



Co – planning our neighborhood

Participation Plan for the T. Kościuszko Primary School

Dąbie | Psary, PL



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01 The project

Schoolture for Climate Change

Overview

Schoolture for Climate Change is a small-scale Erasmus+ project which answered to the Call 2022 Round 2 KA2 | KA210-SCH - Small-scale partnerships in school education under the Form ID KA210-SCH-7DAB5CEC.

Project number: 2022-2-EL01-KA210-SCH-000100859

Field: School education

Project Title: Schoolture for climate change

Acronym: Schoolture

Duration: 31/8/2023-31/10/2024

Leading: Commonsplace co-op

Partner: FUNDACJA ROZWOJU EDUKACJI SPATIA (Poland)

Schoolture for Climate Change

About the project

The **Schoolture** project comes to capitalize on commonspace's long experience in participatory design and participatory methodologies in education.

Participatory design of public space is one of commonspace's research interests and one of its core services.

By processing and implementing participatory projects, the need for an educational approach of participatory methods emerged.

Therefore, **Schoolture** is not just a project of pilot applications of participatory design but a project that tries to **highlight**, **document** and **communicate** the methodologies and tools of participatory design at different stages of the educational process.

Schoolture for Climate Change

Goals

Today, due to their ever-increasing engagement with social media and technology in general, students seem to be disconnected from the physical public space and do not understand that their own action, individually or collectively, can contribute to addressing and managing issues such as the Climate Crisis

 **The project aims to shift these practices by introducing different kinds of participatory actions in school environments. The practices and tools can be used by teachers for the benefit not only of students and parents but also for the whole school community.**

A core element of the project is the implementation of at least two pilot projects using participatory tools and methods in order to activate the school community around issues related to public space and how it is affected by the Climate Crisis and how it shapes the cultural identity of the place and the individual.

Schoolture for Climate Change

Goals

Each program is adapted to each school's needs and does not include prefabricated solutions in the structure.

The main objective of the project, through this process, is to come up with a methodology / step-by-step approach, as well as a toolbox that can be applied to all schools regardless of the subject matter.

-  Involving different groups of school community and cooperating with institutions and stakeholders outside the school community.
-  Mobilizing the neighborhood around a specific issue.
-  Familiarizing a community with the concepts, methods and tools of participatory design.
-  Producing materials that will be good practice for the school and possibly can be further used by the community.

Schoolture for Climate Change

Actions

-  Design, implementation and evaluation of two pilot educational programs (one in Greece, at the 3rd Primary School of Zografou and one in Będzin County, Poland in a Primary School named after T. Kościuszko, Dąbie).
-  Cooperation and exchange of knowledge and experience (trips to Athens and Katowice).
-  Creation of a guide with **methodologies**, **tools** and **good practices** of participatory design.
-  Examples and steps of use in educational programs related to the climate crisis and the cultural heritage in place (for example a neighbourhood).
-  Creation of communication material for dissemination and final event in the neighbourhood.

commonsplace



commonsplace is a collaborative – interdisciplinary planning and design group that works since 2012 as a network of partners and is now an Employee Cooperative.

The members and the wide range of collaborators of **commonsplace** constitute a network of experts and scientists who deal with the design of the city and public space through a variety of subjects and disciplines, combining research work and study projects.



- Website: www.commonspace.gr
- Email: info@commonspace.gr
- Facebook: www.facebook.com/commonspace.co.o

commonsplace

Services

Participatory Design-Planning as a core service



Sustainable Local Development
Gavdos communities

Digital Transformation
ppCITY/ digital platforms

Urban Design
Neighborhoods

Schools
Schoolyards

commonsplace

Services

Participatory Design-Planning as a core service



Collective Memory and Collective mapping

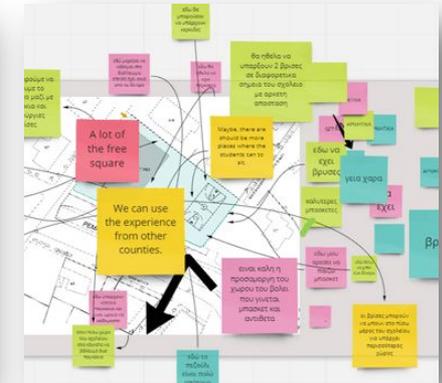
Nikaia, Chania, Refugee
memory



Education Workshops/Summerschool



Cultural Heritage IN ATHENS



Community Building Cultural H.ID.RA.N.T. - UIA



commonsplace's **participatory LAB** aims to create methodologies and supporting tools for participatory design.

Its vision is to create and support a community of people who place climate change adaptation and participatory design at the heart of planning.

<https://en.participatorylab.org/>

Foundation for the Development of Education SPATIA



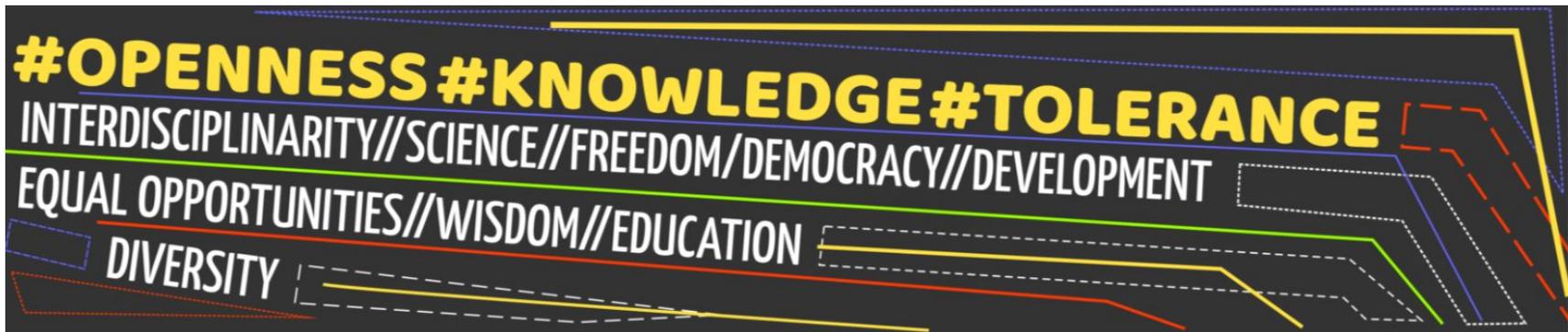
The SPATIA Foundation for the Development of Education was founded in 2019 by a group of people working together in other NGOs as well as at the University of Silesia in Katowice.



The Foundation works to create modern educational tools that meet the challenges of today's world. It collaborates with teachers in many schools in Poland and Europe.



The SPATIA Foundation works closely with the AGERE AUDE Foundation for Knowledge and Social Dialogue, which focuses on civil society building, participation and research.

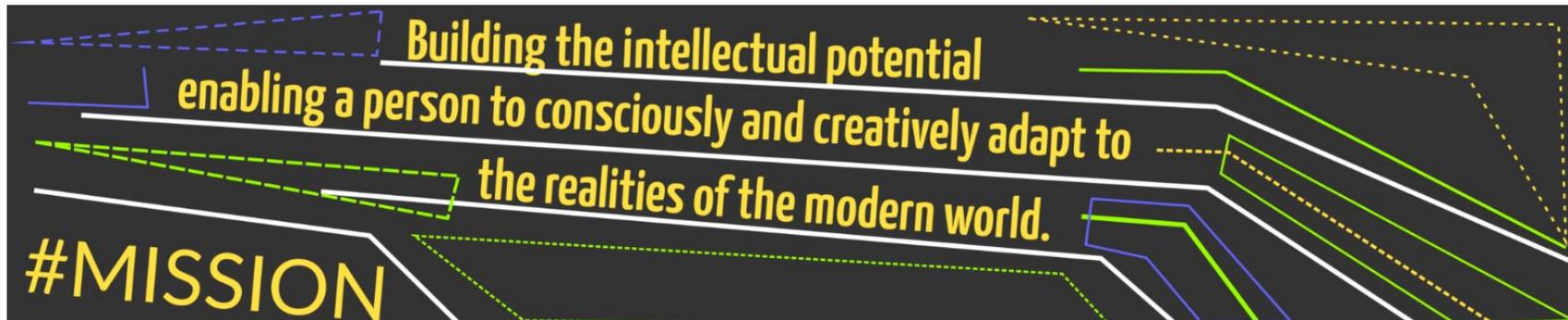


SPATIA means SPACE

The inspiration for choosing the name of the foundation – Spatia – was the figure of the eminent, world-famous Polish mathematician Stefan Banach, one of the pioneers of functional analysis. The term „Banach space” is known to scientists all over the world. Stefan Banach was also a co-founder of the Lvov School of Mathematics and a brilliant teacher.

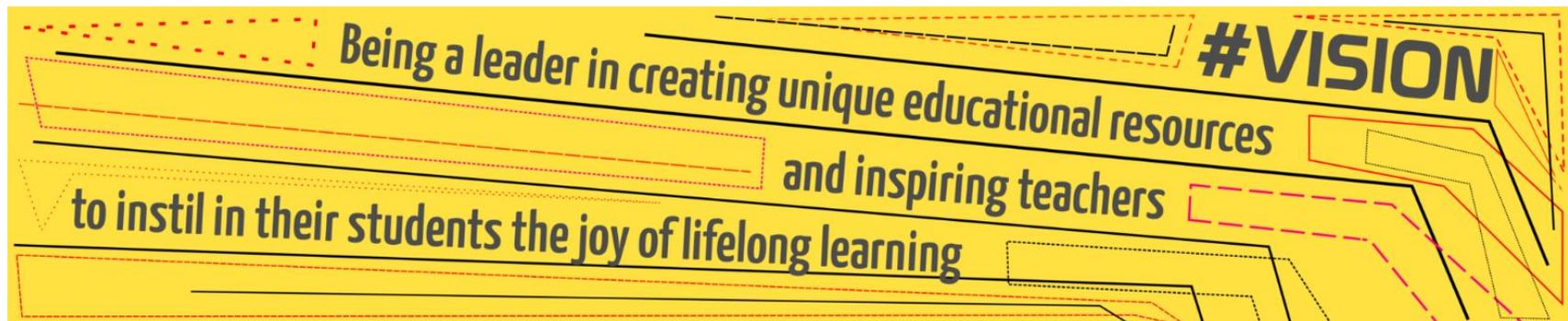


SPATIA – mission and vision



#MISSION

**Building the intellectual potential
enabling a person to consciously and creatively adapt to
the realities of the modern world.**



#VISION

**Being a leader in creating unique educational resources
and inspiring teachers
to instil in their students the joy of lifelong learning**

SPATIA Foundation – activities



Educational publications



Workshops on podcasting and video production

SPATIA Foundation – activities



Educational film production



Production of podcasts on social issues

SPATIA TEACHER ACADEMY



We create SPACE for changes in education

Our mission

Empowering individuals to harness their intellectual potential, allowing them to adapt thoughtfully and creatively to the challenges of the contemporary world.

Our vision

Leading the way in developing distinctive educational tools and motivating educators to foster a lifelong love for learning in their students.

About us



SPATIA Foundation for the Development of Education is a training institution from Poland, offering tailor-made training with topics in line with the priorities of the European Union. Its staff are academics, experts and teachers with prestigious awards from the European Commission, basing their teaching on innovation, passion, careful planning and mission. The school promotes creativity and has many years of experience in implementing multidirectional projects in formal and informal education. It also attaches great importance to a sense of community, ensuring good integration with teachers from many EU countries.

SPATIA TEAM



Katarzyna Baca



Tomasz Sobisz



Beata Duda



Justyna Jopek



Marta Margiel



Marcin Pałys



Liliana da Gama



Antoni Sobisz



Kamil Nieślony

02 Participatory design-planning

History

Participatory processes emerge mainly in the second half of the 20th century, adapted to a wide range of issues and policies, through the eyes of different disciplines.

During its emergence, participatory design was associated with citizens' movements demanding transparency and meaningful participation in decision making related to public space and the city, differentiating the role of the architect-designer in relation to users on the one hand, and to the design products on the other.



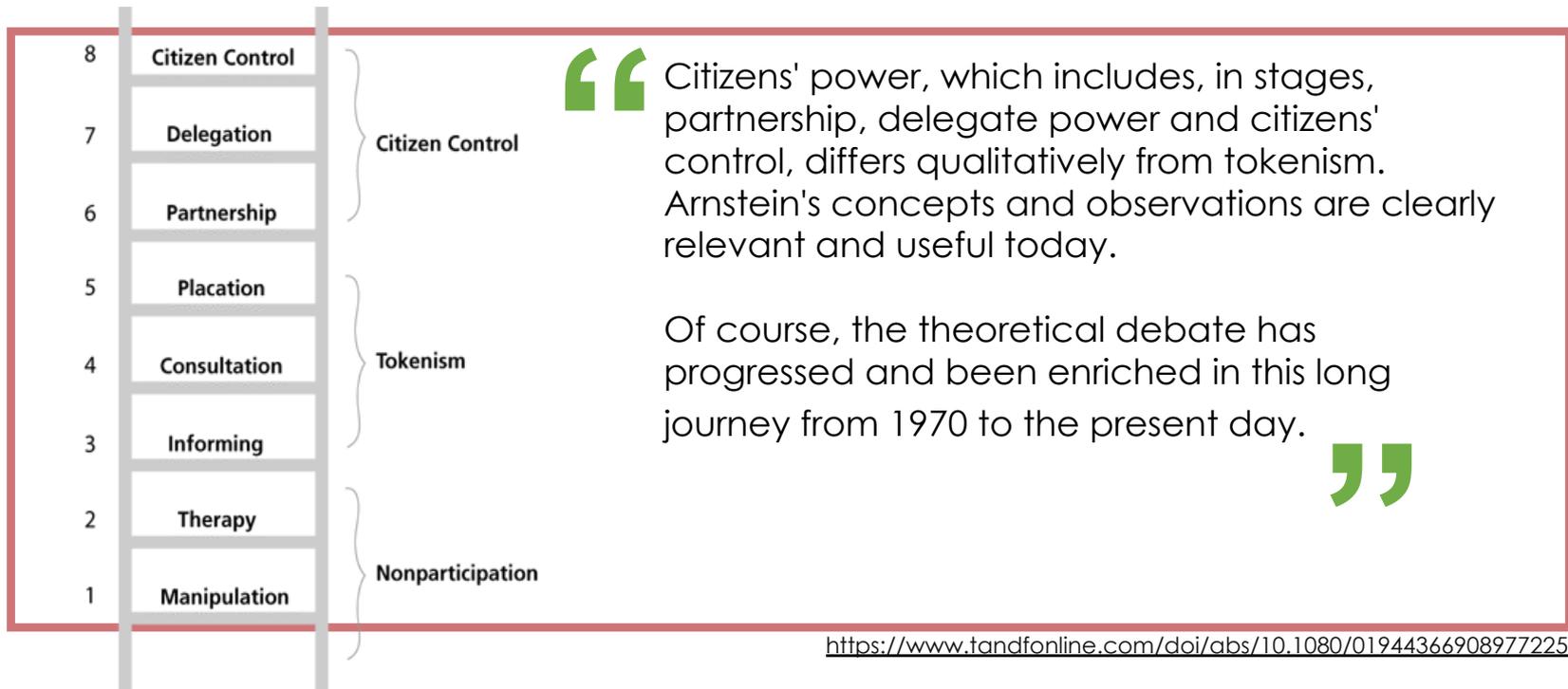
Jane Jacobs with her signed petitions protesting the Lowe's Manhattan Freeway [1964]

Introduction: The Participatory Turn in Urbanism
Maroš Krivý and Tahl Kaminer, editors

https://www.researchgate.net/publication/289185868_Introduction_The_Participatory_Turn_in_Urbanism

Levels of public participation

A Ladder Of Citizen Participation
Sherry R. Arnstein, Journal of the American Institute of Planners
Volume 35, 1969 - Issue 4



Arnstein's Ladder (1969)
Degrees of Citizen Participation

Levels of public participation

“

Participatory planning consists of a network of "public forums", organized to facilitate decision-making and communication between government, citizens, stakeholders, businesses and scientific experts on a particular decision or problem. It is therefore a 'democratic process of continuous learning, where participants gain knowledge about themselves, but also about the values and views of other participants'.

”

Source: REC 1996, Awakening Participation: Building Capacity for Public Participation in Environmental Decision-making

<http://pdc.ceu.hu/archive/00002419/01/AwakeningParticipation.pdf>

Common theoretical background



Interaction between the decision-making body or institution and the people who want to participate.



Structured process for active participation. It is not a process that happens by chance or without planning.



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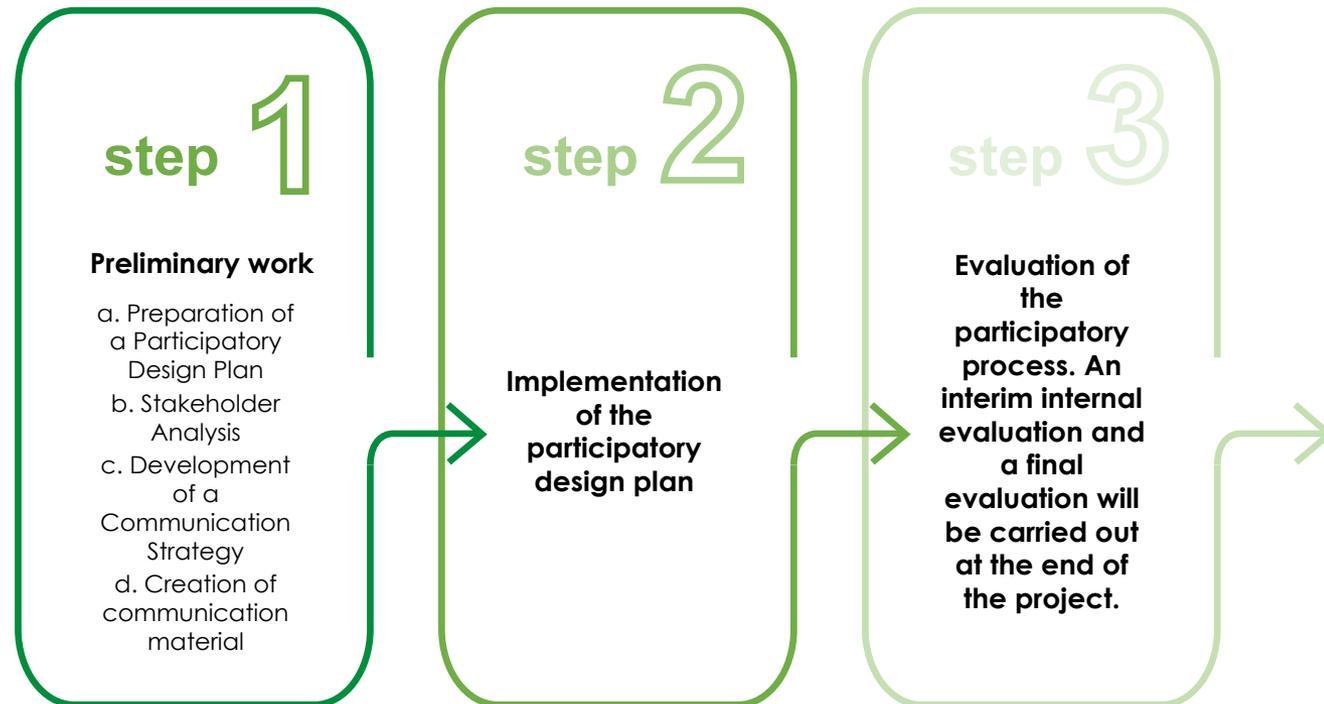
Participants have a significant degree of influence on a decision, but not the sole say. Setting up structures, consisting of participants and experts.



Application to policy development by many different public and private bodies but not "in political and social life in general".

Basic methodological steps

It is necessary to present a sequence of more detailed steps depending on the scope of the project, the specificities of the place, the socio-economic conditions, the availability of resources, etc.



Techniques and tools

0

1 Quantitative techniques



These are techniques that mainly involve the collection of objective and quantitative data, which try to form a picture of reality, with specific questionnaires, for example, and statistical forms.

0

2 Qualitative techniques

They are those that focus on qualitative elements in the sense of subjective experience and therefore correspond to each individual's more personal perception of the experience of the place in question. They mainly involve the search for evidence through discussions with a sample of individuals, with the aim of bringing out different perceptions and sensations.

03

Techniques based on the dialogue/debate

These are techniques that derive information through the triggering of dialogues at the level of group discussions. The aim is to enable the group to identify where they disagree and to be able to cultivate a network of shared reflections and actions to continue the project.

Techniques and examples



- Committees
- Workshops
- Open House (co-production of exhibitions)
- Mapping & walks
- Consultation with the general public
- Platforms and online tools



Examples

Participatory planning program at the
7th Primary School,
13th Kindergarten and
4th High School of Ag. Paraskevi

Participatory planning program at the 7th Primary School, 13th Kindergarten and 4th High School of Ag. Paraskevi



Co-production and presentation of materials

Participatory planning program at the 7th Primary School, 13th Kindergarten and 4th High School of Ag. Paraskevi



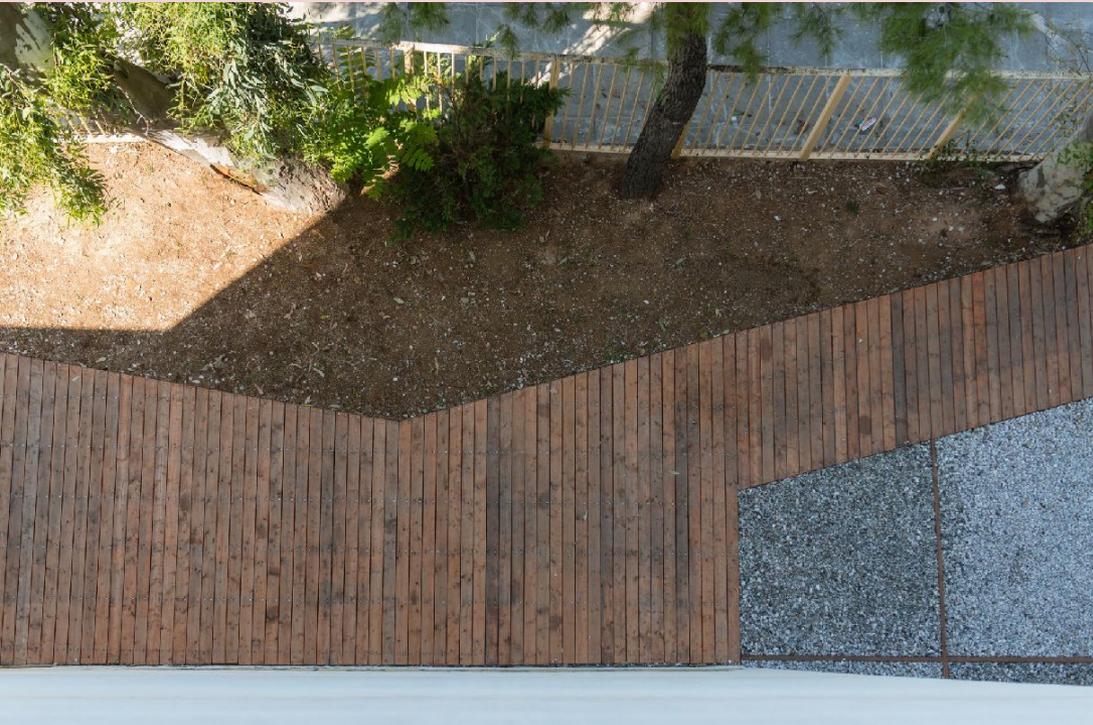
The final proposal is spread across the block and discussed publicly in the community

Participatory planning program at the 7th Primary School, 13th Kindergarten and 4th High School of Ag. Paraskevi



Images from the implementation of the participatory workshops

Participatory planning program at the 7th Primary School, 13th Kindergarten and 4th High School of Ag. Paraskevi



Images from the implementation of
the participatory workshops



Examples

Climate Piraeus

Implementation of 40 educational experiential workshops in schools of the Piraeus Municipality



Climate Piraeus



14 Primary Schools of the Municipality of Piraeus implemented an experiential educational program on the Climate Crisis and its impact on our everyday life.



03

**Pilot educational program at
the Primary School named after
T. Kościuszko, Dąbie, Będzin**

Designing public space in my neighbourhood

Pilot project's subject

The Primary School named after T. Kościuszko in Dąbie, Będzin, is open and willing to implement participatory actions related to the schoolyard and neighboring public space.

After an introductory meeting with the director and the school's teaching staff, it was collectively decided to create a pilot project that will include creating a rain garden for the school community in the schoolyard.

The students, through an educational program of participatory design methods and tools and through the concept of experiential learning, are invited to co-design their schoolyard space, regarding Climate Crisis issues and mitigation.

Designing rain garden in my schoolyard

The school space



Designing public space in my neighbourhood

The workshops | Methodological steps



Preliminary/preparatory research:

Visit to the site, exploration of the site and data collection for the school and the surrounding area.



Mapping and stakeholders analysis

Mapping, with the help of the school, of potential stakeholders in the project and working out how they might be involved.



Introductory workshop | 22.3.24

Introductory workshop - event with stakeholders (indicatively teaching staff, parents and guardians association, representatives of the municipality, experts, and guests). The workshop will include an introduction to the project and the methods it uses, followed by a collective mapping of the site and ideas regarding design proposals.

**Each stage of the methodology feeds into the next and remains open for enrichment.*

Designing public space in my neighbourhood

The workshops | Methodological steps



1. Workshop with the students

Walking tour to the public space | Fieldwork: Data Collection, aspiration and sensory mapping, mapping of needs and scopes.



2. Workshop with the students

Theoretical introduction to the issues of public space, Climate Crisis, Participatory Design and their relation to a common cultural identity of the neighbourhood | Mental mapping of their own perception of space.



3. Workshop with the students

Brainstorming and expressing the ideas on a masterplan



4. Workshop with the students

Students separated in groups | Co-producing the final masterplan and designs for the space



5. Workshop with the students - Co-creating the garden.

Designing public space in my neighbourhood

The workshops | Methodological steps

The workshops will continue with the help of the teaching staff until we reach a final result. The above suggested pacing may vary depending on the ideas and interest of the children. **The final outcome will be communicated to the rest of the school community for public consultation.**



Final event

At the end of the project an event will be held in the community. The process and results of the project will be exhibited in order to disseminate the results to the rest of the community (parents, residents, neighboring schools).

Structure of the workshops

The workshops are planned in advance in consultation with the school and are conducted by SPATIA by collaborating with the classroom teachers. Each workshop will be documented and uploaded in a digital repository (Padlet)

***All the GDPR rules will be followed, and all personal data will be protected*

Designing public space in my neighborhood

Tools

The tools to be used during the workshops will be enriched or determined as the project progresses.

Indicatively:

- Individual questionnaires - children's work
- Mapping (sensory, cognitive, needs, space, stakeholders)
- Game (theatrical, board game)
- Communication practices (printed material, exhibition methods, etc.)
- Idea trees and brainstorming
- Plans and 3d models
- Collective walk

Designing public space in my neighbourhood

Quality Assurance

During and after the end of the project, a guide on the use of participatory design methodologies and tools in educational programs related to the issues of Climate Crisis and cultural identity will be prepared and fed back periodically.

In order to maximize the impact of the program on the stakeholders, it is essential that evaluations in the form of questionnaires be created and shared with experts and stakeholders.

The final guide will be distributed to the school and to other schools in the area of Będzin County for an overall evaluation by the teachers.

The main project results: the Guide and the Participation Plans will be uploaded onto eTwinning project.

Designing public space in my neighbourhood

The team



Katarzyna Baca

Teacher,
Initiator, coordinator, and
active participant of
International Projects

Tomasz Sobisz

Author,
coordinator and
implementer of
educational and
cultural projects



Justyna Jopek

Clinical psychologist,
educator, CBT
psychotherapist

04 Results

Results

Masterplan: SPATIA will deliver all the material to the school and a plan of the public space (at masterplan level) to the Municipality of Psary.

Guide: The project will produce an easy-to-read and easy-to-use guide on the use of participatory design methodologies and tools in educational programmes related to the issues of Climate Crisis and cultural identity, which will be distributed to various schools in Będzin, Katowice, and the suburbs.

Repository-Participatory LAB and eTwinning: All final results and the process of the project will be posted (with care to preserve the privacy of the stakeholders) in the open repository of the participatory LAB and eTwinning.

Dissemination: Posts and communication through the partners channels. The final celebration will be an opening to the wider community in order to maximize the impact of the program. The results and the process will be communicated with the project partners in Greece, translated into English and Greek and delivered to Greek schools as well.

SPATIA

FUNDACJA ROZWOJU EDUKACJI

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