another, on how the city is internationally positioned and what kind of skills universities attract, what kind of people they train, for what kind of markets. All these issues are not normally the focus of a discussion by administrators; however they have had an impact on the cities they administer in the medium-long term. So choosing this theme was also very brave of the administration.

Alena: The last question: could you list the methodologies that the team used during the project?

Simone: So let's say… In short, the general methodologies?

Alena: Also, the Project Management methodologies, for example.

Simone: At the time the Project Management methodology was that of co-management. And it succeeded, because while the other Urban Innovative Action projects it is usually a city, a local administration that practically has total control of the project. Instead in this case, there was a management, let's say so, shared with this Cluj Cultural Center which is part of the Municipality but is made up of external projects and which was very important because it also gave the possibility of dividing tasks. The city has done more general management and then also oversaw the action on public procurement, on communication, in agreement with the political side; instead, the Cluj Cultural Center dealt with the realization of the Culturepreneurs curricula, relations with partners – therefore, the daily management of the project; and it was something that worked, in my opinion.

Alena: If I name you some other methodologies, for example, Design Thinking . Agile, or Futures & Foresight?

Simone: Ah, Futures & Foresight yes. It was used a lot especially in the initial part of the project, because, let's say, it also stimulated the participation of possible participants, so during Culturepreneurs they did a series of seminars that were held with the help of an Austrian partner. They concerned artistic visions of possible futures. You can also find an article about this. This has been used a lot, let's say, also as… to give even slightly dystopian visions, but they have somehow favored gaining confidence, becoming aware of the closeness and then the importance of this theme, in short.

Alena: Perfect, I hears what I needed, basically. Thank you very much!

Simone: Excellent!

Alena: I will send you the consent form …

Simone: Absolutely. And sorry for my being late!

Elena: No worries at all! Goodbye.

END OF AUDIO

File Name: Reggio Emilia.m4a

Audio Length: 01:03:05

Date: 25 May 2023

Project name: Quartiere Bene Comune, Reggio Emilia

Interviewee: Nicoletta Levi, Head of Participation Service in the City of Reggio Emilia

Interviewer: Alena Shmalko

TRANSLATED VERSION

Alena: Good evening Mrs. Levi! Nice to meet you and thank you very much for agreeing to meet with me. I wanted to ask you a couple of questions about the project Quartiere Bene Comune which I am studying for my Master thesis. So, first of all, I wanted to ask who suggested the idea of the project.

Nicoletta: Well, the idea is mostly mine. It was born in 2014, following the election of the mayor immediately after the local authorities' elections, because in that electoral round due to a previous law of 2010, towns with less than 250,000 inhabitants lost the decentralization profile that had existed until that time and was based on circumscriptions. So in that phase, at that moment there was a new mayor, a new local authority council, political power for decentralization which had been given to one of the members of the new local authority council and the assessor called for, how to say, a solution, a new methodology of center-periphery dialogue and also for participation of citizens, of local communities in the so-called 'governance of public goods', in the general sense.

So they asked me if I could deal with this issue, they recognized my powers from the point of administrative responsibility as a manager and, partly in collaboration with my area manager, the architect Massimo Mariani who was at that time within the organization my immediate superior and also a person who in previous years had also dealt with innovation projects in the city and therefore together with him, partially together with him, we thought of this, let's say, model of experimental intervention, which goes under the name of Quartiere Bene Comune, and which tried, on the one hand, to meet the needs of the administration at that time, so there was a theme of dialogue between the communities of the territories, citizens of various neighborhoods and the center. However, over the years there had also been previous experiences of deliberative democracy based precisely on the will and ability of citizens, associations and non-profit organizations to make their voices heard and effectively collaborate with the administration to achieve the objectives of public policy.

155

So the idea was to recover these previous experiences but having, so to say, an eye towards something different, something new which therefore capitalized on the experience of the past, but had a view of innovation and also increase in quality.

So to give you an example, one of the characteristics, let's say, of discontinuity with respect to the circumscriptions but also with respect to the participatory budget itself, is that according to our work protocol, of collaboration between the public administration and the communities of the territories, we ask the communities to bring into play, exactly like we do, not only the dialogue on needs, therefore not only the collaborative decision making phase, but also the maintenance of the collaborative mission in the management of urban commons. For us, the Quartiere Bene Comune was understood as the quality of life in the neighborhood so it is not the common good typically understood by the first phase of the commons, i.e. the idea of model commons buildings, regeneration model of places with respect to which the theme is "what can we do together to make this property an asset that is actually socially and publicly usable". In our methodology, we have interpreted the common good as the quality of life, so it is not so much a territorial and infrastructural projection as a value projection, if you like, linked to the concept. This concept, therefore of the quality of life in the neighborhood, introduces a collaborative protocol of participation, conversation, dialogue between the communities and the Municipality not only at the phase, let's say, of the decision making, of the focus of the content on which we agree, but also the management of the solution which, among the many possible ones, we identify together as the best and most feasible and also the ability to evaluate the results and impacts together, learning, let's say, from the previous experience and reopening virtuously, ideally the cycle of conversation. Therefore, the Quartiere Bene Comune protocol is a methodology of a dialogue that asks the communities and also the administration to collaborate from the beginning of the dialogue, from the moment in which we have to decide what does not work and what we would like to do up to the stage of evaluating the results, hence the idea of being together throughout the life cycle of this method from start to finish.

Alena: Everything is clear, thank you very much. So, it was you to design the project: you and your Area Manager. I read that a new office had been founded for this project, am I right? The Participation Service..?

Nicoletta: Exactly. The name of the service changed from the first to the second legislature, it was called service Policies for Responsible Protagonism and Smart City because it had both the collaboration and the Smart city theme together. In the sense not only social, but also digital. Now, however, the service is called the Participation Service. The names are decided by the director general at the beginning of the legislature, so there is no problem here. I mean, I'm not making it a question of wording — the important thing is the

substance. In 2015 when I was therefore assigned responsibility and powers on this task, I had some legacy left - the officials of the old decentralization service, many having been moved to other services. When the circumscriptions were closed in 2014, the service that dealt with the relationship between municipalities and circumscriptions within the Municipality lost its meaning. So I inherited the back-office personnel, in particular staff personnel and secretarial and administrative personnel. Instead from the point of view of the operation of the protocol, from the point of view of the professional staff who had to act on the territories according to this ideal process that I described to you earlier, there we made an initial recruitment from former servants of the municipal administration who had worked with the Municipality in innovation projects. However, they were therefore professional staff in charge or on fixed-term contracts, not classified professionally within the permanent staff of the Municipality, and who had experience rather than university qualifications, in short, of an academic type, who had experience within the Municipality of Reggio Emilia of participation and innovation. So I set off with a team of 4-5 people, I don't even remember, people who weren't employed on a permanent basis, and together with them we studied this protocol whose concept I imagined, what was supposed to be, let's say, the strategic lines of this work and then with them we tried to bring it into reality, that is to codify it within a regulation which was then adopted by the Municipality in 2015 for the first time, in its first version. This group of people started working with this method. We did not start working in the whole municipal area, both because there were few of us, that is, there were not enough people to carry out this activity simultaneously throughout the municipality and also because it was an experimental activity, that is, we had thought of a work protocol but it is not that we had some book, or confidence in the result, or, how to say, the validated functionality of the method as such.

So, we started in some sample territories to check how this method worked and what were the weaknesses rather than strengths of this method and how we could handle it. We had our first experiences in 2015/2016 and after that I asked the mayor for a chance to "land" the people who were working on this activity. In the sense that I pointed out to the mayor that an experimental activity, with a high error rate, needed permanent staff. In the sense that in this way, the knowledge acquired by the officials both in relation to the method and in relation to the concrete application of the method in the individual territories of the Municipality, was an added value that was difficult to lose or in any case the loss of which would have resulted in costs rather than benefits. Also, in the first two years of experimenting with this method we immediately realized that each neighborhood responded to this method in a different way. That is, with the same intervention, intervention model, the territories, having different characteristics of a geographical, urbanistic type, in socio-demographic terms as regards the population, the average income, the migration rate, there are many factors

that characterize a neighborhood on the level of presence of the services of the trade activities; therefore, there are many variables not only socio-demographic that characterize the model. Hence, with the same model, what was returned to us in terms of needs and also the entrepreneurial skills of the communities to create solutions was very much determined by the context. With the same intervention, the solutions were very different, very "place-based". So a person who intervened in the territory was a person who became an expert in that territory, therefore acquired knowledge of the territory, and an added value was revealed on a medium-long distance. So, we held a competition in 2017 to hire permanent employees, and the title in the job description, the title of the function was Officer for the Development of the Territory. There is a job description of these people — what they must do and know how to do it. And we were taking the decision together, me as President of the Commission, but also together with colleagues who helped me manage this competition, schools that were supposed to be the degrees of access requests, what were the criteria for the evaluation of qualifications – based on the results of written tests and the oral phase, meaning interviews with candidates. Thanks to the competition, a ranking of suitable candidates was created who over the years became part of the working group.

After that, there emerged a contradiction between the expectations generated by the competition in the people who participated, who wanted to come and do this job permanently, with the hiring capacity of the institution. What it means is that in those years it was not possible to hire all the people who corresponded to the needs. So if I need 8 people to be taken from the list to make up the working group, the group of Neighbourhood Architects should be made up of 8 people plus a coordinator, therefore nine; in theory, having made a ranking, it seems to me that there were about thirty suitable people in the ranking, a little less, so I could pick in theory. In practice no, because the institution's hiring capacity was one hiring per year, so I could get a working group only after 8 years. Because unfortunately there are recruitment constraints which are not determined by the needs of the individual services but are also determined by the national constraints on public spending which will then negatively affect the ability of the administrations, because if I can't hire, then it becomes difficult to do things without. So what happened? It happened that people entered fixed-term contracts waiting for them to become permanent, and then at a certain point they didn't want to wait anymore and therefore they started looking for other, external shorter solutions before getting that permanent job. So I found myself again in this second phase of the second legislature with a staff shortage that I had to make up for.

Alena: But they are the two different people, right? This Officer for the Development of the Territory and then the Neighborhood Architect?

Nicoletta: No, they are the same. The official way to call them for the public is the Neighborhood Architect. This is a funny story, because my area manager I was telling you about earlier is an architect. This typical ego profile of architects, I hope you're not an architect, but no, I have nothing against architects… so he said they will be called the Neighborhood Architects. In reality, he thought more about managers of infrastructure than about managers of the territory. Me instead, I have a more humanistic and less, let's say, technical education. Later they became Officers for the Development of the Territory because they deal, by adopting this protocol of the Quartiere Bene Comune, with projects related to services for people, people care, and infrastructure projects. However, the degrees required to access the selection process were not only technical: architecture, urban planning, sociology, philosophy. In the group of Neighborhood Architects there is a graduate in cultural heritage, a geographer, so it is a very heterogeneous group, there is a sociologist now – and this is a right thing to do. I would redo the recruitment procedure again exactly with this multidisciplinarity, because there are some things that these people have in common and the ability to generate relationships and to imagine social innovation solutions that therefore arise from the needs and social relationships in the area.

But then they don't have to have narrow expertise with respect to solutions, because behind the organization, an organization like the Municipality has within itself, "in- house", all the skills needed to generate solutions. That is, if my solution, the theme of a neighborhood, is the increase of educational services in the 6–14 age range, I have people with expertise in education within the institution, a service that deals with education in the 0–6 and 6–29 age ranges. I don't even need to have it inside the Participation Service, because I can take it from the organization based on the type of solution I have to experiment with.

Alena: But still, it's a cross-functional team, right? For every project.

Nicoletta: In reality, it should be made up of people who are capable of "bridging", let's say, both towards the outside and inside the organization, thus knowing the phase of listening to the needs, making the needs coherent with the programs of organization, but at the same time capable of solving the problems of citizens. And in the management of the solution, it is important to have the ability to generate from the dialogue between the Municipality, the communities and the specialist skills of the organization innovative solutions that are outside the traditional market of services which the administration acquires through the traditional methods of purchase or tender "who is there, who is capable of doing this thing at the lowest cost or with the highest economic benefits". My protocol for getting solutions on the market is not this, it is a continuous dialogue between the administration and the community in which the community has a share of this solution.

So necessarily, the solution must be a standardized solution on the one hand and equal to that which the Municipality normally adopts. Because it includes the resources from the private sector too.

Alena: All clear. I also want to ask what other skills and knowledge did you look for during this recruitment?

Nicoletta: The thing I tried to do after recruitment was training, and in my opinion, this is important, because these are, let's say, the transversal skills that this working group must have. That is, knowledge of participation methodologies and stakeholder engagement skills. Actually, this could be both a requirement during the selection process, and at the same time skills to be developed through a subsequent ad hoc training activity to homogenize the skills of the group when we talk about transversal skills such as those linked to participation. Social innovation skills, fundraising skills and relational, communication skills, let's call them relational because these are skills related to the management of working groups, conflict mediation, management of complex activities that people must do as a team — there is nothing that someone does alone, never. So, the ability to build relations and to generate from the very beginning innovative solutions bringing together universal skills and also narrow expertise is, in my opinion, a must for a public official of this type.

Alena: And they also facilitated the Labs within each project, right, these workshops?

Nicoletta: Yes, it was precisely the moments of construction, firstly the moments of identifying the needs. A citizen arrives with a limited view of the need that is his own; therefore, as if it were statistically representative of something. So there is a whole mediation work that needs to be done, mediation towards the general interest, because they weren't Labs dedicated to resolving personal issues, they were Labs dedicated to solving issues that concerned the neighborhood, therefore in a dimension of the common good of general interest in this sense.

Then it's about prioritizing, so the first thing to do is to identify the general interest, and the second is to prioritize the needs for urgent importance. That is, it is not that the resources are infinite, and we can do anything. Since we have to put these solutions in concrete availability of the communities, we have to prioritize their importance. This is the problem identification phase. And then there is a phase of identifying the solutions and therefore the Neighborhood Architect must have the ability to understand how the communities can contribute to resolving problems; what is missing and should possibly be sought outside and what the Municipality can give so that this solution is a solution that persists. It is based on a public-private partnership, on the Citizenship Agreement between what you do as a community and what I do as a Municipality to build the solution that we have designed on paper and give concrete life to this solution. We must therefore establish the objectives, the actions we will take, the responsibilities of each, the timing of this solution, the resources and the monitoring and evaluation indicators of this solution which is a

characteristic that will have the follow- up which we will do at the end of the project; once the project is over, we need to do a follow-up activity. Follow-up activity is a type of activity in which the Neighborhood Architect has to build together with the communities and other components of the organization that have participated in the solution, they have to build an analysis, let's say, critical in terms of learning from the previous experience to understand if the need remains, if the solution went well, if it can be proposed again; where, on the contrary, the solution shows a discontinuity and how it manifests and this substantially reopens the virtuous cycle of the protocol which then entails generating a new solution, new evaluation indicators, etc. This protocol is then accompanied by formal moments (the act approving citizenship). Follow-up is then monitored. So the methodological protocol is accompanied by an administrative process, which I have to follow in the public administration and by a communication process that has both a transparency value because I use all the available laws starting from Law 241 to the Constitution. So I have an obligation of transparency or an obligation to report the results. And obviously these are experimental activities, and I feel greater anxiety when I am reporting on how public money is spent. Therefore, the communication activity is aimed at both an obligation of transparency and the ability to be a tool that in the stakeholder engagement phase allows transferring messages that incentivize to participate in generating the solution, and in the accountability process. We need to focus on the core business which is the Quartiere Bene Comune and its work protocol, and now I have described it to you in relatively simple and also very ideal terms. It's a continuous confrontation with the reality that modifies the theoretical planning. The practice of life is much stronger than any reasoning we can do and model on paper. But I described it to you. Alongside one must keep under control the administrative process, the evaluation process, the communication process which follows the chronology of the methodological process of the Quartiere Bene Comune.

Alena: And if we talk about digital skills, what are, in your opinion, the most important digital skills, for the Neighborhood Architect and for the team that was working on the project?

Nicoletta: Look, I can say that again, even in this aspect, we reacted ex-post rather than ex-ante. I'm referring to the fact that in 2015–2019 we went almost entirely online, from a participatory point of view, carrying out the communication activity online. So when we did the workshops we would say "Come, come!"; when we elaborated the solution: "Come and see what a beautiful solution!"; when we had to do the evaluation phase: "Come and see the results of this project". Then Covid marked an important discontinuity, to which we initially reacted with, let's say, relatively traditional tools, i.e. maintaining the website as a repository of all activities and then activating everything we activated in that phase, therefore channels for online meeting. For us it was a year in which we were unable to work, it was impossible, so we built the "Atlases of

Neighborhoods". We dedicated ourselves to mapping everything that existed in the neighborhoods in terms of opportunities, critical issues linked to personal services and infrastructures. So we really made a bet doing this activity which however was very important to then reopen the participatory phase when the Covid eased slightly. Well, not really eased, but we got used to using digital meeting channels in the meantime. So we switched to an online participation; and there, the skills to create a Google meet is not a hard thing to learn. In reality, the problem was our interlocutors. They were infinite shades of gray, that is, we had young people but also the elderly, we had digitally skilled people, less skilled people because even if one had always been a teacher, they had to learn how to create a Google Meet to do virtual classes. So digital skills were fundamental there but not so much on the Architect's side who learned to do an online meeting in 5 minutes, but it consisted more in the lack of homogeneity of the digital literacy of our target audiences. But this helped us realize we needed to adopt a digital instrument as a co-present modality with the offline instrument, therefore analogical. Not so much because there was Covid, and it will remain in human history forever and now, regardless of our will, we, you and I, we meet online, but 5 years ago you would have asked me an appointment and I would have come to Rome, or you would have come to Reggio. But it was not only this, it was also having identified in the meantime the very important need to have a tool capable of capitalizing the collaborative process in terms of public knowledge and the redistribution of knowledge that occurs in the dialogue because one thing is posting the report of a meeting on the website, but instead building an online conversation, a dialogue that also allows tracing the dialogue itself rather than just the outcome of it. There is a lot of tacit knowledge and skills from different points of view: administration, citizens, trade associations, schools. And being able to trace the dialogue and the exchange of points of view and expertise on the problem is a great opportunity for public knowledge, public data, public information. So now we are in the phase where we are experimenting with a collaborative platform that we would like to use, we are just in the testing phase and therefore I am unable to tell you anything. We're trying to figure out what functions we need. We are experimenting in two neighborhoods. In one it has already kicked off, in the other it will be launched on May 20, and we are beginning to see the effect it has both on our work and on the dialogue with the communities and in the relations with the citizens who collaborate with us. So yes, digital skills are becoming important, but they are not so much a problem of professionals, but a problem of civil society, of the community, because their level is much more uneven across the community than within the administration. It's true that our average age is over 50, it's true that I'm sixty but I know how to use the platform to perform my tasks. I have been in the game for the last 15-20 years, so I have to use this computer, the e-mail, internet, search engines and social network. Mine is the oldest generation that will be retired in 5 years, so I won't be

there, but I'm already capable. So the last generation of civil servants is already capable. If we talk about participation, the problem is the lack of homogeneity of the digital skills of the interlocutors with whom you want to collaborate. Therefore, it is better to mitigate the digital illiteracy of citizens than to educate civil servants because now the last generations that are still working are already digitized enough to use the tools needed to ensure a dialogue.

Alena: But which tools do you usually use, for example, for project planning, for reporting?

Nicoletta: We have a stakeholder database, therefore a database of all those who have participated in our workshop meetings over the years, they have signed the agreements; so, this has naturally allowed me to have a good database of people who are attached in some way, who have come into contact with us. Then the Neighborhood Architects have used channels on this platform for a long time, we'll see what kind of impact it has generated. It is a project management system where the exact chronology of the project is traced from coming up with an idea that perhaps arose as a need and then was gradually implemented and became a project, and then became a project sheet. We have a format of project sheets which are the ones signed in the Citizenship Agreement. That was a trivial Word file that includes all the work surrounding the dialogue and conversation between public and private. This management software was useful for mapping not only the interlocutors but what the interlocutors did in their mutual interaction.

Alena: But we are not talking about a specific software, are we?

Nicoletta: It is indeed a management system that we developed internally. And today, of course, all communication channels are external, so what we do internally must become public. So it has its own traceability and its public exposure which is done through the website, through social network channels, through our blog and storytelling where we tell about the projects in a way different from how they are told by the administration. So things must be translated to be perceived by different audiences and then, let's say, the digital enters the scene in the form of advertising channels and making them available to all those who can relate to our project through online channels. But previously, everything that happened before the project, before the Citizenship Agreement, so the formalization of the commitments, the launch of the project, its materialization in that specific neighborhood, thanks to specific people and associations that signed the agreement, had a public outcome only in the drafting of the report. The Neighborhood Architect recorded everything concerning the back office in the management system. What came out was the report of the meetings which had to be published on the website for the reasons of transparency that I told you before.

Now this collaborative environment allows the Neighborhood Architect to do everything together with the others, regularly deciding what becomes public and what remains available only to the community involved to carry out that specific project.

Alena: So this new platform, it will be used to manage processes rather than just inform on the news, right?

Nicoletta: Also to manage processes, exactly. It really is a collaborative and relationship building tool. So there is a team that will allow us to build a collaborative platform in a shared working mode where you, I and N other people are participating in this dialogue, where it is possible to chat, write documents, schedule an appointment, put an event into calendar, put in a repository a file on a concluded project, upload photos, upload videos, connect with social channels, then decide what part of a post we are sharing inside the collaborative room must become fully public. It's exactly that tool that we were missing which isn't a website where you just upload stuff because the project finished. That is, it is not procedural, it doesn't only serve to show the outputs. Facebook is an app rather than a social channel and has a procedural dimension in which you don't fully manage your feed, so even if you publish a post that has a million and a half comments and yes it is a lot, but what do you get from that million and a half comments?

So what we wanted to do is have a collaborative digital environment, in which digital favors analogical relationships, because it brings them together even if they are at a physical distance, because it allows them to deposit material, to work on material shared with many, to make appointments, to do an online laboratory — something that we did not have during those 5 years and perhaps because of it we lost people, skills, opportunities along the way, so we see digital resources as a tool that should add value to our protocol of work .

Alena: And then, you also touched on the training aspect which is very necessary, I guess. Could you tell me more about how it was organized?

Nicoletta: As I told you, it was around 2017–2018–2019, so we did it almost immediately, but I'm just trying to remember; so I will tell you everything in a generic way, because if you then need more precise documents, I will have to get them. We introduced training courses, professional reskilling on participation, therefore those from brainstorming to focus groups and living labs. In short, those that can be the toolkit of a person who knows about participation. We did a course dedicated to social innovation and then I would say that was it, from the point of view of building what is the transversal skills package. And within that group, as I told you, there is a geographer, a sociologist, an urban planner — different professional figures who from time to time utilize their specialist competence, depending on the need during the activity. But behind the organization there is the Urban Planning Service, the Public Works Service, the Mobility Service, the

Educational Service, the Welfare Service — that is everything we need, and we ask for assistance to a specific work group when needed.

Alena: So did I understand correctly that you are concentrated more on soft skills?

Nicoletta: Exactly, we didn't work, let's say, on specialist skills, but only on soft skills, transversal skills on which the group was weaker and needed to be trained in a homogeneous way. A lot of training, I won't hide from you, that we do is "by doing". There's much more to the "learning by doing" aspect than traditional classroom learning.

Alena: But then you also mentioned the lack of knowledge among the citizens, didn't you? Have you launched any training courses for them?

Nicoletta: We have also carried out digital literacy activities. It is achieved through an agreement with the non-profit organizations, and we involved social centers which are for us a bit like centers for the elderly, but they different. Our social centers are hybrid, located in the municipal area in many districts of the city and build moments of sociality also aimed at different target audiences by doing different activities. And through a Citizenship Agreement, in fact, with various social centers in the city, we have digital literacy desks that have carried out both... So in the meantime, the first thing we did was to ensure that all the social centers were able to open free Wi-Fi within their locations. So we brought connectivity into social spaces. Then we did digital literacy interventions through help desks that carried out both consultancy activities for SPID, digital identity, which is a prerequisite for at least being able to access the online public services, obtain a registry certificate or sign up children to school. So these moments of literacy in which the digital facilitators taught how to navigate the websites and understand how to make the electronic health record, how to use it, how to make use of the telephone as if it were a computer and not just as a telephone, downloading apps, making fingerprint memory for health record. So we really also facilitated the use of tools and devices that are now telephones, even eighty-year-olds have it, so it also became important to learn how to use the devices. Clearly, it is very complicated to digitally upskill 70,000 people at 360 degrees. However, let's say, we also equipped ourselves with the digital literacy tool on the community side, because again, the problem was not the literacy of public administration officials but the literacy of citizens who are so different. Obviously, this issue of digital literacy will probably stop being a problem over time but in 2023 it is still a problem, so we need to address it as a problem, and not as something we can overlook.

Alena: You really thought about everything, about all aspects. Okay, and then the last question, as we are running out of time. I also focus on methodologies, in particular Project Management methodologies. So if I

now name a couple of methodologies, could you confirm if you used any methodology? For example, Agile or Design Thinking?

Nicoletta: Design Thinking, we used this methodology, but in this case we were supported, in the sense that we didn't feel so robust, since none of us was specifically trained on this methodology; therefore, in this case the Neighborhood Architects were accompanied by external professionals who worked alongside the Neighborhood Architects, where we wanted to adopt this methodology. We used it but without having the "in-house" skills, hiring them on the consultancy market, a trivial operation, but in short, we didn't feel strong enough to be able to do it, let's say, on our own. This was particularly true for social centers and their transformation into neighborhood houses, therefore working on the theme of transformation, entrepreneurship education and the dimension of sustainability, an operation of transformation of a social center, a place of generic socializing, into a hub of services and local economy services. To do this operation at the beginning of the first phase of this process, it was useful for us to acquire the Design Thinking skills on the market in order to be able to do the first piece of work.

Alena: And what about Agile?

Nicoletta: No, we didn't have a chance to use it.

Alena: Clear. So used used Waterfall to plan the project. However, we have already seen so much iteration during our conversation, because there were so many tests and experiments that also describe the elements of Agile anyway. Then, how often did you measure the results of the project in general and of a particular project?

Nicoletta: We measured three different dimensions: the dimension of the individual project, the dimension of the Citizenship Agreement, the Citizenship Agreement is a set of projects for each neighborhood that are born together and give each other a life span, so the Agreement and the Policy. The project is measured in progress and once finished. The Agreement is obviously measured at the end of the life cycle of the entire Agreement and therefore of all the projects that make part of it, and the Policy is measured at the end of the first legislature. Therefore, the first agreements are from 2015 and therefore we made the whole accountability report on the Policy in 2019. Obviously, the indicators, the methodologies vary according to the dimension. We used both quantitative methods: how many people participated in the workshops, how many people signed the agreement, how many associations, what percentage of the associations out of the total number of associations were present. So quantitative data, trivial quantities. And from the qualitative point of view, we carried out interviews with the executives who had participated in the experimentation with us and from whom we wanted, let's say, feedback with respect to the organizational innovation that the

project had produced. The project had its transversal, innovative and experimental characteristics, but we also wanted to look at it from the organizational point of view, measuring the impact of social innovation through focus groups.

Alena: So if we're talking about a single project, what timing are we talking about?

Nicoletta: On a single project, we usually talk about a year. A project does a follow-up at least every year. This also helps me to review the budget, making resources available. Then once the project did its follow-up and redefined its contents, if it was a valid project, it continues. Obviously with all the modifications, the upgrades that were deemed appropriate, necessary, and appreciated.

Alena: So it's not that you evaluated the progress of the project on a monthly basis.

Nicoletta: No, not monthly. With the community it becomes more complicated to have that kind of constant attention. We therefore checked that the activities envisaged in the plan are actually carried out and if they were not carried out, tried to understand why they were not carried out and make corrections if possible. A real first monitoring of the results, though, is done after a year. Every year the project group that was set up for, for example, the redevelopment or regeneration of a park meets, evaluates, proposes, redesigns the park's regeneration activities.

Alena: And then the very last question: what are you working on now, apart from the platform that we have already discussed?

Nicoletta: From the point of view of the Policy?

Alena: I mean the project in the general sense, the Quartiere Bene Comune, is it already completed or still under way?

Nicoletta: Look, it's a protocol that the administration can decide to abandon, because we will elect the next mayor in 2024, so there will be a new mayor and the outgoing one who made this project cannot be re-elected. So this is a project that has a very strong political connotation, and by politics I don't mean right or left politics, I mean that it must be politically embraced because it is not an essential service. It is not a house for the elderly. So I can't tell you if the project is finished or will finish. I can tell you that the project is underway, that the first experimentation legislature ended in 2019 with the positive results of the accountability work we had done, it was handed over to the second mandate with the objective of reinforcing it, expanding it in the directions we set ourselves.

Then in 2024, dear, how to say, I will have to hand it over. We are already working on the accountability of the second round and then the new mayor with a new mandate will decide. So I can't put the final word on it. I live for the day. So, we are working on the issues that concern us, we are adopting a second version of

the regulation, and Professor Iaione can tell you much more than me, because law is more his field of expertise than mine. In this regulation, in this second round, we have focused on three dimensions of Policy on which we have concentrated our resources and our work. One are the themes of sustainability, of climate justice. Another one on the theme of social justice, work on Neighborhood Houses, the social centers I told you about earlier. And the third is precisely digital justice, therefore the platform that we are implementing also to guarantee mass digital literacy opportunities for the population which will be a common good rather than an activity with short cycles or courses. The platform will be on a public server, so no private person will have access to the data of the citizens who will participate. And for us this is a publicly owned platform open to the public and it will also be an opportunity for digital literacy among large numbers of the population. Why we consider it digital justice, whether you like it or not, digital skills are a prerequisite for you to have full citizenship.

Alena: But are you already using artificial intelligence as well? Chat GPT?

Nicoletta: We use artificial intelligence that others do for us *(laughs)*. However, since technology proceeds with a speed greater than the one we can adopt, these are scenarios we may implement, once we can. However, we are thinking in terms of the Internet of things not to stay behind, to keep up with technology, knowing that we still have a big delay and have to pay for it forever.

Alena: In any way, the project is very innovative. Thank you very much! It was very-very helpful. We basically covered all the questions I had prepared. Now, if I may, I will send you a consent form to sign.

Nicoletta: If you need in-depth material beyond our conversation, if you need something…

Alena: Not now, I still have to see the notes. Then if you want, I can send you the transcript.

Nicoletta: What for you is the version of the interview that you will attach to your thesis? Of course, so that I can see it. And if in unwinding, in thinking about the things I've told you, you need to go deeper into something, just email me, you have my e-mail address, maybe I'll send you some material if there is any or we can elaborate if there is something that intrigues you.

Alena: Thank you very much! And for the consent form, would it be more convenient if I send you this document, let's say, to be printed and signed, or in digital form such as Panda Doc or DocuSign? How do you prefer?

Nicoletta: I can sign digitally, so if that's okay with you, send me a pdf and I'll send it back to you digitally signed.

Alena: Perfect, perfect. Thank you very much again and good evening!

Nicoletta: Good evening, bye!   END OF AUDIO

Appendix 3. Consent forms for interview participants

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

Fostering the Participatory Approach to Urban Projects with Innovation Methodologies: case studies on Agile, Design Thinking, Lean Start-up, and Futures & Foresight.

PARTICIPANT INFORMATION SHEET

Introductory note

You are being invited to take part in a research project. Please take time to read the following information carefully and feel free to ask if there is anything that is not clear or if you would like more details.

Why is this research being conducted?

The objective of the research is to identify how urban bureaucracy can implement Innovation methodologies to projects and choose the right tools to effectively deliver the intended results, ensuring the full involvement of different stakeholder groups. To this end, a series of successfully delivered urban projects across the European Union will be investigated.

The goals of the interviews as the main research method are as follow:

a) Identify the success factors for engagement of stakeholders with the application of the Methodologies under study (Design Thinking, Foresight, Lean, Lean Startup, Agile)
b) Identify skills needed for a successful implementation of urban participatory projects
c) Identify conditions for and effective ways of using the Methodologies under study

Why have I been invited to take part?

The projects for analysis have been selected according to the following criteria: creativity and active involvement of citizens in the project delivery; availability of substantial amount of documented data on the project; a sign of a certain project management methodology being applied (explicit/implicit mention in the project documents).

How will the interview be conducted?

- Zoom / Google Meet
- 45-60 minutes

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

- With your consent, I would like to audio record and then transcribe our conversation to facilitate the further data processing
- Open-ended questions on the project under study

Other important details

1. The list of questions will be sent to you in advance
2. Upon the completion of the interview, I will create its full transcript and can send it to you for further approval/check at your request
3. After processing the collected information, I may need to ask for a short follow up call (15 min) for clarification (probably at a later date after having conducted all of the interviews)

What information will be collected?

I will ask questions on your approach to project and people management within the project under study. You will not need to disclose the personal data of team members or any sensitive/confidential information on the project or the team.

How will the collected information be used and protected?

Personal data are collected exclusively in order to allow participation in the research, and they will be processed in accordance with the Reg. EU/2016/679 Regulation of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).

I am committed to ensuring protection of all personal information that I hold, and to provide and to protect all such data. I recognise my obligations in updating and expanding this program to meet the requirements of GDPR. I will treat the collected data based on the GDPR principles of lawfulness, proportion, relevance, and responsibility.

The details on the project learned in the course of the interview will be used as a source of information for the comparative case study analysis for my dissertation (and thus become part of the appendix of the thesis). I will also share the transcript of the interview with my supervisor, Professor Fernando Christian Iaione Sometimes, I may insert direct quotations in the text of the dissertation. To this end, I would like to ask your permission to use direct quotations and for your

LUISS

<u>Researcher</u>
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
<u>Supervisor</u>
Professor Fernando Christian Iaione
ciaione@luiss.it

name to be attributed to these in any research outputs. The dissertation will be published in the database of research papers on the official portal of LUISS University and may further be published in academic journals.

Who do I contact if I have a concern about the research or I wish to complain?

If you have a concern about any aspect of this research, please contact Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

<u>Researcher</u>
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
<u>Supervisor</u>
Professor Fernando Christian Iaione
ciaione@luiss.it

INTERVIEW CONSENT FORM

As part of the Master Program in Policies and Governance in Europe at LUISS Guido Carli University, students may conduct interviews on their chosen research topic for their Master Thesis.

The student will treat your personal data and everything you say during the interview with the agreed upon level of confidentiality. For educational purposes, your interview will be **transcribed and shared** with the Thesis Supervisor, Professor Fernando Christian Iaione, and will also become an inherent part of the dissertation that may further be published. The student will therefore have to **audio record** your interview.

- ☑ I have been informed about the PURPOSE of this interview.
- ☑ I have had the opportunity to CLARIFY any questions about the interview.
- ☑ I agree to the interview being audio RECORDED.
- ☑ I agree to the student taking WRITTEN NOTES during the interview.
- ☑ I agree that the transcript will be SHARED with the student's supervisor.

- ☑ I agree that the information provided by me on the project can be USED in the text of the dissertation that may then be published.
- ☑ I agree that my direct quotations can be INSERTED in the text of the dissertation with my name attributed to these.

- ☑ I agree that the student has the right to transcript, assembly, adapt, elaborate and reduce; the right to communicate and distribute the material to the public, including also projection, transmission and diffusion rights, also in a summarizing or/and reduced version, through any technical device.
- ☑ I agree that the student has the right to keep a copy, also in an electronic form and on any technological support known or of future invention for the final aims and within the limits above mentioned.

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

This authorization may be revoked at any time by written notice to be sent by e-mail to Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Date	2023-05-18
Name of the participant	Ariel Noyman
Signature of the participant	*Ariel Noyman*
Name of the researcher	Alena Shmalko
Signature of the researcher	

Signature Certificate

Signer	Timestamp	Signature
Ariel Noyman Email: arielnoyman@gmail.com Shared via link		
Sent: Viewed: Signed:	18 May 2023 15:07:46 UTC 18 May 2023 16:54:03 UTC 18 May 2023 16:54:38 UTC	IP address: 162.84.130.81 Location: Brooklyn, United States
Email: alena.shmalko@studenti.luiss.it Shared via link		
Sent: Viewed: Signed:	18 May 2023 15:07:46 UTC 18 May 2023 16:55:31 UTC 18 May 2023 17:09:29 UTC	IP address: 101.56.24.121 Location: Rome, Italy

Document completed by all parties on:

18 May 2023 17:09:29 UTC

Page 1 of 1

Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature
solution trusted by 40,000+ companies worldwide.

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

Fostering the Participatory Approach to Urban Projects with Innovation Methodologies: case studies on Agile, Design Thinking, Lean Start-up, and Futures & Foresight.

PARTICIPANT INFORMATION SHEET

Introductory note

You are being invited to take part in a research project. Please take time to read the following information carefully and feel free to ask if there is anything that is not clear or if you would like more details.

Why is this research being conducted?

The objective of the research is to identify how urban bureaucracy can implement Innovation methodologies to projects and choose the right tools to effectively deliver the intended results, ensuring the full involvement of different stakeholder groups. To this end, a series studies of successfully delivered urban projects across the European Union will be investigated.

The goals of the interviews as the main research method are as follow:

a) Identify the success factors for engagement of stakeholders with the application of the Methodologies under study (Design Thinking, Foresight, Lean, Lean Startup, Agile)
b) Identify skills needed for a successful implementation of urban participatory projects
c) Identify conditions for and effective ways of using the Methodologies under study

Why have I been invited to take part?

The 4 projects for analysis have been selected according to the following criteria: creativity and active involvement of citizens in the project delivery; availability of substantial amount of documented data on the project; a sign of a certain project management methodology being applied (explicit/implicit mention in the project documents).

How will the interview be conducted?

- Zoom / Google Meet
- 45-60 minutes

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

- • With your consent, I would like to audio record and then transcribe our conversation to facilitate the further data processing
- • Open-ended questions on the project under study

Other important details

1. The list of questions will be sent to you in advance
2. Upon the completion of the interview, I will create its full transcript and can send it to you for further approval/check at your request
3. After processing the collected information, I may need to ask for a short follow up call (15 min) for clarification (probably at a later date after having conducted all of the interviews)

What information will be collected?

I will ask questions on your approach to project and people management within the project under study. You will not need to disclose the personal data of team members or any sensitive/confidential information on the project or the team.

How will the collected information be used and protected?

Personal data are collected exclusively in order to allow participation in the research, and they will be processed in accordance with the Reg. EU/2016/679 Regulation of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).

I am committed to ensuring protection of all personal information that I hold, and to provide and to protect all such data. I recognise my obligations in updating and expanding this program to meet the requirements of GDPR. I will treat the collected data based on the GDPR principles of lawfulness, proportion, relevance, and responsibility.

The details on the project learned in the course of the interview will be used as a source of information for the comparative case study analysis for my dissertation (and thus become part of the appendix of the thesis). I will also share the transcript of the interview with my supervisor, Professor Fernando Christian Iaione Sometimes, I may insert direct quotations in the text of the dissertation. To this end, I would like to ask your permission to use direct quotations and for your

LUISS

<u>Researcher</u>
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
<u>Supervisor</u>
Professor Fernando Christian Iaione
ciaione@luiss.it

name to be attributed to these in any research outputs. The dissertation will be published in the database of research papers on the official portal of LUISS University.

Who do I contact if I have a concern about the research or I wish to complain?
If you have a concern about any aspect of this research, please contact Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

INTERVIEW CONSENT FORM

As part of the Master Program in Policies and Governance in Europe at LUISS Guido Carli University, students may conduct interviews on their chosen research topic for their Master Thesis.

The student will treat your personal data and everything you say during the interview with the agreed upon level of confidentiality. For educational purposes, your interview will be **transcribed and shared** with the Thesis Supervisor, Professor Fernando Christian Iaione, and will also become an inherent part of the dissertation. The student will therefore have to **audio record** your interview (unless agreed otherwise: note-taking).

- ☑ I have been informed about the PURPOSE of this interview.
- ☑ I have had the opportunity to CLARIFY any questions about the interview.
- ☑ I agree to the interview being audio RECORDED.
- ☑ I agree to the student taking WRITTEN NOTES during the interview.
- ☑ I agree that the transcript will be SHARED with the student's supervisor.

- ☑ I agree that the information provided by me on the project can be USED in the text of the dissertation.
- ☑ I agree that my direct quotations can be INSERTED in the text of the dissertation with my name attributed to these.

- ☑ I agree that the student has the right to transcript, assembly, adapt, elaborate and reduce; the right to communicate and distribute the material to the public, including also projection, transmission and diffusion rights, also in a summarizing or/and reduced version, through any technical device.
- ☑ I agree that the student has the right to keep a copy, also in an electronic form and on any technological support known or of future invention for the final aims and within the limits above mentioned.

LUISS

<u>Researcher</u>
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
<u>Supervisor</u>
Professor Fernando Christian Iaione
ciaione@luiss.it

This authorization may be revoked at any time by written notice to be sent by e-mail to Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Date   2023-05-12

Name of the participant   Diana Escobar Vicent

Signature of the participant

Diana Escobar Vicent

Name of the researcher   Alena Shmalko

Signature of the researcher

Signature Certificate

Signer	Timestamp	Signature
Email: descobarv@bcn.cat Shared via link		*Diana Escobar Vicent*
Sent: Viewed: Signed:	12 May 2023 07:32:06 UTC 12 May 2023 08:05:24 UTC 12 May 2023 08:13:56 UTC	IP address: 212.15.232.112 Location: Barcelona, Spain
Email: alena.shmalko@studenti.luiss.it Shared via link		
Sent: Viewed: Signed:	12 May 2023 07:32:06 UTC 12 May 2023 08:14:35 UTC 12 May 2023 09:39:49 UTC	IP address: 101.56.24.121 Location: Rome, Italy

Document completed by all parties on:

12 May 2023 09:39:49 UTC

Page 1 of 1

Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature
solution trusted by 40,000+ companies worldwide.

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

Fostering the Participatory Approach to Urban Projects with Innovation Methodologies: case studies on Agile, Design Thinking, Lean Start-up, and Futures & Foresight.

PARTICIPANT INFORMATION SHEET

Introductory note
You are being invited to take part in a research project. Please take time to read the following information carefully and feel free to ask if there is anything that is not clear or if you would like more details.

Why is this research being conducted?
The objective of the research is to identify how urban bureaucracy can implement Innovation methodologies to projects and choose the right tools to effectively deliver the intended results, ensuring the full involvement of different stakeholder groups. To this end, a series of successfully delivered urban projects across the European Union will be investigated.

The goals of the interviews as the main research method are as follow:
a) Identify the success factors for engagement of stakeholders with the application of the Methodologies under study (Design Thinking, Foresight, Lean, Lean Startup, Agile)
b) Identify skills needed for a successful implementation of urban participatory projects
c) Identify conditions for and effective ways of using the Methodologies under study

Why have I been invited to take part?
The projects for analysis have been selected according to the following criteria: creativity and active involvement of citizens in the project delivery; availability of substantial amount of documented data on the project; a sign of a certain project management methodology being applied (explicit/implicit mention in the project documents).

How will the interview be conducted?
- Zoom / Google Meet
- 45-60 minutes

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

- With your consent, I would like to audio record and then transcribe our conversation to facilitate the further data processing
- Open-ended questions on the project under study

Other important details
1. The list of questions will be sent to you in advance
2. Upon the completion of the interview, I will create its full transcript and can send it to you for further approval/check at your request
3. After processing the collected information, I may need to ask for a short follow up call (15 min) for clarification (probably at a later date after having conducted all of the interviews)

What information will be collected?
I will ask questions on your approach to project and people management within the project under study. You will not need to disclose the personal data of team members or any sensitive/confidential information on the project or the team.

How will the collected information be used and protected?
Personal data are collected exclusively in order to allow participation in the research, and they will be processed in accordance with the Reg. EU/2016/679 Regulation of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).

I am committed to ensuring protection of all personal information that I hold, and to provide and to protect all such data. I recognise my obligations in updating and expanding this program to meet the requirements of GDPR. I will treat the collected data based on the GDPR principles of lawfulness, proportion, relevance, and responsibility.

The details on the project learned in the course of the interview will be used as a source of information for the comparative case study analysis for my dissertation (and thus become part of the appendix of the thesis). I will also share the transcript of the interview with my supervisor, Professor Fernando Christian Iaione Sometimes, I may insert direct quotations in the text of the dissertation. To this end, I would like to ask your permission to use direct quotations and for your

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

name to be attributed to these in any research outputs. The dissertation will be published in the database of research papers on the official portal of LUISS University and may further be published in academic journals.

Who do I contact if I have a concern about the research or I wish to complain?

If you have a concern about any aspect of this research, please contact Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

INTERVIEW CONSENT FORM

As part of the Master Program in Policies and Governance in Europe at LUISS Guido Carli University, students may conduct interviews on their chosen research topic for their Master Thesis.

The student will treat your personal data and everything you say during the interview with the agreed upon level of confidentiality. For educational purposes, your interview will be **transcribed and shared** with the Thesis Supervisor, Professor Fernando Christian Iaione, and will also become an inherent part of the dissertation that may further be published. The student will therefore have to **audio record** your interview.

- ☑ I have been informed about the PURPOSE of this interview.
- ☑ I have had the opportunity to CLARIFY any questions about the interview.
- ☑ I agree to the interview being audio RECORDED.
- ☑ I agree to the student taking WRITTEN NOTES during the interview.
- ☑ I agree that the transcript will be SHARED with the student's supervisor.

- ☑ I agree that the information provided by me on the project can be USED in the text of the dissertation that may then be published.
- ☑ I agree that my direct quotations can be INSERTED in the text of the dissertation with my name attributed to these.

- ☑ I agree that the student has the right to transcript, assembly, adapt, elaborate and reduce; the right to communicate and distribute the material to the public, including also projection, transmission and diffusion rights, also in a summarizing or/and reduced version, through any technical device.
- ☑ I agree that the student has the right to keep a copy, also in an electronic form and on any technological support known or of future invention for the final aims and within the limits above mentioned.

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

This authorization may be revoked at any time by written notice to be sent by e-mail to Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Date   2023-05-31

Name of the participant   Marianne Julkunen

Signature of the participant

Marianne Julkunen

Name of the researcher   Alena Shmalko

Signature of the researcher

Signature Certificate

Signer	Timestamp	Signature
Marianne Julkunen Email: marianne.julkunen@espoo.fi Shared via link		*Marianne Julkunen*
Sent: Viewed: Signed:	17 May 2023 11:37:12 UTC 22 May 2023 14:19:09 UTC 31 May 2023 13:01:00 UTC	IP address: 84.253.241.54 Location: Helsinki, Finland
Email: alena.shmalko@studenti.luiss.it		
Sent: Viewed: Signed:	17 May 2023 11:37:12 UTC 31 May 2023 16:31:50 UTC 31 May 2023 16:32:32 UTC	
Recipient Verification:		
✔Email verified	31 May 2023 16:31:50 UTC	IP address: 151.44.168.29

Document completed by all parties on:
31 May 2023 16:32:32 UTC

Page 1 of 1

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

Fostering the Participatory Approach to Urban Projects with Innovation Methodologies: case studies on Agile, Design Thinking, Lean Start-up, and Futures & Foresight.

PARTICIPANT INFORMATION SHEET

Introductory note

You are being invited to take part in a research project. Please take time to read the following information carefully and feel free to ask if there is anything that is not clear or if you would like more details.

Why is this research being conducted?

The objective of the research is to identify how urban bureaucracy can implement Innovation methodologies to projects and choose the right tools to effectively deliver the intended results, ensuring the full involvement of different stakeholder groups. To this end, a series of successfully delivered urban projects across the European Union will be investigated.

The goals of the interviews as the main research method are as follow:

a) Identify the success factors for engagement of stakeholders with the application of the Methodologies under study (Design Thinking, Foresight, Lean, Lean Startup, Agile)
b) Identify skills needed for a successful implementation of urban participatory projects
c) Identify conditions for and effective ways of using the Methodologies under study

Why have I been invited to take part?

The projects for analysis have been selected according to the following criteria: creativity and active involvement of citizens in the project delivery; availability of substantial amount of documented data on the project; a sign of a certain project management methodology being applied (explicit/implicit mention in the project documents).

How will the interview be conducted?

- Zoom / Google Meet
- 45-60 minutes

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

- With your consent, I would like to audio record and then transcribe our conversation to facilitate the further data processing
- Open-ended questions on the project under study

Other important details

1. The list of questions will be sent to you in advance
2. Upon the completion of the interview, I will create its full transcript and can send it to you for further approval/check at your request
3. After processing the collected information, I may need to ask for a short follow up call (15 min) for clarification (probably at a later date after having conducted all of the interviews)

What information will be collected?

I will ask questions on your approach to project and people management within the project under study. You will not need to disclose the personal data of team members or any sensitive/confidential information on the project or the team.

How will the collected information be used and protected?

Personal data are collected exclusively in order to allow participation in the research, and they will be processed in accordance with the Reg. EU/2016/679 Regulation of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).

I am committed to ensuring protection of all personal information that I hold, and to provide and to protect all such data. I recognise my obligations in updating and expanding this program to meet the requirements of GDPR. I will treat the collected data based on the GDPR principles of lawfulness, proportion, relevance, and responsibility.

The details on the project learned in the course of the interview will be used as a source of information for the comparative case study analysis for my dissertation (and thus become part of the appendix of the thesis). I will also share the transcript of the interview with my supervisor, Professor Fernando Christian Iaione Sometimes, I may insert direct quotations in the text of the dissertation. To this end, I would like to ask your permission to use direct quotations and for your

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

name to be attributed to these in any research outputs. The dissertation will be published in the database of research papers on the official portal of LUISS University and may further be published in academic journals.

Who do I contact if I have a concern about the research or I wish to complain?

If you have a concern about any aspect of this research, please contact Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

INTERVIEW CONSENT FORM

As part of the Master Program in Policies and Governance in Europe at LUISS Guido Carli University, students may conduct interviews on their chosen research topic for their Master Thesis.

The student will treat your personal data and everything you say during the interview with the agreed upon level of confidentiality. For educational purposes, your interview will be **transcribed and shared** with the Thesis Supervisor, Professor Fernando Christian Iaione, and will also become an inherent part of the dissertation that may further be published. The student will therefore have to **audio record** your interview.

- ☑ I have been informed about the PURPOSE of this interview.
- ☑ I have had the opportunity to CLARIFY any questions about the interview.
- ☑ I agree to the interview being audio RECORDED.
- ☑ I agree to the student taking WRITTEN NOTES during the interview.
- ☑ I agree that the transcript will be SHARED with the student's supervisor.

- ☑ I agree that the information provided by me on the project can be USED in the text of the dissertation that may then be published.
- ☑ I agree that my direct quotations can be INSERTED in the text of the dissertation with my name attributed to these.

- ☑ I agree that the student has the right to transcript, assembly, adapt, elaborate and reduce; the right to communicate and distribute the material to the public, including also projection, transmission and diffusion rights, also in a summarizing or/and reduced version, through any technical device.
- ☑ I agree that the student has the right to keep a copy, also in an electronic form and on any technological support known or of future invention for the final aims and within the limits above mentioned.

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

This authorization may be revoked at any time by written notice to be sent by e-mail to Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Date   2023-05-12

Name of the participant   nicoletta levi

Signature of the participant

Nicoletta Levi

Name of the researcher   Alena Shmalko

Signature of the researcher

Signature Certificate

Reference number: L5U7S-XJGMG-HCQRT-QVHHN

Signer	Timestamp	Signature
Nicoletta Levi Email: nicoletta.levi@comune.re.it Shared via link		

Sent:	12 May 2023 10:27:06 UTC	
Viewed:	12 May 2023 13:29:34 UTC	
Signed:	12 May 2023 13:30:32 UTC	

IP address: 193.43.187.2
Location: Reggio Emilia, Italy

Email: alena.shmalko@studenti.luiss.it Shared via link		

Sent:	12 May 2023 10:27:06 UTC	
Viewed:	12 May 2023 13:31:04 UTC	
Signed:	12 May 2023 13:54:07 UTC	

IP address: 101.56.24.121
Location: Rome, Italy

Document completed by all parties on:

12 May 2023 13:54:07 UTC

Page 1 of 1

Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature
solution trusted by 40,000+ companies worldwide.

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

Fostering the Participatory Approach to Urban Projects with Innovation Methodologies: case studies on Agile, Design Thinking, Lean Start-up, and Futures & Foresight.

PARTICIPANT INFORMATION SHEET

Introductory note
You are being invited to take part in a research project. Please take time to read the following information carefully and feel free to ask if there is anything that is not clear or if you would like more details.

Why is this research being conducted?
The objective of the research is to identify how urban bureaucracy can implement Innovation methodologies to projects and choose the right tools to effectively deliver the intended results, ensuring the full involvement of different stakeholder groups. To this end, a series of successfully delivered urban projects across the European Union will be investigated.

The goals of the interviews as the main research method are as follow:
a) Identify the success factors for engagement of stakeholders with the application of the Methodologies under study (Design Thinking, Foresight, Lean, Lean Startup, Agile)
b) Identify skills needed for a successful implementation of urban participatory projects
c) Identify conditions for and effective ways of using the Methodologies under study

Why have I been invited to take part?
The projects for analysis have been selected according to the following criteria: creativity and active involvement of citizens in the project delivery; availability of substantial amount of documented data on the project; a sign of a certain project management methodology being applied (explicit/implicit mention in the project documents).

How will the interview be conducted?
- Zoom / Google Meet
- 45-60 minutes

LUISS

<u>Researcher</u>
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
<u>Supervisor</u>
Professor Fernando Christian Iaione
ciaione@luiss.it

- With your consent, I would like to audio record and then transcribe our conversation to facilitate the further data processing
- Open-ended questions on the project under study

Other important details
1. The list of questions will be sent to you in advance
2. Upon the completion of the interview, I will create its full transcript and can send it to you for further approval/check at your request
3. After processing the collected information, I may need to ask for a short follow up call (15 min) for clarification (probably at a later date after having conducted all of the interviews)

What information will be collected?
I will ask questions on your approach to project and people management within the project under study. You will not need to disclose the personal data of team members or any sensitive/confidential information on the project or the team.

How will the collected information be used and protected?
Personal data are collected exclusively in order to allow participation in the research, and they will be processed in accordance with the Reg. EU/2016/679 Regulation of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).

I am committed to ensuring protection of all personal information that I hold, and to provide and to protect all such data. I recognise my obligations in updating and expanding this program to meet the requirements of GDPR. I will treat the collected data based on the GDPR principles of lawfulness, proportion, relevance, and responsibility.

The details on the project learned in the course of the interview will be used as a source of information for the comparative case study analysis for my dissertation (and thus become part of the appendix of the thesis). I will also share the transcript of the interview with my supervisor, Professor Fernando Christian Iaione Sometimes, I may insert direct quotations in the text of the dissertation. To this end, I would like to ask your permission to use direct quotations and for your

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

name to be attributed to these in any research outputs. The dissertation will be published in the database of research papers on the official portal of LUISS University and may further be published in academic journals.

Who do I contact if I have a concern about the research or I wish to complain?

If you have a concern about any aspect of this research, please contact Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it

Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

INTERVIEW CONSENT FORM

As part of the Master Program in Policies and Governance in Europe at LUISS Guido Carli University, students may conduct interviews on their chosen research topic for their Master Thesis.

The student will treat your personal data and everything you say during the interview with the agreed upon level of confidentiality. For educational purposes, your interview will be **transcribed and shared** with the Thesis Supervisor, Professor Fernando Christian Iaione, and will also become an inherent part of the dissertation that may further be published. The student will therefore have to **audio record** your interview.

- ☑ I have been informed about the PURPOSE of this interview.
- ☑ I have had the opportunity to CLARIFY any questions about the interview.
- ☑ I agree to the interview being audio RECORDED.
- ☑ I agree to the student taking WRITTEN NOTES during the interview.
- ☑ I agree that the transcript will be SHARED with the student's supervisor.

- ☑ I agree that the information provided by me on the project can be USED in the text of the dissertation that may then be published.
- ☑ I agree that my direct quotations can be INSERTED in the text of the dissertation with my name attributed to these.

- ☑ I agree that the student has the right to transcript, assembly, adapt, elaborate and reduce; the right to communicate and distribute the material to the public, including also projection, transmission and diffusion rights, also in a summarizing or/and reduced version, through any technical device.
- ☑ I agree that the student has the right to keep a copy, also in an electronic form and on any technological support known or of future invention for the final aims and within the limits above mentioned.

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

This authorization may be revoked at any time by written notice to be sent by e-mail to Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Date   2023-05-16

Name of the participant   Oana Buxatu

Signature of the participant

Oana Buzatu

Name of the researcher   Alena Shmalko

Signature of the researcher

Signature Certificate

Reference number: WX9PP-W66ZY-AXN3S-CFXDT

Signer	Timestamp	Signature
Oana Buzatu Email: oana@c-edu.ro Shared via link		
Sent:	16 May 2023 07:44:42 UTC	
Viewed:	16 May 2023 08:31:53 UTC	
Signed:	16 May 2023 08:32:20 UTC	

Oana Buzatu

IP address: 5.2.193.41
Location: Cluj-Napoca, Romania

Email: alena.shmalko@studenti.luiss.it Shared via link		
Sent:	16 May 2023 07:44:42 UTC	
Viewed:	16 May 2023 08:33:06 UTC	
Signed:	16 May 2023 08:37:24 UTC	

IP address: 101.56.24.121
Location: Rome, Italy

Document completed by all parties on:

16 May 2023 08:37:24 UTC

Page 1 of 1

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

Fostering the Participatory Approach to Urban Projects with Innovation Methodologies: case studies on Agile, Design Thinking, Lean Start-up, and Futures & Foresight.

PARTICIPANT INFORMATION SHEET

Introductory note

You are being invited to take part in a research project. Please take time to read the following information carefully and feel free to ask if there is anything that is not clear or if you would like more details.

Why is this research being conducted?

The objective of the research is to identify how urban bureaucracy can implement Innovation methodologies to projects and choose the right tools to effectively deliver the intended results, ensuring the full involvement of different stakeholder groups. To this end, a series of successfully delivered urban projects across the European Union will be investigated.

The goals of the interviews as the main research method are as follow:

a) Identify the success factors for engagement of stakeholders with the application of the Methodologies under study (Design Thinking, Foresight, Lean, Lean Startup, Agile)
b) Identify skills needed for a successful implementation of urban participatory projects
c) Identify conditions for and effective ways of using the Methodologies under study

Why have I been invited to take part?

The projects for analysis have been selected according to the following criteria: creativity and active involvement of citizens in the project delivery; availability of substantial amount of documented data on the project; a sign of a certain project management methodology being applied (explicit/implicit mention in the project documents).

How will the interview be conducted?

- Zoom / Google Meet
- 45-60 minutes

LUISS

<u>Researcher</u>
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
<u>Supervisor</u>
Professor Fernando Christian Iaione
ciaione@luiss.it

- With your consent, I would like to audio record and then transcribe our conversation to facilitate the further data processing
- Open-ended questions on the project under study

Other important details
1. The list of questions will be sent to you in advance
2. Upon the completion of the interview, I will create its full transcript and can send it to you for further approval/check at your request
3. After processing the collected information, I may need to ask for a short follow up call (15 min) for clarification (probably at a later date after having conducted all of the interviews)

What information will be collected?
I will ask questions on your approach to project and people management within the project under study. You will not need to disclose the personal data of team members or any sensitive/confidential information on the project or the team.

How will the collected information be used and protected?
Personal data are collected exclusively in order to allow participation in the research, and they will be processed in accordance with the Reg. EU/2016/679 Regulation of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).

I am committed to ensuring protection of all personal information that I hold, and to provide and to protect all such data. I recognise my obligations in updating and expanding this program to meet the requirements of GDPR. I will treat the collected data based on the GDPR principles of lawfulness, proportion, relevance, and responsibility.

The details on the project learned in the course of the interview will be used as a source of information for the comparative case study analysis for my dissertation (and thus become part of the appendix of the thesis). I will also share the transcript of the interview with my supervisor, Professor Fernando Christian Iaione Sometimes, I may insert direct quotations in the text of the dissertation. To this end, I would like to ask your permission to use direct quotations and for your

LUISS

<u>Researcher</u>
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
<u>Supervisor</u>
Professor Fernando Christian Iaione
ciaione@luiss.it

name to be attributed to these in any research outputs. The dissertation will be published in the database of research papers on the official portal of LUISS University and may further be published in academic journals.

Who do I contact if I have a concern about the research or I wish to complain?

If you have a concern about any aspect of this research, please contact Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

INTERVIEW CONSENT FORM

As part of the Master Program in Policies and Governance in Europe at LUISS Guido Carli University, students may conduct interviews on their chosen research topic for their Master Thesis.

The student will treat your personal data and everything you say during the interview with the agreed upon level of confidentiality. For educational purposes, your interview will be **transcribed and shared** with the Thesis Supervisor, Professor Fernando Christian Iaione, and will also become an inherent part of the dissertation that may further be published. The student will therefore have to **audio record** your interview.

- ☑ I have been informed about the PURPOSE of this interview.
- ☑ I have had the opportunity to CLARIFY any questions about the interview.
- ☑ I agree to the interview being audio RECORDED.
- ☑ I agree to the student taking WRITTEN NOTES during the interview.
- ☑ I agree that the transcript will be SHARED with the student's supervisor.

- ☑ I agree that the information provided by me on the project can be USED in the text of the dissertation that may then be published.
- ☑ I agree that my direct quotations can be INSERTED in the text of the dissertation with my name attributed to these.

- ☑ I agree that the student has the right to transcript, assembly, adapt, elaborate and reduce; the right to communicate and distribute the material to the public, including also projection, transmission and diffusion rights, also in a summarizing or/and reduced version, through any technical device.
- ☑ I agree that the student has the right to keep a copy, also in an electronic form and on any technological support known or of future invention for the final aims and within the limits above mentioned.

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

This authorization may be revoked at any time by written notice to be sent by e-mail to Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Date   2023-05-21

Name of the participant   Saima Junaid

Signature of the participant

Name of the researcher   Alena Shmalko

Signature of the researcher

Signature Certificate

Reference number: OTTUR-KBZEM-2CLVC-RDB8U

Signer	Timestamp	Signature
Saima Junaid Email: saima.junaid@espoo.fi Shared via link		
Sent: Viewed: Signed:	17 May 2023 16:03:16 UTC 17 May 2023 16:04:13 UTC 21 May 2023 20:23:45 UTC	IP address: 88.112.181.84 Location: Vantaa, Finland
Email: alena.shmalko@studenti.luiss.it Shared via link		
Sent: Viewed: Signed:	17 May 2023 16:03:16 UTC 21 May 2023 20:24:16 UTC 22 May 2023 09:32:10 UTC	IP address: 101.56.24.121 Location: Rome, Italy

Document completed by all parties on:
22 May 2023 09:32:10 UTC

Page 1 of 1

Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature
solution trusted by 40,000+ companies worldwide.

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

Fostering the Participatory Approach to Urban Projects with Innovation Methodologies: case studies on Agile, Design Thinking, Lean Start-up, and Futures & Foresight.

PARTICIPANT INFORMATION SHEET

Introductory note
You are being invited to take part in a research project. Please take time to read the following information carefully and feel free to ask if there is anything that is not clear or if you would like more details.

Why is this research being conducted?
The objective of the research is to identify how urban bureaucracy can implement Innovation methodologies to projects and choose the right tools to effectively deliver the intended results, ensuring the full involvement of different stakeholder groups. To this end, a series of successfully delivered urban projects across the European Union will be investigated.

The goals of the interviews as the main research method are as follow:
a) Identify the success factors for engagement of stakeholders with the application of the Methodologies under study (Design Thinking, Foresight, Lean, Lean Startup, Agile)
b) Identify skills needed for a successful implementation of urban participatory projects
c) Identify conditions for and effective ways of using the Methodologies under study

Why have I been invited to take part?
The projects for analysis have been selected according to the following criteria: creativity and active involvement of citizens in the project delivery; availability of substantial amount of documented data on the project; a sign of a certain project management methodology being applied (explicit/implicit mention in the project documents).

How will the interview be conducted?
- Zoom / Google Meet
- 45-60 minutes

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

- With your consent, I would like to audio record and then transcribe our conversation to facilitate the further data processing
- Open-ended questions on the project under study

Other important details

1. The list of questions will be sent to you in advance
2. Upon the completion of the interview, I will create its full transcript and can send it to you for further approval/check at your request
3. After processing the collected information, I may need to ask for a short follow up call (15 min) for clarification (probably at a later date after having conducted all of the interviews)

What information will be collected?

I will ask questions on your approach to project and people management within the project under study. You will not need to disclose the personal data of team members or any sensitive/confidential information on the project or the team.

How will the collected information be used and protected?

Personal data are collected exclusively in order to allow participation in the research, and they will be processed in accordance with the Reg. EU/2016/679 Regulation of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).

I am committed to ensuring protection of all personal information that I hold, and to provide and to protect all such data. I recognise my obligations in updating and expanding this program to meet the requirements of GDPR. I will treat the collected data based on the GDPR principles of lawfulness, proportion, relevance, and responsibility.

The details on the project learned in the course of the interview will be used as a source of information for the comparative case study analysis for my dissertation (and thus become part of the appendix of the thesis). I will also share the transcript of the interview with my supervisor, Professor Fernando Christian Iaione Sometimes, I may insert direct quotations in the text of the dissertation. To this end, I would like to ask your permission to use direct quotations and for your

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

name to be attributed to these in any research outputs. The dissertation will be published in the database of research papers on the official portal of LUISS University and may further be published in academic journals.

Who do I contact if I have a concern about the research or I wish to complain?

If you have a concern about any aspect of this research, please contact Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

INTERVIEW CONSENT FORM

As part of the Master Program in Policies and Governance in Europe at LUISS Guido Carli University, students may conduct interviews on their chosen research topic for their Master Thesis.

The student will treat your personal data and everything you say during the interview with the agreed upon level of confidentiality. For educational purposes, your interview will be **transcribed and shared** with the Thesis Supervisor, Professor Fernando Christian Iaione, and will also become an inherent part of the dissertation that may further be published. The student will therefore have to **audio record** your interview.

- ☑ I have been informed about the PURPOSE of this interview.
- ☑ I have had the opportunity to CLARIFY any questions about the interview.
- ☑ I agree to the interview being audio RECORDED.
- ☑ I agree to the student taking WRITTEN NOTES during the interview.
- ☑ I agree that the transcript will be SHARED with the student's supervisor.

- ☑ I agree that the information provided by me on the project can be USED in the text of the dissertation that may then be published.
- ☑ I agree that my direct quotations can be INSERTED in the text of the dissertation with my name attributed to these.

- ☑ I agree that the student has the right to transcript, assembly, adapt, elaborate and reduce; the right to communicate and distribute the material to the public, including also projection, transmission and diffusion rights, also in a summarizing or/and reduced version, through any technical device.
- ☑ I agree that the student has the right to keep a copy, also in an electronic form and on any technological support known or of future invention for the final aims and within the limits above mentioned.

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

This authorization may be revoked at any time by written notice to be sent by e-mail to Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Date   2023-05-30

Name of the participant   Simone d'Antonio

Signature of the participant

Name of the researcher   Alena Shmalko

Signature of the researcher

Signature Certificate

Reference number: FR8UX-JPGAD-Q5S9F-OIEVV

Signer	Timestamp	Signature
Simone d'Antonio Email: s.dantonio@anci.it Shared via link		

Sent:	22 May 2023 15:02:45 UTC	
Viewed:	22 May 2023 15:04:43 UTC	
Signed:	30 May 2023 09:08:33 UTC	

IP address: 5.91.134.118
Location: Rome, Italy

Email: alena.shmalko@studenti.luiss.it	

Sent:	22 May 2023 15:02:45 UTC
Viewed:	30 May 2023 09:18:38 UTC
Signed:	30 May 2023 09:19:08 UTC

Recipient Verification:

✔Email verified 30 May 2023 09:18:38 UTC

IP address: 101.56.24.121
Location: Rome, Italy

Document completed by all parties on:
30 May 2023 09:19:08 UTC

Page 1 of 1

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

Fostering the Participatory Approach to Urban Projects with Innovation Methodologies: case studies on Agile, Design Thinking, Lean Start-up, and Futures & Foresight.

PARTICIPANT INFORMATION SHEET

Introductory note

You are being invited to take part in a research project. Please take time to read the following information carefully and feel free to ask if there is anything that is not clear or if you would like more details.

Why is this research being conducted?

The objective of the research is to identify how urban bureaucracy can implement Innovation methodologies to projects and choose the right tools to effectively deliver the intended results, ensuring the full involvement of different stakeholder groups. To this end, a series of successfully delivered urban projects across the European Union will be investigated.

The goals of the interviews as the main research method are as follow:

a) Identify the success factors for engagement of stakeholders with the application of the Methodologies under study (Design Thinking, Foresight, Lean, Lean Startup, Agile)
b) Identify skills needed for a successful implementation of urban participatory projects
c) Identify conditions for and effective ways of using the Methodologies under study

Why have I been invited to take part?

The projects for analysis have been selected according to the following criteria: creativity and active involvement of citizens in the project delivery; availability of substantial amount of documented data on the project; a sign of a certain project management methodology being applied (explicit/implicit mention in the project documents).

How will the interview be conducted?

- Zoom / Google Meet
- 45-60 minutes

Libera Università Internazionale
degli Studi Sociali Guido Carli

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

- With your consent, I would like to audio record and then transcribe our conversation to facilitate the further data processing
- Open-ended questions on the project under study

Other important details
1. The list of questions will be sent to you in advance
2. Upon the completion of the interview, I will create its full transcript and can send it to you for further approval/check at your request
3. After processing the collected information, I may need to ask for a short follow up call (15 min) for clarification (probably at a later date after having conducted all of the interviews)

What information will be collected?

I will ask questions on your approach to project and people management within the project under study. You will not need to disclose the personal data of team members or any sensitive/confidential information on the project or the team.

How will the collected information be used and protected?

Personal data are collected exclusively in order to allow participation in the research, and they will be processed in accordance with the Reg. EU/2016/679 Regulation of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).

I am committed to ensuring protection of all personal information that I hold, and to provide and to protect all such data. I recognise my obligations in updating and expanding this program to meet the requirements of GDPR. I will treat the collected data based on the GDPR principles of lawfulness, proportion, relevance, and responsibility.

The details on the project learned in the course of the interview will be used as a source of information for the comparative case study analysis for my dissertation (and thus become part of the appendix of the thesis). I will also share the transcript of the interview with my supervisor, Professor Fernando Christian Iaione Sometimes, I may insert direct quotations in the text of the dissertation. To this end, I would like to ask your permission to use direct quotations and for your

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

name to be attributed to these in any research outputs. The dissertation will be published in the database of research papers on the official portal of LUISS University and may further be published in academic journals.

Who do I contact if I have a concern about the research or I wish to complain?

If you have a concern about any aspect of this research, please contact Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

INTERVIEW CONSENT FORM

As part of the Master Program in Policies and Governance in Europe at LUISS Guido Carli University, students may conduct interviews on their chosen research topic for their Master Thesis.

The student will treat your personal data and everything you say during the interview with the agreed upon level of confidentiality. For educational purposes, your interview will be **transcribed and shared** with the Thesis Supervisor, Professor Fernando Christian Iaione, and will also become an inherent part of the dissertation that may further be published. The student will therefore have to **audio record** your interview.

- ☑ I have been informed about the PURPOSE of this interview.
- ☑ I have had the opportunity to CLARIFY any questions about the interview.
- ☑ I agree to the interview being audio RECORDED.
- ☑ I agree to the student taking WRITTEN NOTES during the interview.
- ☑ I agree that the transcript will be SHARED with the student's supervisor.

- ☑ I agree that the information provided by me on the project can be USED in the text of the dissertation that may then be published.
- ☑ I agree that my direct quotations can be INSERTED in the text of the dissertation with my name attributed to these.

- ☑ I agree that the student has the right to transcript, assembly, adapt, elaborate and reduce; the right to communicate and distribute the material to the public, including also projection, transmission and diffusion rights, also in a summarizing or/and reduced version, through any technical device.
- ☑ I agree that the student has the right to keep a copy, also in an electronic form and on any technological support known or of future invention for the final aims and within the limits above mentioned.

LUISS

Researcher
Alena Shmalko
Master's student, Policies and Governance in Europe
+393203241473, alena.shmalko@studenti.luiss.it
Supervisor
Professor Fernando Christian Iaione
ciaione@luiss.it

This authorization may be revoked at any time by written notice to be sent by e-mail to Alena Shmalko at alena.shmalko@studenti.luiss.it or Fernando Christian Iaione at ciaione@luiss.it.

Date   2023-05-24

Name of the participant   Ville Leino

Signature of the participant

Name of the researcher   Alena Shmalko

Signature of the researcher

Signature Certificate

Reference number: DIQWX-MDHSG-HE7JJ-J5SM5

Signer	Timestamp	Signature
Ville Leino Email: ville.leino@espoo.fi Shared via link		

Sent:	22 May 2023 09:55:25 UTC	
Viewed:	23 May 2023 16:44:52 UTC	
Signed:	24 May 2023 18:21:59 UTC	

IP address: 93.106.187.174
Location: Helsinki, Finland

Email: alena.shmalko@studenti.luiss.it Shared via link		

Sent:	22 May 2023 09:55:25 UTC	
Viewed:	25 May 2023 06:01:44 UTC	
Signed:	25 May 2023 06:02:09 UTC	

IP address: 101.56.24.121
Location: Rome, Italy

Document completed by all parties on:
25 May 2023 06:02:09 UTC

Page 1 of 1

Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature solution trusted by 40,000+ companies worldwide.