TABLE 12. Tools and pilots

	Participatory Workshops	Collective Maps	Social Maps	Transects	Scenarios workshop	General criteria workshop	Digital platform	Action Plan	Citizen Labs	Serious games
Odemira	x	x	x	x	x	x	x	x		
Tavira	x	x	x	x	x		x		x	
Gata-Malcata	x	x	x		x		x	x	x	
Rouen									x	
France	x	x		x		x	x			x
Iceland		x		x	x				x	x
Emilia-Romagna	x						x		x	
Bologna	x	x	x	x	x				x	x
Central-Transdanubia	x					x			x	
Szeged	x	x			x		x			
Tartu							x	x		

TOOL BOX

1. ORGANIZATION AND DESIGN OF PARTICIPATORY WORKSHOPS

Approaching the practical way of carrying out the participatory workshops, it is convenient to insist on several aspects that, together, make possible the success in the fulfillment of its objectives. We will treat them based on two fundamental stages, such as (1) the preliminar preparation and (2) the realization of the workshop.

Preparation of the participatory workshop.
The first task that one must consider when programming the implementation of a participatory workshop is to define the objectives and the results that are intended to be achieved. These two elements will guide the organizer, later on, to think about the techniques to be used, as well as about the duration of the workshop and its parts, and all the aspects that will characterize each workshop (materials, functions of the technicians, characteristics of the space, etc.). Here are some elements that one must take into account, as they help to define the workshop:

- It is advisable that the duration of the workshop does not exceed 2 hours. It is very difficult to keep the attention of the participants for a longer time, and in lesser time it is almost impossible to go through the different moments that a workshop requires. If one works with people used to working in groups, it is possible to extend the workshops for longer, but it is advisable to take breaks in order to maintain attention.
- The participants in the workshops have to know from the beginning what is going to be done.
- Different internal phases must be organized in the workshop with stipulated times. The workshops can be carried out in several sessions.
- There are countless techniques available to use in workshops, the important thing is that the most appropriate are chosen, based on the objectives that organizers have set, and that the necessary adaptations are done. One can even create or adapt specific techniques for the specific case being treated.

To define the technique to be used, answering the following questions is fondamental:

- WHAT topic are we going to address?
- WHY did we carry out the workshop (objective)?
- WITH WHOM are we going to work (profile of participants)?

When defining the technique to use, one must feel safe to conduct it. When resorting to techniques that one has not previously used, it is advisable to carry out simulations before the workshop, which allow to approach them later in an agile and comfortable way.

Once the technique has been chosen, one must specify the procedure to follow for its application depending on the expected number of participants, the time and space available.

While not everything is predictable, one must be prepared to reconsider the development of the workshop if necessary (because more or fewer people have attended than expected, because it is necessary to motivate people first, because we do not have the necessary time,...). It is advisable to have a "plan B", with other backup techniques that fit the scenario we find ourselves with.

In the event that more than one technique is used in the same workshop, the link between one and the other must be clear to the participants, in such a way that progress is made in an orderly and systematic process.

The simpler the technique, the better. It is important that the techniques are "manageable" in such a way that the participants can gradually incorporate them (transfer of social technology) thus promoting the establishment of "other ways of doing" after the process. The space where the workshop is going to be held is more important than what is generally granted a priori. A comfortable and accessible space does not guarantee the success of a workshop, but it greatly favors the working climate.

Whenever a workshop is done, it has to end with a visualizable result for the participants, regardless of whether the workshop has been split into several sessions. It is important that in each document that is prepared in the workshops (it could be a written slide, an instant report, etc.), the date on which it was carried out and who participated is recorded.

At the end of the workshop it is advisable to evaluate the meeting with some simple technique

<u>Realization of the participatory workshop</u>

Below we generically show the different important aspects of conducting a workshop. It is evidently a moment of interaction between the technicians who direct it methodologically and the participants who lead it with respect to their dialogue and contributions. The fundamental elements that we must take into account when conducting a workshop are:

- Always start from practice, from what people know, experience and feel.
- Develop a systematization process of this practice, an orderly, progressive process and at the pace of the participants, which allows for the discovery of new elements and to go deeper according to the level of progress of the group; to locate the daily, the immediate, the individual and partial, within the social, the collective, the historical, the structural.

- This process must provide new elements that allow the initial knowledge, the feeling from which we start, to be fully explained and understood. Based on these elements, a workshop can be carried out in multiple ways, as long as the objective is to facilitate dialogue and reflection among all.

Key aspects and moments are:

1) Presentation. At the beginning of the workshop we have to show what is going to be done in the workshop, what is to be achieved with it, what techniques are going to be used and at what times. The meaning of the workshop within the process must also be clear, that is, the workspace that is being opened has an objective in itself, but at the same time it constitutes a moment within a whole process that gives it meaning: it is You arrive at the workshop after having carried out a series of activities (meetings, other workshops, interviews, etc.) and other work spaces will continue to open after the workshop. The clearer the meaning and continuity of the workshop in the future, the easier the work will be and, usually, the greater involvement on the part of the attendees. Waiting while the session begins can be used to introduce yourself and others.

2) First reflection: division into small groups. Once what is going to be done has been explained and it is clear to the participants, we begin the workshop. The dynamics of a workshop have to be well thought out by the technicians; In order to be creative and adapt to circumstances, it is necessary to know in advance what you want to do. Whenever the number of attendees is greater than 10 or 15 people, it is advisable to divide into small groups in order to facilitate dialogue and reflection on the content of the workshop. In some cases (depending on the objectives) we will form homogeneous groups, while in others it will be more appropriate to work with heterogeneous groups. The division can be done randomly, according to the preferences of the participants or by any method that allows us to generate the type of group expected. We must bear in mind that when we arrive at a meeting we usually sit next to the people we know, so homogeneous groups are usually already formed naturally. Each of the small groups always has to choose a rapporteur who will later show the rest of the groups the work done. This work in groups guarantees a more direct debate to agree proposals or opinions on the aspects that are dealt with.

3) Second reflection: plenary. In the event that division by groups is used, finally all the attendees must be brought together in a plenary session in which each group recounts what they have discussed and decided. At this point it is very important that there is a large support on which to write down everything that each group says. The support makes it possible to make the problem publicly visible, in short, it makes it easier for each group to see their own reflections on said support and, at the end of the process, to be able to have a plural and heterogeneous relationship

of the same problem. The most advisable thing is that the support is identical to the one used by the small groups in their reflections. If a division into small groups has not been carried out, what we have called the first and second reflection merge at the same moment, collecting the same characteristics. It should be clarified that this process of division, work in sub-groups and meeting in plenary does not have to be carried out only once, but can be carried out as many times as deemed necessary until it matures and clearly defines the results sought with each workshop.

4) Conclusions: when we do a workshop, it is recommended that it always ends with a result or conclusions. These will always come from the previous exercises and have to leave open a door to the future, that is, to its continuation, either in another session of the workshop, or because we have finished the diagnosis and entered another phase. With the development of the workshop itself, it can go to different sites depending on the objectives pursued. You can open a debate on what has been reflected. When opening it, it is advisable that it has a result as its horizon (we want to reach an agreement, an alternative or a definition), since it will be this objective that will allow us to have a transparent and horizontal debate between those involved. , as well as delimiting the debate itself, avoiding its excessive prolongation. Based on the reflections made previously, the objective may be to group the elements that are similar and treat the different ones, discuss the prioritization of said elements, and consolidate consensus. In any of these cases, depending on the workshop in which we find ourselves and depending on the moment of the participatory process, the completion must be linked to the next action (workshop or other activity), which will begin by compiling what was worked on in the previous workshop. . On these occasions it is convenient to send the product of the previous work in advance, so that if new participants are incorporated, they can all have the same inputs. The role of the technicians in the workshop is a very important issue, since the proper development of the workshop can depend on them. It must be taken into account that through the methodologies

In participative organizations, we do not want to position ourselves as expert technicians in the subject being addressed, but rather as technicians who think that reaching collective and public solutions requires a methodological process of which we are supporters. This thematic neutrality is important, because it makes it easier for the technician to address other issues more related to the development of the workshop. Our purpose is not to assess and judge the comments of the participants but to create the right environment for them to argue their ideas or appreciations. In this sense, the technician is a kind of connector who, when faced with a new idea, claims his argument and takes it to public display so that the rest of the participants can listen and reflect on it. The technician becomes a facilitator who is clear that the objective is to reach joint alternatives. Those who have to assess the viability of one idea or another are precisely the participants. In this way, we can say that the technicians have to assume different roles that guarantee the proper functioning of the workshop:

- Make the participation and contribution of all possible. Supervising that speaking turns are distributed among all, as well as the work in groups; You must look for techniques that guarantee equal conditions for these dialogues (card system, balancing the right to intervene, distributing the groups, etc.).
  BE CAREFUL THAT:
  - No person is restricted by having to speak in public.
  - No opinion or comment is left unheard.
  - All people are represented (and can feel represented, correcting what they find is
    not corresponding to their position!) in the result.
- You can introduce elements to invigorate the discussion or to open new lines of debate. Whether from the review of secondary data or from workshops and other techniques that have been applied previously, issues may have emerged that are considered relevant and yet do not appear in the current workshop. The technician can introduce them in order to open a line of discussion while he can constitute a latent element, or simply in order to verify that it does not constitute a problem that is given the same relevance among one and other actors.
- It must have a clear objective of promoting this dialogue, discussion and collective decision-making. Stimulating creativity, improvising from the material that emerges from the techniques, giving names to the different groups of ideas, etc., must channel through the promotion of collective decision the multiple ideas and interpretations that come out.

References

Ganuza et al (2011) Democracy in action: Participatory Methodologies, in https://digital.csic.es/bitstream/10261/79311/1/400543.pdf)

2. SOCIAL MAPS

The sociogram is a technique that we use within the participatory methodologies for the analysis of social networks. Its objective is to generate knowledge about the structure of the networks in a specific territory and open processes of reflection on them, defining collective strategies to unblock conflicts and move forward. We can understand this technique of the sociogram as an x-ray (or still photo) of the relationships that are established between different actors in front of a certain topic, at a given moment. It allows us to graphically represent these relationships, situate the actors facing a certain issue and/or problem, as well as on the social map, taking into account the degree of power they have in relation to the analyzed problem.

The sociogram can be used at different times and with different objectives within a participatory process:

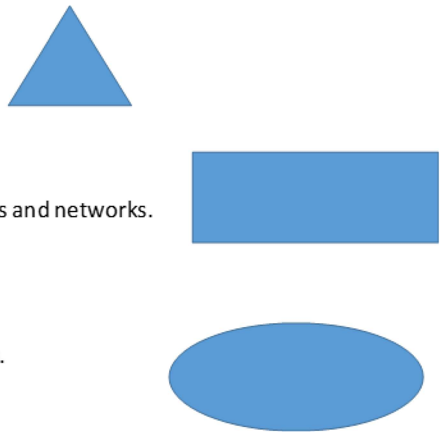
- To know, at the beginning of a process, the map of relationships that are established around a problem at a certain moment. It then constitutes an essential tool for the contextualization of the social actors in front of an issue.
- As a working hypothesis for carrying out the positional sample of the different actors in the territory, that is, to distinguish which actors there are, what relationships they have among themselves, and who are closer or farther from our objective.
- To see the movement of the actors and/or networks facing a specific problem. By making successive sociograms in the course of a participatory process, we can visualize this movement, as well as the articulations that occur between the networks, connection points, agreements, points of conflict, etc.
- To prepare the Action Plan once the diagnosis has been made. Network analysis is a fundamental element at the time of programming as it allows us to define strategies (with whom we should negotiate, which alliances we start from and which ones we should promote, what conflicts exist between the actors and/or networks) in order to give viability and sustainability of the actions.

The workshop that we will develop next refers to the analysis of networks in the diagnosis-contextualization stage; its objective is therefore more descriptive than mobilizing. The analysis of the SOCIAL MAP will give us as a result a contextualization of the social network of relationships around a specific problem.

Entities or institutions.

Formally constituted associations and networks.

Actors and/or informal networks.



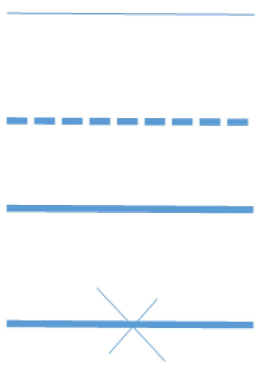
The third variable that we introduce is the links that are established between some actors and others. We graph these links not based on the relationships they have between them in a generic way, but focusing specifically on the specific issue on which we are working, and at the present time. To graph the relationships between the actors, it is usual to use the following symbols:

normal relationships

weak relationships

strong relationships

troubled relationships



Another important element is to know if the relationships are reciprocal or one-way, for this we graph with one-way or double-way arrows.

one-way relationships

reciprocal relationships

The conventions we have described are the ones we normally use in our work, but these can be defined and agreed with the group you are working with; The important thing is that they are used at the different moments in which the maps are worked on so that we all know what each of them symbolizes and we can make comparative readings. It is also important to put the date and place where the social map was made, as well as the authors of it.

First tool stage

The first step to follow is to prepare a list of actors that the participants locate in the territory, linked to the theme that we are addressing and determine the symbology that corresponds to each one (triangles, squares or circles).

This first step must be worked on in a plenary setting, so that the groups start from the same list of actors in their graph. We can approach it through a brainstorming session (10 minutes) so that the participants define which actors in the territory they know that can be related to the problem being addressed at the present time. The facilitator writes down on the support or blackboard the actors that are being identified. In case there are relevant actors that are being left out, the facilitator can introduce the debate through questions in order to analyze the relevance or not of considering them. At the end, there would be a list of actors agreed upon by the participants, and the symbology corresponding to each actor would be determined. This first step would last approximately 45 minutes.

Once we have the list of actors with the corresponding symbols, we ask the participants to divide into heterogeneous groups and name a rapporteur who will be the person who will present the results of their group's work to the plenary. In this first reflection, the groups will work on:

- Locate the actors on the map, taking into account, on the one hand, their degree of power or influence with respect to the subject or problem being dealt with, and on the other, their affinity with respect to the objectives pursued.
- Determine the relationships (links) that are established between the actors (whether they are strong, weak, normal, conflictive relationships). It is important at this point that the technician makes it very clear that the relationships that interest us are not those that are established in a generic way between the different actors / networks, but specifically those that are established around the specific topic that is being addressed. Two actors may not have a very fluid relationship on a daily basis and, nevertheless, it may be that around the particular issue at hand, they articulate a series of very specific and delimited relationships. The opposite situation can also occur: that two or more actors habitually maintain fluid relations and yet do not have any link between them, nor activities in common in relation to the subject that we are addressing.

For the development of this first reflection, an approximate time of 60 minutes would be given.

Second tool stage

Once the groups have finished the entrusted task, they return to the plenary and each rapporteur of the group makes the presentation of the results of the work carried out. In this type of workshop, time should be given after the presentation of the different groups to discuss the elements that may appear contradictory in the graphing of the map, in order to try to reach a consensus. If it is not achieved in a prudent time, the differences should be raised in order to settle them in a later session, in which there will surely be more knowledge of the network framework and their relationships. The approximate duration of the presentation and the debate in plenary will be between 60 and 90 minutes, depending on the number of groups that must present and the time required to reach a consensus on the map.

If the number of participants is not so high as to work in plenary (up to 15 or 20 people), we can divide them into groups so that they locate the actors in the matrix and hold the plenary in order to debate and agree on a single matrix. to then work on the relationships that exist between the actors present in said matrix.

Conclusions

Once the stakeholder map is agreed upon, we must read both the process we have carried out to reach the final result, as well as the product obtained and what it is telling us in relation to the subject on which we are working. This reading will be guided by the objective that we set ourselves when planning the workshop (have a first mapping of actors, prepare the sample, define strategies to expand sets of action, analyze the movements that have occurred in the networks by comparing it with a previous mapping, etc.)

While we have focused the explanation of the technique to use it in the diagnosis-contextualization stage, we point out some of the elements to take into account at this specific moment in the process:

- Highlight whether there were generalized agreements or contradictions regarding the location and/or relationships of some of the actors. In the event that a consensus has not been reached for the location and/or type of relationships of some of the actors, explain that as the field work progresses, it will be possible to clarify its position.
- Highlight (if they appear) the existence of empty quadrants and/or actors for whom no type of relationship has been established, linking them more to a current ignorance of the participants of this type of actor than to the real absence of the same.
- Highlight whether or not the technical team has been located in the matrix as one more actor in the process, in which quadrant and with what relationships.
- Analyze whether there is an agglomeration of actors and relationships in certain rows or columns of the matrix, linking it with the profile of the participants and with the knowledge/unknowledge that it implies. For example, in the sociograms that are

carried out with administration technicians, it often happens that we find a complex network of actors and relationships in the middle row, with a smaller number of actors and relationships in the upper part and, above all, with very few actors in the lower part, or with a diffuse identification of them that corresponds more to the categories of "groups" (men, women, children,...) with which they work than with an identification of "groups" or " informal networks. If, on the contrary, the participants are members of informal groups, it is much more probable that the resulting sociogram will be very "loaded" with actors and relationships below, and that they will gradually become poorer in the upper ranks.

References

Ganuza et al (2011) Democracy in action: Participatory Methodologies, in https://digital.csic.es/bitstream/10261/79311/1/400543.pdf)

3. COLLECTIVE AND GEOGRAPHICAL MAPS

The mappings are used to locate and graphically display elements linked to the use of space. They can be used both to work on geographic-spatial aspects (the location of houses, services and infrastructures in an area and the perceptions associated with them), and to address social aspects based on the geographic-spatial dimension (problematic and conflict areas, borders social, etc.).

The objective of these tools is to create a shared conception of the use of space and the resources present in it. Those services that are identified and marked on maps can reveal a lot about what people perceive to be important. They can also be used as the basis for working on social aspects, identifying existing potentialities and limitations in the territory associated with the use of space. They allow an analysis of a wide range of topics, based on their geographical spatial location:

- Locate existing resources in an area (natural resources, institutional resources, green areas)
- Identify key elements in a community, neighbourhood, district... (spaces for coexistence, spaces of conflict)
- Identify social boundaries
- Reconstruct usual routes
- Work on perceptions associated with spaces in relation to their importance, use, accessibility

You can work on already existing simplified maps of the area, community or neighborhood (whether they are aerial photos, cadastre maps) or they can be elaborated during the application of the tool, depending on the proposed objective. Although the mappings can be designed specifically and creatively for each particular situation and context, as an example we propose two possible tools commonly used, with the intention that they serve as examples to be recreated: TRANSECTS AND TALKING MAPS.

TRANSECT

It consists of the graphic representation of a field reconnaissance tour. It constitutes a way of jointly approaching participant observation (technical team and participants), while the group carries out tours with stops (places that represent a milestone, a turning point in the tour) from which themes emerge, opinions, ideas, memories, emotions, which are collectively qualified and collected to later build the graphic representation of the journey carried out jointly.

It is very useful at the beginning of the Field Work and is usually one of the first tools used to make contact with the reality of the territory on which we are working. Even in the cases in which we already know it, it is always advisable to resort to this technique at the initial moment as it will allow us to discover new itineraries, to know other aspects of the reality on which we are going to work and, in addition, it can help us to carry out the first contacts in the field, publicize the process that is starting and show us as a team. In addition to using them as a contact point, they are also useful for explicitly working on problems that arise throughout the process: recreational routes and/or walks, symbolic places where something important or with special meaning to people happened, etc.

For the development of this tool, it is essential to have key informants or experts, with whom we will design the route, the stops to be made, as well as the themes that we want to highlight in order to identify different aspects of the local reality. Once the reconnaissance tour (kicking, walking, ...) has been completed, with the group the findings of the tour are graphed, ordering them into a series of topics that include both the topics considered initially and the elements that have appeared throughout it.

TALKING MAPS

They are drawings or representations of the geographic-spatial characteristics of a certain area (community, neighborhood, city,..). They provide a synthetic vision of the territory according to the appreciation of the people about it, and about the themes that are considered necessary to work on in each case. They can be used, for example, to:

- Identify urban areas, services, infrastructures, meeting spaces
- Identify and graph natural and physical resources (resource map): vegetation, topography, land use,…
- Know the appropriation that the different groups make of the spaces.
- Know how the use of spaces by other groups is perceived
- Work on the movements of the population or reconstruct habitual routes.

To prepare these maps we can start from the information collected through the previous realization of TRANSECTS, or elaborate them in a work session in which several groups separately construct the maps to later compare them, or use them to gradually dump the information related to the space that we produce with other techniques

<u>References</u>

Ganuza et al (2011) Democracy in action: Participatory Methodologies, in https://digital.csic.es/bitstream/10261/79311/1/400543.pdf)

4. FUTURE SCENARIOS

The participatory tool known as Future Scenarios is useful in establishing projections that guide the process in its next steps. If we have made a self-diagnosis, now it is a question of thinking about a future scenario so that it will finish clarifying the horizons towards which we can advance (both positive and negative).

It is a tool that does not put so much emphasis on the viability of these scenarios. It's important the exercise itself, through which the participants imagine the future in the first instance, that is, how things can become. If we choose to work both a positive and negative scenario, the objective is a little different. With the first scenario we make a call to creativity and even to a certain point to utopia; With the second, we ask the participants to imagine what the scenario we are dealing with would be like in a few years if there was no intervention. Obviously, this workshop does not make sense in isolation, since the result is what will help us to tackle other tasks. To do the negative scenario could be adequate to use the result of othger tools oriented a identify problems (diagnosis)
The tool has two stages (work in subgroups and plenary) and requires a time of between one and a half to two hours to complete.

Presentation
We will start from a contextualization of the moment of the process in which we find ourselves, where it is progressing, as well as the specific objectives that we set ourselves with this practice. We will remember the importance of obtaining concrete results that transcend the attendees and the time of the workshop; that is to say, it accentuates the fact that it is in an increasingly advanced construction process that points to a transformation of the initial situation from which we started.

The workshop in which we use this tool is intended for the actors who are part of the process. In other words, all those who form or may form this group of action or network of actors affected by the problem we are dealing with are summoned.
At this initial moment we will propose that together with the small presentation that we are making, the workshop will consist of two parts to which we will give the same time (approximately 50 minutes each), as well as what the dynamic will consist of in broad strokes. For this initial presentation we should spend no more than 15 minutes.

First tool stage
For this first part the steps are:

- Division of attendees into subgroups. Depending on the number of participants, we will constitute more or less subgroups made up of an equal number of people. The way to form them is usually random, although if we consider that it adds some utility to the process, we could form them by people who share a common identity (young people, men, women, immigrants, businessmen, etc. depending on the topic and the relevant identities for the same); We will only resort to this division into homogeneous groups when sectoral information is of interest, either due to existing conflicts or due to operability. However, this implies working later with heterogeneous groups combining the different identities.

- Each subgroup describe in a large support a positive and a negative future scenario of the situation we are analyzing (usually three to five years). We clarify that these are visions of the situation in case it evolves positively or negatively. We can start from a question that the groups would answer in its positive and negative version: how will the space where the process takes place (municipality, association, neighborhood, etc.) be found in terms of the subject matter (environment, education, development local, etc.) X years from now (3, 4, 5)?
- Elaboration by each group of its positive and negative scenario. This scenario can be visualized through thematic axes, which would mean working around said axes. Thematic axes can be derived from previously detected problems if a diagnosis has been made. If this is not the case, the debate and agreement of the participants will set the initial guidelines on which these scenarios are based. The work dynamics of the subgroups can be a direct debate between its members that allows to outline the scenario or through individual cards that are later discussed internally.

Second tool stage
For this phase of the workshop the steps are:

- Sharing of each of the scenarios. The ideal is to work first all those of one type (positive or negative) and then the others. This means that a spokesperson for each group tells all attendees the conclusions of their group and the necessary consultations and clarifications are made.
- Search as a synthesis of some positive and negative scenarios agreed with the sum of the different elements that have been proposed in each of the groups. This implies a debate for the construction of positive and negative scenarios in which there is a common agreement on their characteristics. We will start by highlighting those characteristics on which there is more agreement at the level of the different groups and we will continue towards the others to the extent that there is consensus.

Conclusions
The product of the workshop is the following: some future scenarios have been built that should serve as a reference for the orientation of the process. In this sense, the main reading would be that the activities that are decided to be carried out later, have to be in line with the future scenario, avoiding, in turn, the negative, which would also be possible if there was no proper intervention. This will allow for a future framework to guide actions and the type of measures to transform the initial situation.

With these products defined, we should close the workshop announcing what the next steps would be. In principle, these should be directed through new participatory workshops on issues such as:

- Determine criteria that allow the desired scenario to be translated into operational actions (GENERAL CRITERIA TOOL).
- Prioritize problems to detect their relationships and which ones to intervene on.
- Start preparing proposals and the organizational process for their execution (ACTION PLAN TOOL).

References

Ganuza et al (2011) Democracy in action: Participatory Methodologies, in https://digital.csic.es/bitstream/10261/79311/1/400543.pdf)

5. GENERAL CRITERIA

This workshop aims to offer an alternative to the prioritization of proposals. It is often difficult to agree on the priority of a set of proposals, even more so when they are thought together by heterogeneous people. The fact of having some criteria facilitates this task of prioritization, but also facilitates the discussion on the same proposals. Due to its importance and connection with the proposals, it is advisable to think about these criteria before starting to think about those.

Carrying out a FUTURE SCENARIO is not completely necessary to think about the criteria, but it certainly helps with this task. By thinking about this scenario in advance, it is very easy to visualize the meaning of the criteria. These would translate the concrete actions that would be necessary to carry out to reach the future scenario. We are always talking from a participatory framework, therefore, we talk about what the participants think is necessary.

The criteria are usually brief sentences that affirm or condition an action, for example, "favor actions that improve the situation of the most disadvantaged". With this sentence, the participants will have a guide on which to contextualize their discussions, as well as think about the proposals and prioritize them. If there is no future scenario, the criteria can be thought of directly as actions aimed at improving the current situation in one direction or another. This workshop allows working exclusively at the time of construction of these criteria. Subsequently, in the Proposal and/or Programming phases, we will carry out other workshops in which we apply them to the proposals.

Presentation

This workshop is planned for the participation of all the actors linked to the process or interested in joining it. We will start, as we do with other workshops, explaining the meaning, the objectives, the products that we hope to obtain and the ways of working. We will insist that it constitutes a tool to operationalize that positive horizon that we are looking for and that, for this, the process and product will focus on the construction of criteria. In the event that we have previously carried out the future scenarios workshop and want to take advantage of its results, we will start by introducing the result of that one.

We will also comment to the participants on the fact that, in addition to the brief initial presentation, the workshop is divided into two stages in which they will work, first, in subgroups, to end with a sharing in plenary. We will also propose that its duration should oscillate between 2 and 2:30 hours.

First tool stage

- Taking the positive scenario worked on in previous workshops as a reference, we ask the participants that they must build the guidelines on the requirements that future proposals should or should not have in order to achieve that desired positive scenario (for example, before social actions of any kind, some generic guidelines could be: that they be egalitarian in terms of gender / that they do not have gender biases; that they do not threaten the environment / that they are ecological, etc.). In short, it's to propose something like: "for this positive scenario built to be possible from now to X time, what characteristics should the proposals meet and at the same time what characteristics could not be accepted". Similarly, if we do not start from previously built scenarios, the starting point should be the general characteristics that the participatory program that is built should have.

We will insist on issues such as:

- The criteria must be operational. As much as they even refer to values, they must be thought of in such a way that they can be applied to concrete proposals. This means that the criteria, even if we refer to issues of social justice, will have to include how the assessments will be made for specific cases. If this were not the case, the criteria would lose all their strength and meaning.
- Different criteria must appear seeking that they are not excessive in number, nor too rigorous, nor too generic. To do this, we can choose to accept all the criteria on which there is agreement or prioritize a limited number (using, for example, weighted voting).
- The criteria can be stated both positively (what the proposals we make should have or comply with) and negatively (what should not have or comply with).

Second tool stage

- In the plenary we will proceed to have the rapporteurs of each group explain to all the participants the list of criteria elaborated by the group, verifying that it is clear to all.
- After the presentations of the results of each group, and verifying that these definitive results are operative and applicable, we promote a debate that reaches a consensual agreement on:
  a. The definitive characteristics of the common criteria to adopt.
  b. The total number of criteria to set.
  c. A nominal assessment that later allows us to assess compliance with each criterion and prioritize the proposals.

Conclusions

We will close the workshop indicating the number of criteria achieved, what aspects they cover, what they consist of, etc. Likewise, we will highlight that with this we have obtained some specific orientation guidelines to build (and to the extent that we will ponder them, to assess) future proposals.

References

Ganuza et al (2011) Democracy in action: Participatory Methodologies, in https://digital.csic.es/bitstream/10261/79311/1/400543.pdf)

6. ACTION PLAN

Once the participatory process finish, that is, we have achieved proposals (for example, in the form of Recommendations in a Citizen Assambly), the question of their implementation arises. How are proposals to be implemented? It involves putting final results into action by designing an action plan that defines the means by which a specific proposal will be executed. The main objective of this phase is to design an action program that adequately defines the tasks that would have to be done to implement a specific recommendation or proposal, while establishing the actors that would be involved in its development. The phase can be carried out in PHOENIX by all the members of the TCCD.

In either case, what is sought with the Action Plan is to discuss how the recommendations made can be implemented and what is necessary and who should be engaged to do so. The description of the environment and the actors involved in this work allows the establishment of indicators capable of facilitating the monitoring of the execution of the proposals elaborated in the participatory process.

1. Defining the objectives and purpose of the proposals.
Here it would be a matter of collecting the proposals that come from the participatory process and beginning to think about them in operational terms. All the proposals can be broken down into one or several proposals. Maybe not. The case is to encourage participants to disaggregate the initial proposals and associate each one with a purpose or objective. This exercise will be very useful for later designing concrete activities to implement each proposal.

Recommendation 1	
Proposals	**Ends and objectives**
Proposal 1	
Proposal 2	
Proposal…	

2. Defining the activities and the actors involved
Once we have disaggregated the initial proposals into more operational proposals, it is now a matter of reflecting on the activities that we think are appropriate to carry them out. These activities will in turn be associated with both actors, who will have a specific responsibility in their development.

Recommendation 1					
Proposals	**Activities**	**Actor 1**	**Actor 2**	**Actor 3**	**Other actors**
1.	1.1				
	1.2				
	1…				
2.	2.1				
	2.2				
	2…				

From here, a Commission can be designed within the TCCD to supervise the implementation of the recommendations. But this phase also makes it possible to generate information that can be shared among the population in order to make it easier for citizens to supervise the actions.

References

Ganuza et al (2011) Democracy in action: Participatory Methodologies, in https://digital.csic.es/bitstream/10261/79311/1/400543.pdf)

7. CITIZEN LABORATORIES

There are numerous experiences and definitions of Citizen Laboratories. For the purposes of this project, we chose to define them as spaces for interaction between citizens where, through collaborative and experimental methodologies, projects, proposals, initiatives or public policies are designed to solve specific problems in the communities themselves. Citizen Laboratories are directly aligned with the principles of anticipation, inclusiveness, reflexivity and responsiveness defined by the European Commission's Responsible Research and Innovation (RRI) strategy (D2.1: 67). As indicated in Project H2020 PROSO (Promoting societal engagement under the terms of RRI)[45], these strategies seek to reconfigure the normative position of the relationship between science and society, defending the involvement of civil society in science and technology as a democratic principle that it must find stable structures to do so (D2.1 Report on the expert workshop "Contemporary experiences with societal engagement under the terms of RRI": 8-11).

Citizen Laboratories are based on processes of a self-managed, open and horizontal nature where people with the most diverse knowledge possible come together to develop an idea. In many cases, this type of Laboratories have as their objective the prototyping of specific materials, in other cases they are limited to developing proposals for the orientation of public policies. Laboratories are usually self-organized spaces where citizens work with technical experts to develop specific projects.

In the different cases that are dealt with in this document, it may be to co-design some products (such as the serious role-playing game to consider non-human perspectives, products for community gardens, etc.); but also to deepen the analysis of some themes for the preparation of proposals (as in the case of the CDQ in Bologna). Citizen laboratories are spaces where two dynamics are sought: a) the democratization of knowledge (understood as such its diffusion, but also its diversity and the conditions of equity in the interaction between the knowledge present) and; b) social innovation applied to problem solving in communities. Some key elements that must be taken into account for its development are:

- Composition: there is no number of people who must compose a citizen laboratory. On some occasions, 10 to 15 people speak, although it may be less. It is fundamentally that the composition is diverse and plural (in terms of origin and knowledge) and that there are conditions to participate in conditions of equity. Although it is true that this composition can vary. In some cases, technical expertise is prioritized (especially those oriented towards the technical production of prototypes) while in others, such as those involving PHOENIX projects, there is more commitment to a balanced distribution with lay citizens.
- Self-management, coordination and openness: usually, the bet is that the people who make up the Laboratory can decide how they want to manage it, with the

[45] http://www.proso-project.eu/

support of the institutions that host them. However, this dynamic, especially in projects like PHOENIX, has to be accompanied by two other characteristics. The first is the openness, the management by a specific group of people should not result in the closure of the space to support a closed community. The second is networking, it is necessary to promote common activities with other laboratories to socialize shared learning.

- Space and community: laboratories must always have a permanent physical space in which to meet, work with different materials,... But, especially in the pilots described in this document, they must maintain relations with the territory. This means that they must carry out external activities to transfer their discussions to the spaces of daily interactions of the communities with which they work.
- Transparency and accessibility: the information generated by the Laboratory must be transparent and accessible. Accessibility is understood in two ways, that it can be easily made available and that it is prepared in formats that allow all types of population to handle it (for example, easy reading for people with some type of disability).
- Systematization and democratization of knowledge: within the Laboratories, special attention is paid to the systematization of knowledge; to how certain conclusions have been reached or how certain proposals have been elaborated. In its internal functioning, it is necessary to pay attention to how the interactions between actors occur (and between the knowledge that said actors hold), taking special care to guarantee conditions of equity among the participants. In many laboratories, to ensure equity and innovation, tasks are rotated within the Laboratories (for example, the organization of meetings).

In addition to the Laboratories cited in the bibliography that accompanies this document, we recommend going to the following laboratories reviewed within the H2020 project MOSAIC (Mission-Oriented SwafS to Advance Innovation through Co-creation)[46] (D2.1 Co-creation review: experiences of co -creation from Science with and for Society initiatives: 31).

- The RESYNTEX initiative created several Citizen Labs as an interactive means for collecting behavioural information on textile recycling and disposal. Aside from traditional surveying, these Citizen Labs allowed the study of participants (mostly citizens) as they interact with different textile items, to determine consumers' behaviors, attitudes and variable levels of acceptance related to textile collection and recycling. https://fashioninstitute.mmu.ac.uk/research/promoting-the-circular-economy-from-textile-waste-collection-to-recycling-into-chemical-feedstock-resyntex/
- Another example is the Grenoble CivicLab where participants, over a 4 to 6 months period, develop ideas and are supported by a number of events and workshops to

[46] https://mosaic-mission.eu/

help improve and develop their ideas, and also to initiate collaboration with others (often creating innovation teams). The Grenoble CivicLab gatherings are places where emerging projects can showcase their activities, and access training opportunities on how to use tools for the manufacturing of their technical prototypes in a local fablab. https://grenoble.civiclab.eu/

- the CLEVER Cities project set up CLEVER Action Labs involving Urban Innovation Partnerships that include citizens in the different stages of cocreation with a range of Nature-Based Solution stakeholders. These labs were conceived as testbeds where cities implement innovative co-creation processes and Nature Based Solutions. https://clevercities.eu/

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8. SERIOUS GAMES

In several of the TANGRAMs the co-design of a serious role-playing game is proposed to work with non-human perspectives. There are two objectives: a) on the one hand, to be able to systematize and analyze how this game is co-designed and the variants between the different projects that launch them; b) generate a context in which one can imagine how to incorporate non-human perspectives in the deliberation. In short, this serious game seeks to create an imaginary situation that is quite far from the schemes of participatory and deliberative processes. It is about experimenting with a scenario in which non-humans have a place of recognition within the political processes. The co-design of the game tries to consider the variables that can encourage this type of imagination to happen and be productive to think about concrete proposals.

To favor this co-design process, we indicate some issues that the team must take into consideration. We will organize these variables into four areas: a) Play Order (the organization of play); Play media (The tools you play with); Play practices (what you do when you play) and Play moods (the experiences of play.

Play Order (the organization of play)

- The first element to define is the institutional context of the game, that is, where it is played, what is the real or imaginary space in which the interactions take place. We can think that the game takes place in an already existing public institution (for example, a process organized by a government, such as a Citizen Assembly or a Participatory Budget) or in an imaginary institution. The definition of the institution has to take into account whether or not it has recognizable features for the participants.
- The definition of the institution has to be consistent with the objective of the game. The proposed game must be aimed at achieving a specific objective: for example, making proposals for a Citizen Assembly or for the rehabilitation of a specific territory. The type of objective also conditions the capacity and agency of the participants (understood not as the people who play, but as the characters they embody).
- It is also necessary to define the context in which it is played. Here it is not so much about the institution as about the game board: it is a card game, of construction, of simple dramatization, it combines virtual and face-to-face issues…
- Game time needs to be clarified. Time here refers to two different issues. In the first place, how long does the game last and its phases and sequences. Second to how much time elapses in the game, we can play games where you go through different temporalities (one month, one year, five years,...).
- The definition of the players and the characters has to combine two principles: adaptability to various sizes (number of participants) and the consideration of the

greatest possible diversity of behaviors. That is, if with 10 participants the diversity of behaviors and characters is less than with 15, the design has to select those characters/characters that allow for greater diversity and, therefore, greater debate.

Play media (The tools you play with)

When thinking about the tools with which we are going to play, there are two issues that must be considered: a) if specific tools are proposed to play with or; b) if the game itself also has to do with the design of game tools. In both cases it must be considered that:

- The tools have to allow communication repertoires to be expanded, overcoming forms of communication that are highly focused on spoken (and rational) language in order to incorporate other more symbolic or physical registers. Co-design in this case makes it possible to create tools that consider more of the player's perspective and their particular modes of communication.
- Agenda setting elements can be placed, that is, elements that allow participants to discuss topics to be considered within the game (such as mailboxes or letters).
- You can play with existing dolls (in this case it is necessary to consider what kind of memory or imaginary they can mobilize) or ask the participants to bring their own dolls (in this case it is necessary to provide a space to explain why these dolls have been chosen). toys)
- The tools that are proposed or co-designed have to address how they condition the rules of interaction (how the turn to speak is requested, how the information is presented…).
- The same tool can have several uses, in the same way that an objective or interaction can be given by using several tools.

Play practices (what you do when you play)

- The first issue to consider is that gaming practices must be able to be adapted to different audiences. That is, the materials, the rules, etc., must be able to be used by different audiences that have to find accessible game dynamics.
- The game can incorporate scientific information in its interaction proposals. But it is not a formative process, rather it has to favor a game experience that communicates with this type of knowledge, favoring more emotional, interactive and sensory experiences.
- To the extent that a role-playing game is oriented towards embodying perspectives, their definition has to do with considering, initially, what problems may appear when embodying them: emotional difficulties (that personal conflicts arise when playing with that character); perception difficulties (how to deal with the various faces and shades of a character); communication difficulties (how that character communicates). The co-designer of the game has to consider how to handle these issues (through trials and experiments).

- The game has to consider the modes of movement of non-humans, so it is necessary to investigate this question. Movement is essential to be able to embody non-human perspectives, so in the co-design phase, direct experience with non-humans through different sensory experiences should be favored.

Play moods (the experiences of play);

The game generates an affective and material meeting space that triggers different types of experience between those who play it and those who create it. That is why it is important to consider that:

- The co-design process has to start from the game experience of those who are designing it. Considering the learning derived from the gaming experience is very important in order to make it accessible and enjoyable. In the event that previous experiments are carried out in the co-design, it is essential to take into account the analysis of the experience of the people who have participated in the experiment.
- Similarly, the game co-design team can conduct pre-game interviews with non-players to gather feedback on strategic issues in game design.

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