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Local Authority Training Course Programme

“Strategies, tools and methods for generating, fostering and sustaining cross-sectorial platforms for social inclusion”

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INTRODUCTION

The Local Authorities Training Course, “Strategies, tools and methods for generating, fostering and sustaining cross-sectorial platforms for social inclusion”, took place in Florence in September 2019 in a 3 days face to face meeting and its aim was to prepare partners staff (in particular Local Authorities) to plan and implement the testing of the Toolkit for Local Authorities.

The main objectives of the training course were:

- to introduce and support Local Authorities in the implementation of Social Inclusion Platforms;
- to share the Toolkit produced for Local Authorities, to set up, facilitate and support Social Inclusion Platforms.

Thanks to this training course, Local Authorities will be able to use our toolkit more easily, understand better or know Social Lab methodologies and find a chance to experience it in reality.

The objective of this document (the training programme) is to give the opportunity, to those who want, to replicate the training course, targeting organizations, educators, facilitators etc. that want to support Local Authorities in the creation of a Social Lab.

The course has been carried out using active and participatory methodologies.

Facilitators do not need to be experts on a specific topic to run a session, as their role is to support the process of peer learning among a group of people. Their focus is on group dynamics: team building, conflict resolution, strategic planning and decision-making processes mainly using non-formal education methods. Facilitators support the group of learners in determining common rules, setting learning objectives, raising the relevant questions, and assessing the group learning process.

This document is organized as a Training Structure Outline (TSO) with detailed descriptions of each activity.

Training Structure Outline

0. Overview

TITLE	“Strategies, tools and methods for generating, fostering and sustaining cross-sectorial platforms for social inclusion”.
OBJECTIVES	<ul style="list-style-type: none"> • Introduce and support Local Authorities in the implementation of social inclusion platforms; • Share the toolkit, produced for Local Authorities, to set up facilitate and support social inclusion platforms.
TARGET	Local Authorities (up to 10 participants)
LENGTH	<p>24 hours</p> <p>2 days and a half :</p> <ul style="list-style-type: none"> • 1st day: 4 h and 20’ • 2nd day: 9 h and 50’ • 3rd day: 9h and 50’ <p>OR</p> <p>3 days:</p> <ul style="list-style-type: none"> • 1st day: 8 h • 2nd day: 8 h • 3rd day: 8 h
SPACE NEEDED	<ul style="list-style-type: none"> • Meeting room with pc and projector • Flip chart with paper and pens • Possibility of moving tables and chairs
MATERIALS NEEDED	<ul style="list-style-type: none"> • Stationary: <ul style="list-style-type: none"> ○ Flip chart paper, blank A3 sheets of paper, A3 coloured cards, coloured post its, envelopes, coloured pens, pencils, blue tack, masking tape, sticky dots, paper, cardboard, pipe cleaners, fabrics, lego, plasticine, glue, pieces of thread or rope, etc; • Presentation: <ul style="list-style-type: none"> ○ Course Agenda (file or write on flip chart) ○ Guidelines for Local Authorities (you can download it here https://lab-social.eu/library/) • Activity 1: <ul style="list-style-type: none"> ○ Questions for getting to know each other (written either on PC or A3 cards): <i>What’s your name and why are you here?</i>

What would you like to take home from the course? What social exclusion issue gets you fired up the most?

- 2 different coloured post its

- **Activity 2:**

- 5 envelopes
- 5 copies of cards with Social Lab Steps description (see **Annex 1**)
- Small cards with Social Lab characteristics: *social experimental, systematic*.

- **Activity 3:**

- A4 coloured cards with names of different stakeholders (*Local Authority Representative, School Head, School Teacher, Social Services, Parent, etc*).
- Flipchart sheet of paper with Secretariat Diagram (see **Annex 2**)

- **Activity 5:**

- 5 A3 copies of a “problem tree” (drawing/picture of a tree with: the challenge, *Social Inclusion*, written at the top, the roots need to be filled with the *causes*, the trunk with the *problems* and fruits or branches can be added as possible *solutions* to the challenge)
- Projector (video <https://www.youtube.com/watch?v=D9lhs241zeg>)

- **Evaluation 1:**

- 4 “weather cards” A4 size (*drawing/picture of: sun, sun behind a cloud, rain and thunderstorm*)

- **Introduction:**

- Toolkit for Local Authorities (file and a few copies of the printed version)
- 3 A3 cards with questions: *What’s your name and why are you here? What would you like to take home from the course? What social exclusion issue gets you fired up the most?*

- **Activity 6:**

- Large (lifesize or almost on flip chart paper) outline of a person: “The ideal Local Authority Social Lab Secretariat Member” (during the activity the facilitator adds: inside the head a brain, inside the chest an heart and inside the hand an hammer)

- **Activity 7:**

- 5 copies of Section 6.1 of the Toolkit for LA “Planning Procedures” (see **Annex 3**)

- **Activity 8:**

- 2 A3 sheets of paper with the 1st two steps of the Social Lab methodology (*1st Step: Identifying Challenges; 2nd Step: Identifying and Involving Stakeholders*)
 - 5 copies of Section 4.1 of the Toolkit for LA (see **Annex 4**)
 - Coloured A3 card Step 1 objective: *“to identify, state and agree on a specific challenge (or group of challenges) which the Social Labs will try to address. The challenge is a sort of a compass that leads the efforts undertaken by participants of the lab to address a certain problem identified in the community. After completing this step, participants should have a shared understanding of a specific challenge or problem they want to work on”*
 - Questions written on the Flipchart: *What’s the step in a nutshell? What needs to be done in preparation of this step? What challenges do you foresee? How could you overcome these difficulties?*
- **Activity 9:**
 - 5 copies of Section 4.2 of the Toolkit for LA (see **Annex 5**)
 - Coloured A3 card Step 2 objective: *“to involve stakeholders within a multi-disciplinary collaborative space in order to address a complex social challenge.”*
 - Questions written on the Flipchart: *What’s the step in a nutshell? What needs to be done in preparation of this step? What challenges do you foresee? How could you overcome these difficulties?*
- **Activity 10.1:**
 - Print out hexagons framing the challenge activity (see **Annex 6**)
 - Write out SMART criteria on flipchart paper
 - *Specific - understandable, unambiguous and leaving no room for loose interpretation,*
 - *Measurable - formulated in such a way that it is possible to quantify the degree of achievement of the goal or enable explicit “verifiability” of its implementation,*
 - *Achievable - too ambitious goal undermines faith in its achievement and motivation to achieve it*
 - *Relevant - an important step forward, and represents a certain value for those who will implement it*
 - *Time-bound - precisely defined time frame in which we intend to achieve it.*
- **Activity 11:**
 - 5 copies of Section 4.3 of the Toolkit for LA (see **Annex 7**)
 - Coloured A3 card step 3 objective: *“to present the importance of generating ideas and developing prototypes for testing potential innovative solutions responding to social challenges. In our world today we are facing a vast array of systemically*

increasing complex social and local challenges. Therefore, we must discuss and prototype new ways to innovate, collaborate, and build leadership capacity for systemic change in complex situations. Local Authorities are increasingly realizing that they need to communicate with citizens as they can help provide better solutions to address local issues.”

- Questions written on the Flipchart: *What’s the step in a nutshell? What needs to be done in preparation of this step? What challenges do you foresee? How could you overcome these difficulties?*

- **Activity 13:**

- 5 copies of Section 4.4 of Toolkit for LA (see **Annex 8**)
- Coloured A3 card step 4 objective: *“implementing concrete actions that have been identified collectively as a way of tackling the root causes of the given social problem.”*
- Questions written on the flipchart: *What’s the step in a nutshell? What needs to be done in preparation of this step? What challenges do you foresee? How could you overcome these difficulties?*

- **Activity 15:**

- 5 copies of Section 4.5 of Toolkit for LA (see **Annex 9**)
- Coloured A3 card Step 5 objective: *“it is not only for the Local Authorities, together with the Social Lab team to harvest the different results of the testing of prototypes to a given challenge, but also to learn from all that is generated during the prototyping and testing phases”*
- Questions written on the flipchart: *What’s the step in a nutshell? What needs to be done in preparation of this step? What challenges do you foresee? How could you overcome these difficulties?*

- **Activity 16:**

- Multiple learning outcome template on file and 10 copies of the template on A3 paper (see **Annex 10**)

- **Evaluation of Social Lab Methodologies**

- Questions written on the flipchart: *What is clear? What’s unclear? What questions would you like to ask? What message would you like to share?*

- **Activity 17:**

- Steps written on flipchart:
 1. *Develop objectives.*
 2. *Develop tasks to meet those objectives.*
 3. *Determine resources needed to implement tasks.*
 4. *Create a timeline.*
 5. *Assess and mitigate risks or difficulties.*
 6. *Determine tracking and assessment method.*



7. *Finalize plan.*
8. *Distribute to all involved in the process.*

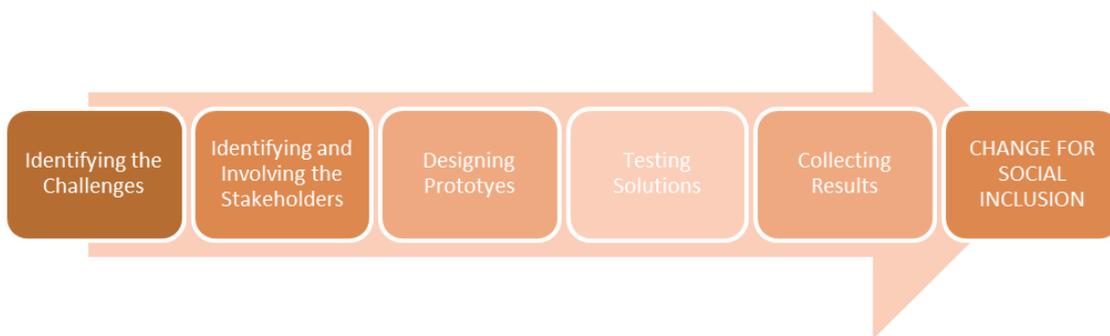
- **Evaluation Fish ball:**
 - Hat/container
 - Evaluation Sheet (see **Annex 11**)



1. Day one

1.1 Presentation of Social Lab Methodology	
00,00	<p>Welcoming</p> <p>The facilitator introduce the course Agenda mentioning also the Toolkit for Local Authorities.</p>
00,10	<p>The methodologies used throughout the course are also specified, as they will be active and participatory. It is important everyone join in!</p>
00,10	<p>Activity 1. Getting to know each other</p> <p>In order to get to know each other all participants mingle in the room and ask each other the following three questions:</p> <ol style="list-style-type: none"> 1. <i>-What's your name and why are you here;</i> 2. <i>-What would you like to take home from the course?</i> 3. <i>-What social exclusion issue gets you fired up the most?</i> <p>The questions are either projected via PC or written up on A3 cards. Everyone should at least speak to 5 people.</p>
00,40	<p>Using two different coloured post it notes, pax are invited to write down their own answers to the 2nd and 3rd questions and stick them on the flip chart.</p>
00,50	<p>To conclude, the facilitators ask pax to say the name of a person they have met and what social inclusion issue fires them up the most.</p>
00,50	<p>Activity 2. Introduction to social inclusion platforms: what are they, how are they structured</p> <p>The facilitator divides the pax into groups. Each group is given an envelope with small cards inside. These cards explain the different steps of a social inclusion platform (Social Lab)</p> <p>Each group opens the envelope and tries to put the cards in the right order by discussing together the steps. Before coming back into plenary, each group needs to think of a definition of what a Social Lab is and write it on their envelope.</p>
01,10	<p>Feedback in plenary:</p> <ul style="list-style-type: none"> - <i>How are Social Labs structured? (the steps)</i> - <i>What are they?</i>

- *What are the characteristics of the Social Labs? (the facilitator has some cards with characteristics: social experimental, systematic) in case they do not emerge.*



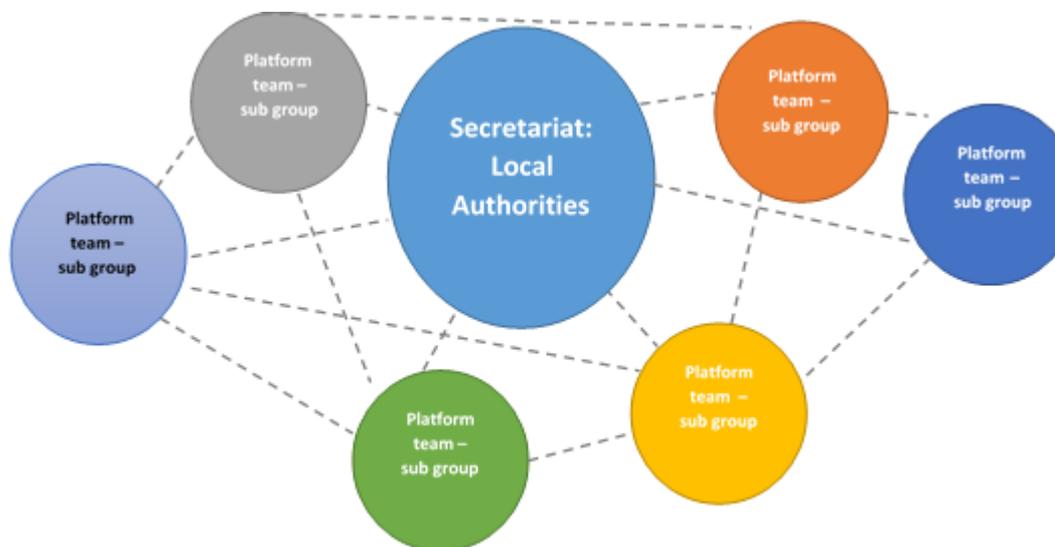
All of the answers feed into one single flipchart sheet which can then be left hanging in the room which illustrates a Social Lab in terms of its process and characteristics.

01,30

Activity 3. Who's who in the social inclusion platforms: roles and responsibilities

01,30

The facilitator shows pax A4 coloured cards with names of different stakeholders (Local Authority Representative, School Head, School Teacher, Social Services, Parent, etc). On a flipchart sheet, pax are shown the following diagram:



01,45

Pax are invited to stick the cards where they think they go (adding other stakeholders).

-*What can different stakeholders bring to the Social labs?*



02,00	<p>To conclude the facilitator explains that the training courses will explore many aspects of the Social Labs and these first activities are intended to guarantee that we are all on the same page in terms of understanding what Social Labs are and aren't.</p> <p>Q's & A's</p>
00.00 00.20	Coffee Break



1.2 Sharing local challenges and getting to the heart of a social inclusion issue

00,00	<p>Activity 4. Sharing local challenges</p> <p>The facilitator asks each pax to introduce themselves, their role in the Local Authority and briefly illustrate their local context (geography, size, particular characteristics, etc).</p> <p>As a group, pax are invited to brainstorm what social inclusion issues they are familiar with/work with/are interested in.</p> <p>The facilitator lists these on a flipchart as they come out.</p> <p>In pairs pax discuss what are their own local challenges in terms of social inclusion. In plenary pairs share the main points of their discussion.</p>
00,45	<p>The facilitator asks each pair to propose some key words that summarise their points. These are listed on post its and stuck on a new sheet (and clustered)</p>
00,45	<p>Activity 5. Getting to the heart of a social inclusion issue</p> <p>Pax are shown a simple drawing of a “problem tree” and the facilitator explains to them how it can be used to examine more closely a given issue. The challenge (Social Inclusion) is written at the top, the roots need to be filled with the causes, the trunk with what happens as a result of the causes (the problems themselves) and fruits or branches can be added as possible solutions to the challenge.</p> <p>The group chooses one social inclusion issue which they will all focus on.</p> <p>Each pax individually fills in the tree.</p> <p>The trees are then placed around the table or room and pax can move around freely examining them all (like a gallery).</p> <p>In plenary, the facilitator asks pax:</p> <ul style="list-style-type: none"> - <i>Are all the trees the same?</i> - <i>What is different?</i> - <i>Why are there these differences?</i> - <i>What kind of differences may arise if School heads/Teachers/Social Services, Local associations filled in the tree?</i> <p>Reflection on the importance of having different perspectives, different inputs and ideas and different possible solutions to the same problem: that’s a Social Lab!</p> <p>VIDEO: The danger of a single story, Chimamanda Ngozi Adichie: “Our lives, our cultures, are composed of many overlapping stories.” A powerful speech of the novelist Chimamanda Adichie who tells her story and how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.</p>
01,45	<p>https://www.youtube.com/watch?v=D9lhs241zeg</p>



Evaluating today

01,45

02,00

The facilitator sticks up 4 weather cards around the room: sun, sun behind a cloud, rain, thunderstorm and asks pax to position themselves near the weather card that expresses how they feel in relation to the afternoon's course.



2. Day two

2.1 Using the toolkit: Step 1 and 2 case studies and getting started	
00,00 00,10	<p>Icebreaker</p> <p>The facilitator asks pax to check in with an adjective (how they feel)</p>
00,10 00,20	<p>Introduction: Getting to know the toolkit</p> <p>Facilitator asks the following questions as a “Quick quiz” to recap what Social Labs are and the LA’s role:</p> <ul style="list-style-type: none"> - <i>Name one of the steps in doing a Social Lab?</i> - <i>What is the ultimate aim of a Social Inclusion Lab?</i> - <i>What role do Local Authorities have?</i>
00,20 00,35 01,05	<p>Activity 6: Competences needed to run a social innovation platform</p> <p>The skills needed will range from group facilitation skills to story-telling skills; The facilitator begins by writing up on a flipchart the following question: <i>What competences and facilitation skills needed to run a Social Lab?</i> And invites all pax to write down their answers on a post it (one post it per answer).</p> <p>The outline of a person (lifesize or almost on flip chart paper) is then presented. This person is the ideal Local Authority Social Lab Secretariat Member and the title is written somewhere on the paper. The facilitator adds a brain (inside the head), a heart and a hammer (inside the hand) to the picture asking pax what they think these symbols represent when considering the role.</p> <ul style="list-style-type: none"> • <i>Brain: what needs to be known, namely the Knowledge and Understanding</i> • <i>Heart: what needs to be felt and what needs to be transmitted, namely Values and Attitudes (ie. empathy, warmth, etc)</i> • <i>Hammer: what needs to be done, namely Skills (setting up meetings etc)</i> <p>As a group, pax add their post it to the person in the relevant places and then add more with the facilitator guidance.</p>

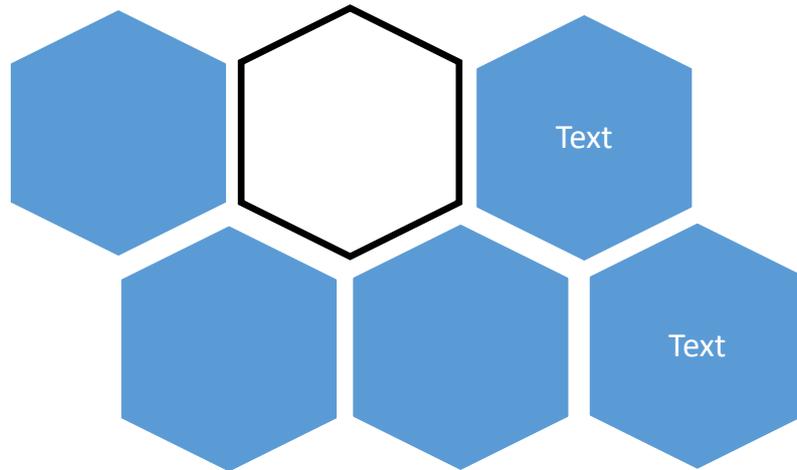
<p>01,05</p> <p>01,30</p>	<p>(If time/if an energizer is needed) 1 quick and practical activity that looks at facilitation skills (speaking with different stakeholders, conflict resolution, empathy, etc)</p> <p>The facilitator here explains how the Toolkit for LA are going to be used during the training: <i>There will be an explanation of each Step, which we will explore together and then an example of a concrete activity. When the Local Authorities go back home and will start the piloting phase they will be able to use these guidelines as support. They will organise 6 sessions and each session has been outlined.</i></p>
<p>01,30</p> <p>02,00</p>	<p>Activity 7: what needs to be done before the Social Lab is set up?</p> <p>The facilitator asks the pax: <i>What preparatory actions do they think will required to build and prepare the secretariat for the Social Lab?</i></p> <p>After an initial brainstorming, Section 6.1 of the Toolkit for Local Authorities, is shared with pax. In pairs pax read through the text underlying the main aspects. The facilitator ask each pair to feedback their key words.</p> <p>Once the Secretariat is set up: <i>How is then possible to map, invite and inform the technical team?</i></p> <p>Once again, after an initial brainstorming, Section 6.1 is shared with pax. In pairs (changing pairs if appropriate) pax read through the text underlying the main aspects.</p> <p>The facilitator ask each pair to feedback their key words.</p>
<p>00.00 00.20</p>	<p>Coffee Break</p>
<p>02,00</p>	<p>Activity 8: Spotlight on Step 1 “Identifying Challenges”</p> <p>The facilitator illustrates that there will be a piloting phase in which they will try to set up a Social Lab back home. In order to do this, they will need to use the Toolkit, which will support them and provide them with session outlines that they will then be able to adapt and carry out. The rest of the course will focus on the Social Lab methodology and how to put it into practice. Each step will be addressed and explored and there will be time to “try out” an activity which the Local Authorities will carry out during the piloting phase back home.</p> <p>The facilitator invites the pax to remember the 1st two steps of the Social Lab methodology (the envelope activity), writing them on two A3 sheets of paper and sticking them up on the wall.</p> <p>Using Section 4.1 of the Toolkit , the facilitator introduces Step 1’s objective: <i>“to identify, state and agree on a specific challenge (or group of challenges) which the Social Labs will try to address. The challenge is a sort of a compass that leads the efforts undertaken by participants of the lab to address a certain problem identified in the community. After completing this step, participants should have a shared understanding of a specific challenge or problem they want to work on”</i> (this is written up on a coloured A3 card).</p>

02,30	<p>The facilitator subsequently asks pax to read through the first step, “Identifying Challenges” 4.1 (objective, inspiring practise, session) and try to focus on the following questions which are written on the flipchart:</p> <ul style="list-style-type: none"> • <i>What’s the step in a nutshell?</i> • <i>What needs to be done in preparation of this step?</i> • <i>What challenges do you foresee?</i> • <i>How could you overcome these difficulties?</i>
03,00	<p>Once the pax have reflected on their own, they then share their responses with the group.</p>
<p>Activity 9: Spotlight on Step 2 “Involving Stakeholders”</p>	
03.00	<p>The facilitator introduces Step 2’s objective: <i>“to involve stakeholders within a multi-disciplinary collaborative space in order to address a complex social challenge.”</i> (this is written up on a coloured A3 card).</p>
03,10	<p>The facilitator subsequently asks pax to read through the second step (section 4.2 of the Toolkit) “Involving Stakeholders” (objective, inspiring practise, session) and try to focus on the following questions which are written on the flipchart:</p> <ul style="list-style-type: none"> • <i>What’s the step in a nutshell?</i> • <i>What needs to be done in preparation of this step?</i> • <i>What challenges do you foresee?</i> • <i>How could you overcome these difficulties?</i>
03.25	<p>Once the pax have reflected on their own, they then share their responses with the group.</p>
<p>2.2 Sharing and implementing example activities: Step 1 and Step 2</p>	
03.25	<p>The facilitator can choose one of the following activities: 10.1: see Toolkit for LA; Section 6.2 ;Session 1;Activity 2 (pages 21-23) 10.2: see Toolkit for LA; Section 6.2, Session 2 Activity 1 and 2 (pages 30-33)</p> <p>Activity 10.1: Framing the challenge</p> <p>Step 1 Start with the broad challenge that sounds like this: <i>„How can we improve inclusion at school?”</i> Now, try to set a goal related to this challenge that you think is achievable and important.</p> <ul style="list-style-type: none"> • <i>What I really want to achieve is in this area...</i> (for example: I really want every child to have meaningful interactions at school; I want students regardless of their background, to have opportunities to learn and thrive) etc. <p>Put the answer into the blue hexagon.</p>

Then, try to create one statement that says:

- *What WE really want to achieve is in this area...*

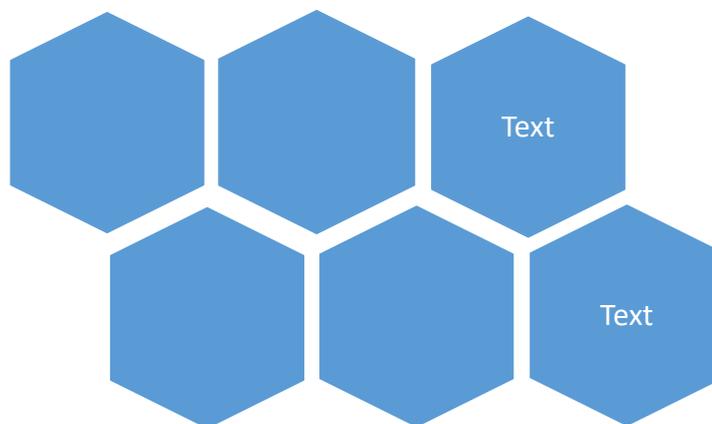
Put it into the white hexagon.



Step 2. Discuss within your group ideas about how can this be achieved. You can relate to the findings shared during the sessions, but you can also rely on your experience and intuition.

Write down some of the ideas.

- *We can achieve this by...*



Step 3. Think about being specific: putting some limits to what you can work on in order to approach the challenge in a realistic way. Provide some information on the area, level of education, target group, understanding of inclusion.

Write down some of the ideas and explain them using the following format

<p>We want to focus on, because.....</p> <p>We want to focus on, because.....</p> <p>We want to focus on, because.....</p>
--

Step 4. Now look at the broad statement „How can we improve inclusion at school?“ and try to reframe it, keeping in mind all of the things above.

The new challenge statement is:

How can we...

Step 5. Look at your statement and think critically.

Does your statement meet these criteria?

Share the SMART criteria for setting goals:

- *Specific - understandable, unambiguous and leaving no room for loose*

04.00

- interpretation,*
- *Measurable - formulated in such a way that it is possible to quantify the degree of achievement of the goal or enable explicit "verifiability" of its implementation,*
 - *Achievable - too ambitious goal undermines faith in its achievement and motivation to achieve it*
 - *Relevant - an important step forward, and represents a certain value for those who will implement it*
 - *Time-bound - precisely defined time frame in which we intend to achieve it.*

If you are not happy with the challenge statement, keep trying!

Activity 10.2: Stakeholder analysis Questions

Objective: The purpose of this activity is to provide Local Authorities with a questionnaire. This questionnaire can help Local Authorities in their stakeholder mapping (complementary to suggested Activity 1 and 2 in Section 6.2, Session 2 of the Toolkit for LA pages 30-33) as well to assess the reliance of the stakeholders identified.

Implementation:

- To initiate this activity participants should have already an initial mapping of the possible stakeholders to become involved in their social labs (suggested activity 1 and 2).
- Divide participants in small groups. Each time only a group will perform while the rests will act as observers in order to ensure that the whole group stays involved throughout the activity.
- Select a social challenge – in this step you need to select social challenges as identified in the suggested activity 2.
- Set the stage – Each group should be divided to the representatives of the Local Authorities and the possible stakeholders who can become involved of the Social Lab.
- Prepare the observers – facilitator should give them a task. For example, the observers could evaluate the realism of the role play and define the feeling and ways of thinking of the persons being portrayed.
- Enact – the players assume the roles and spontaneously “live” the moment.
- Discuss and evaluate – at this moment both observers and “actors” should review the action, provide feedback and suggestions.
- Reenact – New “actors” should go ahead with a different social challenge and a different type of stakeholders to become involved.
- Discuss and evaluate – as done in previous step. This process should be repeated until all the groups have gone through the enact phase.
- Share experience and generalize – at this final step invite participants (the whole group) to look back at each role play that took place and share further suggestions or concerns as arose within the activity.

Supporting material that participants could also use (Morphy, 2008):



Questions for assessing stakeholder importance/legitimacy:

- *How much influence does the stakeholder have?*
- *Is the stakeholder more or less influential in specific areas?*
- *Does the stakeholder have a legal right?*
- *How could they hinder us?*
- *Have we come across the stakeholder before? What was their involvement/status? What responsibilities do we have to this stakeholder? What are the stakeholders' stakes?*

Questions for stakeholder motivation:

- *What are the stakeholder's expectations?*
- *What exactly is the stakeholder's interest?*
- *What are they interested in?*
- *What are they expecting to gain?*
- *What are their concerns?*

Questions to help develop a stakeholder engagement strategy:

- *What do they need?*
- *What would be quick wins for this stakeholder?*
- *What are their long term issues/concerns?*
- *What actions could we take to address the stakeholders concerns?*
- *What would be a win/win outcome for us/our business/project and this stakeholder?*

Expected outcome: Preparation to resolve possible issues.

Duration: 45 minutes to 1 hour (depending on the scale of the whole group)

Resources:

- Mapped stakeholders form suggested activity 1
- Identified social challenges from suggested activity 2
- Role play groups and observers

00.00
01.20

Lunch Break

2.3 Using the toolkit: Step 3 case studies and getting started

00.00

Activity 11: Spotlight on Step 3 “Discussion and Prototyping”

The facilitator recaps where we now are in the Social Lab methodology (Steps 1 and 2 have been covered) and shares the objective of Step 3 “Discussion and Prototyping”:
“to present the importance of generating ideas and developing prototypes for testing



potential innovative solutions responding to social challenges. In our world today we are facing a vast array of systemically increasing complex social and local challenges. Therefore, we must discuss and prototype new ways to innovate, collaborate, and build leadership capacity for systemic change in complex situations. Local Authorities are increasingly realizing that they need to communicate with citizens as they can help provide better solutions to address local issues.” (this is written up on a coloured A3 card).

00.15

The facilitator ask pax:

- *What is being discussed in this step and what does prototyping mean?*

Pax have a few minutes in pairs to answer these questions before sharing their ideas in plenary. The discussions will be around the challenges, identifying ideas and concepts that can be materialized into experimental prototypes. Prototyping means to test potential solutions as soon as possible, with end-users and at a low cost.

00.25

Pax are then given a print out of Section 4.3 from the Toolkit. The facilitator subsequently asks pax to read through the third step, “Discussion and Prototyping” (objective, inspiring practise, session) and try to focus on the following questions which are written on the flipchart:

- *What’s the step in a nutshell?*
- *What needs to be done in preparation of this step?*
- *What challenges do you foresee?*
- *How could you overcome these difficulties?*

01.00

Once the pax have reflected on their own, they then share their responses with the group

Activity 12: Sharing and implementing example activities

01.00

1. Create Insight Statements (It relates to Phase 1 – Focus)

Objective: From the Social Challenge defined and information available, identify the insights that will drive the design phase. With this activity, you will be able to present a synthesis of the information available, based on succinct sentences helping to move forward to the ideas’ generation while at the same time keeping the focus in the challenge.

Implementation:

- From the data gathered to define the Social Challenge, identify with the participants the most relevant themes or topics and include them into flipchart paper sheets or A3-sized paper sheets
- Divide the participants into smaller groups and attribute the topics to each one
- In each group ask participants to rephrase them in a short statement. The statement is not the solution, but rather the core insight that will orient the subsequent phases
- Once you have completed this for all the themes and topics, invite participants to look back to the original statement and discard the ones that do not directly relate to the challenge (the target is three to five insight statements)
- Together, review the selected insight statements and refine them, making sure that they sound reasonable to all team members. In case of need re-write the



01.40	<p>concept into a new paper sheet (flipchart or A3-sized) and place it at the wall.</p> <p><u>Expected outcome:</u> Three to five insight statements to drive the teamwork toward solutions.</p> <p><u>Duration:</u> 30 Minutes</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Lab team • Meeting room with whiteboard or flipchart • 30 minutes • Social Challenge and key information about it • Flipchart paper sheets or A3-sized paper sheets and pens
01.40	<p>2 - Insight Clustering with Voting (It relates to Phase 2 - Generate)</p> <p><u>Objective:</u> This activity aims to converge the ideas generated in the brainstorming activity into organized clusters, checking at the same time that the ideas are addressing the insight challenges.</p> <p><u>Implementation:</u></p> <ul style="list-style-type: none"> • Per each insight statement, groups read the ideas and cluster them into groups based on relationships. At this, stage some ideas might be reductant or very similar. Do not discard them, as it is relevant to consider similar ideas since it is an indication of thought tendencies in the group • Once all the ideas are clustered, participants must find a suitable name for each one • Use a simple version of the “Dot Vote Technique”, where each participant in the group gets 3 or 4 sticky dots to distribute between the ideas’ clusters. (Instead of using sticky notes, you can use coloured post-its). Here the objective is to vote in the clusters that have a higher potential of becoming concepts to be tested as potential solutions for the Social Challenge. <p><u>Expected outcome:</u> Clusters of related ideas into concepts, ranked by relevance to address the Social Challenge and the insight statements.</p> <p><u>Duration:</u> 20 Minutes</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Lab team • Meeting room with a whiteboard or flipchart and sufficient space for participants to move around • Social Challenge and insight statements • Flipchart and pens or post-its and sticky dots



- and you can use a scissor to cut images from old magazines for example.
- ii. A diagram – a map to structure a network, a journey or a process of your concept.
 - iii. A story – tell the story of your concept by describing what the experience would be.
 - iv. An ad – think out of the box and create a fake advertisement to promote the best of your concept.
 - v. A mock-up – of digital tools and websites using simple sketches of screens on paper.
 - vi. A model – putting together a three-dimensional representation of the concept.
 - vii. A role-play – acting out the concept can be a good idea as you will be able to try the users' roles and uncover relevant questions.

Note: don't try to be perfect. A prototype, especially the first version, is not the final solution and will naturally look rough. Use as many materials as you can find, from paper to cardboard, pipe cleaners, fabrics, lego, plasticine, glue, pieces of thread or rope, etc. Over time and after testing the prototype will evolve to higher fidelity versions, with more details and defined parts.

- Determine the materials that you will need to use to design and build a prototype.
- Create the prototype. Here several options can be applicable: or all team members work for the same prototype to illustrate one concept, or you can divide the team into smaller groups and ask each group to create their prototype for the same concept. In this latter case, you must preview a moment for each group to present their work and all the team can choose the best prototype to test.

Important note: a user-driven approach to prototyping can also be an option. In the approach presented, the lab team creates a prototype in the lab, and will later present it to users, enabling them to interact with it and give feedback. Alternatively, you can opt for a user-driven approach where you invite users to the design process and ask them to create the prototype with the team. In this approach, rather than just evaluate of experience the prototype, users will participate in the design process as well.

Expected outcome: One or more prototypes ready for users-testing, showcasing a concrete concept.

Duration: 60 Minutes

Resources:

- Lab team
- Meeting room with a whiteboard or flipchart and sufficient space for participants to move around
- Agreed concepts
- Gather a large variety of materials such as paper, poster board, card board, old magazines, pipe cleaners, fabrics, lego, plasticine, glue, pieces of thread or rope, clips, stickers, scissors, etc. (as larger the variety is, more creative can the teams)

Note: if you opt for the user-driven approach for the prototype design, you will need to invite some users for the process and preview an introductory moment where you present them the Social Challenge, the insight statements and the concept

03.50



03.50	Evaluation of the 2nd day Facilitator asks participants to highlight what went well and what were the constraints and difficulties that they have faced by carrying out the activities. At the same time make them reflect of how they can overcome the difficulties in order to implement the process by themselves.
04.00	Hometime!



3. Day three

3.1 Spotlight on Step 4: Testing Solutions	
00,00	<p>Activity 13: Spotlight on Step 4 “Testing Solutions”</p> <p>The facilitator recaps where we now are in the Social Lab methodology (Steps 1 and 2 and 3 have been covered) and shares the the objective of Step 4, Testing Solutions: <i>“implementing concrete actions that have been identified collectively as a way of tackling the root causes of the given social problem.”</i> (this is written up on a coloured A3 card).</p> <p>The facilitator subsequently asks pax to read through the fourth step, “Testing Solutions”(objective, inspiring practise, session) and try to focus on the following questions which are written on the flipchart:</p> <ul style="list-style-type: none"> • <i>What’s the step in a nutshell?</i> • <i>What needs to be done in preparation of this step?</i> • <i>What challenges do you foresee?</i> • <i>How could you overcome these difficulties?</i>
00,30	<p>Once the pax have reflected on their own, they then share their responses with the group</p>
00,30	<p>Activity 14: Designing an intervention protocol for the testing phase</p> <p>The facilitator asks pax to brainstorm about the necessary features and resources for piloting the prototype with end user, by responding to some key questions:</p> <p>In which kind of setting would the best take place?</p> <ul style="list-style-type: none"> - <i>What are the key features to be tested? And what we want to learn?</i> - <i>Who to invite and involve in the testing? And how many participants?</i> - <i>When shall the invitations be sent? And in what format?</i> - <i>What are the roles of the lab team members during the process? (observers, experts, advisors,...)</i> - <i>For how long shall the test run?</i> - <i>How can we motivate participants and turn the piloting also a fun experience?</i> <p>Pax can work in pairs/small groups, they take notes and design an intervention plan. Pax can decide on the format: an A3 sheet divided into squares (one question per square); a mind-map; a checklist, etc.</p>
01.15	<p>In plenary the pairs/groups illustrate what they have prepared, feedback and discussion.</p>

01,15 02.00	The remaining 45 minutes can be used either to do any of the above activities that ran out of time or have been left, to carry out some facilitation skills OR can be used to start the next activities
00.00 00.20	Coffee Break
3.2 Spotlight on Step 5 Collecting Results	
02.00	<p>Activity 15: Spotlight on Step 5 “Collecting Results”</p> <p>The facilitator recaps where we now are in the Social Lab methodology (Steps 1,2, 3 and 4 have been covered) and shares the the objective of Step 5 Collecting Results: <i>“it is not only for the Local Authorities, together with the Social Lab team to harvest the different results of the testing of prototypes to a given challenge, but also to learn from all that is generated during the prototyping and testing phases”</i> (this is written up on a coloured A3 card).</p> <p>The facilitator subsequently asks pax to read through the fifth step, Testing Solutions (objective, inspiring practise, session) and try to focus on the following questions which are written on the flipchart:</p> <ul style="list-style-type: none"> - <i>What’s the step in a nutshell?</i> - <i>What needs to be done in preparation of this step?</i> - <i>What challenges do you foresee?</i> - <i>How could you overcome these difficulties?</i>
02,50	Once the pax have reflected on their own, they then share their responses with the group
02.50	<p>Activity 16: Sharing and implementing example activities</p> <p>Section 6.2 ; Session 6 Activity 2 (pages 62 - 64)</p> <p>1-Multiple learning outcomes</p> <p>In step 4 of the adapted outcome harvesting methodology, the Social Lab team fine tune the result descriptions (including their own contribution to the Social Lab) by sharing them with relevant stakeholders who are external to the team. These updated outcomes are the starting point for this activity.</p> <p>If necessary, Local Authorities can share these descriptions with the Social Lab team at the beginning of the session so that everyone has a good understanding of the outcomes and their own contribution to the Social Lab. To do this, copies of the complete and extensive outcome descriptions are shared amongst the team. Each Social Lab team member can be asked to read out one of the outcomes. Reading aloud accentuates active listening, ownership and comprehension amongst other skills. The team can be given five to 10 minutes for any questions or feedback.</p>

The Local Authorities then share the multiple learning outcome template with the entire team by sharing it on a screen. Copies of the template are printed on A3 paper. It is stated that other types of outcomes which are not listed may emerge. They can be added by hand to the template.

The Lab team divides into 6 pairs or small groups and each one is given a number from 1-6 and receives a copy the template.

The Local Authorities explain that each number corresponds to one of the learning outcomes:

1. physical/digital
2. human
3. social
4. intellectual
5. economic
6. natural

Each pair/group finds a space to work in begins by concentrating on the outcome, which corresponds to their group number. The pairs/groups have 10 minutes to brainstorm their ideas and note down the types and examples of the outcomes, which have emerged during the Social Lab. They note them down in the space provided in the template in a clear way. The examples must be concrete.

After 10 minutes the group leaves its template and moves clockwise to another group's template, reads what they have written and adds/comments to their outcomes. They have only 5 minutes to do this.

After 5 minutes, Local Authorities ask the pairs/groups to rotate again, each time a minute less is given as there should already have been a lot added.

To conclude, all the team come back in a plenary, each pair/group presents its outcomes and then the entire team are given the remaining time to look back to and answer the questions that were drafted in Step 1 of the adapted outcome harvesting methodology. Answering these questions may generate new outcomes which can be added to the frameworks produced during the session.

It is the secretariat's job to assemble all the outcomes in one single framework, which can subsequently be shared (sent by email or presented in a following meeting for example) with all the Social Lab team.

Expected outcome:

Multiple learning outcome framework (mapping what change/influence has occurred as a result of the Social Lab, where and how)

Duration: 60 Minutes

03,50

Evaluation of the Social Lab Methodology

03,50

The facilitator asks pax the following questions (writing them on the board/flip chart/A3 paper):

Regarding the Social Lab Methodology, the 5 Steps,

- *What is clear?*



03.30

Capacitation programme evaluation

Evaluation of the capacitation programme using “Evaluation Sheet” Annex 11

04,00

Thank you and goodbye.



Annexes

Annex 1: Social Lab Steps descriptions

How to identify challenges?

Each Social Lab will address a given problem or challenge. It is possible that the problem will arise in multiple ways and through various channels. This step will introduce ways in which a Local Authority will facilitate identifying a common challenge/problem.

How to involve stakeholders?

Local Authorities will form the platform secretariat, as specified in the preparatory activities, and will subsequently be responsible to set up the platform team, whose members will be stakeholders connected to or interested in the common challenge at hand. This step will provide considerations and guidelines for Local Authorities when involving stakeholders.

Discussion and prototyping: step by step methodological approach.

This part will explore how a Local Authority can run a Social Lab, once the problem/challenge has been identified and the stakeholders have formed the platform team. This step can be considered as the entry point to the heart of the social inclusion platform when the team observes, discusses and brainstorms ideas as to what could be done to change/improve the identified problem. The solution ideas, which are subsequently tested are the prototypes.

Testing solutions.

This step will outline how to test possible solutions. This will mean how to implement concrete actions that have been identified collectively as a way of tackling the root causes of the given social problem. These prototypes are the heart of the social inclusion platform. The trials and errors made in this phase become crucial to what works what doesn't and what can be changed, which is covered in the next step.

Collecting results.

A prototyping based approach is not just about the act of testing possible solutions but also about learning something from this process. In a Social Lab, this will include testing feasibility, getting feedback on the idea, or testing demand. The prototypes will be field-tested, tweaked and improved, or discarded and the learnings from testing should then be embedded into a new prototype.

Annex 2: Secretariat diagram



Annex 3: Toolkit for Local Authorities Part 6.1(Pages 16-18)

6.1 Planning Procedures

How to build and prepare the secretariat.

Ideally, a Social Lab will have a two-tier structure made up of the two core teams required to run a platform: the platform secretariat and the platform team. Local Authorities will identify the platform secretariat members and will thus be responsible to set up the platform team. The platform secretariat can be formed between two and four people and its role is not to lead with a top-down approach but to support the platform team in their work, providing a range of services, such as networking with platform team members, facilitation and logistical support. The formal establishment of these teams is what will usually set the launch of a Social Lab, whose members will be stakeholders connected to or interested in the common challenge at hand.

Local Authorities will activate relevant and diverse stakeholders who can contribute to finding solutions and concrete actions to overcome the challenges identified. As the Social Lab will be a flexible space, which adopts a collaborative approach to problem-solving through systematic thinking and experimentation, it is also highly foreseeable that other members will join the platform once it has already begun. These new members can be invited by other members, therefore not just by the secretariat (although there should be consensus regarding the added value of their presence).

Can collaborative work be designed and facilitated or does the platform team need to be aligned beforehand? Both may be true. A Social Lab process should start with a certain commitment by all participants in solving an identified and agreed upon challenge. On the other hand, careful process facilitation is nevertheless necessary to come to effective results and this will be the role that Local Authorities will have. Local Authorities' role as facilitator will have the function of a bridging agent/intermediary. The competencies required by the Local Authorities to set up and facilitate a social inclusion platform will be examined below.

When forming the platform secretariat and broader platform team, Local Authorities should try to keep the following questions in mind:

- Before starting, have I got the “right” (prepared and capable) people within the Local Authority to be part of the secretariat and facilitate the Social Lab?
- Have I created a convening strategy to identify suitable actors that acknowledge their interest and potential “solving-capacity” for a certain societal challenge in a specific context?
- Has the joint definition of the challenge/problem enabled participants to view the problem from different perspectives?
- Are all members committed to solving the platform challenge?
- Am I aware of power relationships between the group (including my own) and know how to address any conflicts/issues that may arise?
- Am I open to and encourage new members to join the platform along the way? How do/will I facilitate their entry and participation if it is relevant?
- How can I facilitate acceptance of the legitimacy of the other stakeholders?
- Have I identified which resources are available and which are needed for the collaboration to proceed?

All of these and other possible questions should be raised in three basic requirements needed for a platform secretariat to run a social inclusion platform:

- Constitute a diverse team
- Design an iterative process
- Actively create systemic spaces

As mentioned above, making up the platform secretariat will require a broad set of competencies for Local Authorities. The skills needed will range from group facilitation skills to story-telling skills. This does not mean that the same person in the Local Authority has to acquire all the skills required and it is precisely this, which

characterizes the “social” and collaborative aspect of the platform: the range of skills required in order to deal with complex challenges will be provided by the group which has a diverse range of skills.

“in many ways the strategy for building a team that is world-class at running successful social labs is no different from strategies for putting together world-class football teams. You have to acquire talent.” (Hassan 2014)

This mix of platform-secretariat and team members should generate a multitude of key competencies for effective Social Lab processes:

- **Project management skills**
 - planning, steering and carrying out innovative projects
 - self-organisation
 - clear-minded approach
 - meeting and supervising legal, bureaucratic and financial requirements
- **Networking and communication skills**
 - verbal communication
 - active listening
 - ability to select the most suitable and effective media channels, message style and content for different stakeholders and contexts
 - written communication
 - non-verbal communication
- **Facilitation and intercultural skills**
 - enabling team participation
 - diplomacy
 - mediation
 - conflict resolution
 - empathy
- **Out of the box thinking and designing skills**
 - creativity,
 - ability to combine ideas and knowledge in novel ways
 - design thinking
 - theory of change planning
 - handling complexity
 - unafraid of mistakes and failure
- **Evaluation and research skills**
 - critical thinking,
 - data design and data capture
 - drawing collective insight
 - encouraging people to share ideas and participate in collective learning

How to map, invite and inform the technical team.

Once the platform secretariat is established, one of its tasks will be to build-up the technical team for the Social Lab. The team will be made up of different individuals (approx 16 although this number is just an indication as it will depend on the resources available to work in one or more challenges) usually from the Local Authorities’ “ecosystem”.

Practical advice about how to identify and involve stakeholders is also provided in Section 6.2 Session 2. As mentioned above, the platform-secretariat can develop a *convening strategy* to find suitable platform-participants.

The stakeholders will always be involved in the problem-framing (defining the challenge) and will include schools and local authorities as well as local body representatives (e.g. health and social services), third sector organisations linked to social inclusion and education, local/regional development organisations, youth organisations, SME/industry representatives and other relevant community members. Here are some possible strategies to create the platform team:



• Figure 1 – Strategies to create the Social Lab team

Once established, the team will not follow a traditional hierarchy of power and expertise but will be open so as to include all those community members who can contribute effectively albeit differently to proposing solutions and actions to identified difficulties. Different group working methodologies can be adapted to suit the characteristics and needs of the group and this may change for each new social inclusion platform.

There is, nevertheless, no easy way to achieve effective cross-sector collaboration. People involved in the lab-process need to be diverse and influential in their respective fields of work, coming from different societal sectors and organisations. This diversity means that the individuals engaged in the lab-process will have differing agendas and institutional logics. Therefore, these multi-stakeholder-processes require a partnership formation process in order to dismantle obstacles for collaboration. A reflexive understanding of one’s own role and the role of other stakeholders in the lab-process is an important requirement for effective work and building trust.

Once the secretariat and platform team have been defined, the Social Lab will begin its work and the first step will be for the secretariat and team to select and agree on the challenge/difficulty, which will be addressed.

Annex 4 Toolkit for Local Authorities Part 4.1 (pages 4-5)

4.1 Identifying Challenges

Objective

The goal of this step of the Social Lab methodology is to identify, state and agree on a specific challenge (or group of challenges) which the Social Labs will try to address. The challenge is a sort of a compass that leads the efforts undertaken by participants of the Social Lab to address a certain problem identified in the community. After completing this step, participants should have a shared understanding of a specific challenge or problem they want to work on. As Hassan puts it, *“starting work without a challenge statement is a little bit like stating you want to climb a mountain but don’t know the details of which one”*. Local Authorities will lead on facilitating this step as with all subsequent steps of the Social Lab methodology but, as we will see repeatedly throughout all the steps, all the Social Lab team will be involved in and will co design the Social Lab. The very first issue for the team will be to explore and decide which social inclusion challenge to focus on. It’s important to mention here, that steps 1 and 2 of the Social Lab methodology are related very closely. It may not be possible to finalise which challenge the Social Lab will work on without having engaged all the stakeholders (at least in the first phase) and similarly it may be difficult to map all the relevant stakeholders without having identified the challenge. It may therefore occur that these two first steps are repeated or even carried out in parallel until the challenge is agreed upon by all the team members, which come from diverse backgrounds, professions, etc. On the contrary, it may occur that the social inclusion issue in a given community is evident to all and consensus is easily formed. This does not mean however that the Social Lab will be able to easily address the identified issue due to its complexity. What makes a given challenge complex is its emergency, which makes it difficult to clearly separate root causes from consequences, as there are many changing factors influencing the situation. For example, lack of inclusion in the educational system is a complex challenge, because it depends on many factors (for example, low income, insufficient awareness about social diversity at school) which are both causes of exclusion and also its consequences. Due to this given complexity, it will be important for the Social Lab team to focus on the specificity of the identified challenge during this step.

Inspiring practice

A good practice which illustrates different community stakeholders coming together and identifying a challenge is the [Bologna Regulation for the Care and Regeneration of Urban Commons](#). Residents, local authorities, activists and other stakeholders come together to create a document which stated the vision of city development. The result is a thirty-page document, the Bologna Regulation for the Care and Regeneration of Urban Commons, which outlines a legal framework by which the city can enter into partnerships with citizens for a variety of purposes, including social services, digital innovation, urban creativity and collaborative services.

The process has the distinct advantage of limiting political conflict and ideological factionalism, which often dominates Italian culture and policies. Goals are mutually set and programs co-designed, which mean everyone’s focus is more on working through differences than on trying to “beat” the political opposition. The openness of the process also helps avoid NIMBY-ism (Not in My Backyard) and refresh the legitimacy of government action in an ongoing way. Unlike a bureaucracy, the system is designed for rapid citizen feedback and constant iteration. In time, citizens realize that they can adopt a different attitude toward government and become meaningful participants in the process of self-governance. The city truly does belong to them.

How to identify a challenge?

A good starting point for the Social Lab team to identify the social inclusion challenge may be found in the research which was carried out in the first phase of the Soci@ll's project, which explored different social inclusion challenges. The challenges addressed in the research have the following characteristics:

- **related to social inclusion** within the educational systems
- **geographically and administratively limited to the local authority** which is the partner in the project and/or to specific schools participating in the project
- **based on research data** which gives more information on the factors of inclusion and exclusion within the schools participating in the project.

The challenges may not be identical to your contexts but could nevertheless provide the team with inspiration.

Activities presented in section 6.2 will provide Local Authorities and the Social Lab team with details on how to identify challenges, including a focus on the objective, implementation steps, expected outcomes and resources needed of each activity. Inspiration for these activities was collected from existing Social Labs methodologies and are adaptable to your contexts. When preparing this session feel free to opt for any other activities that will enable you to reach the same goals. The first activity is a simple brainstorming to gather a range of local social inclusion challenges. The second activity sets out to frame the challenge and is divided into five steps. The steps gradually allow the Social Lab team to focus more specifically on local social inclusion challenge. The SMART criteria technique is used in the last step of this activity to guide the team to consider crucial aspects regarding the challenge, such as its relevance and measurability.

For more information about the process and step by step guidelines on discussion and prototyping in social platforms please refer to session 1 in section 6.2.

Annex 5: Toolkit for Local Authorities Part 4.2 (Pages 6-8)

4.2. Involving Stakeholders

Objective

The Social Lab approach foresees the involvement of stakeholders within a multi-disciplinary collaborative space in order to address a complex social challenge. As a result, within the framework of the creation, fostering and sustainability of Social Labs, **local authorities will have to involve key actors from different backgrounds, working predominantly but not exclusively with education and youth.** Examples can include:

- **school communities** - namely students, teachers, educational staff, school leaders, families, and tutors.
- **other relevant stakeholders linked to education and social issues** – such organizations and/or experts with know-how in topics related to citizenship education, whole-school approach, social sciences, curricular innovation, education, training, and youth.

One of the key challenges that Local Authorities will face during the involvement of the stakeholders from different sectors of society is the identification of key stakeholders to become involved (individuals with expertise and willingness to participate in such an experience). It is very important for the Local Authorities to bring together diverse local community representatives who are keen and able to participate actively in the Social Lab.

The specific social inclusion platform that will be formed within the SOCI@LL framework will have a two-tier structure: the secretariat and the platform team. The secretariat is expected to include members of the Local Authorities who will then be responsible to set up the platform team(s). Key stakeholders are expected to form the platform team(s) that will not follow a specific hierarchical sequence of power and expertise but will rather be open so as to include all those community members who can contribute effectively in proposing solutions and actions to identify difficulties on specific social challenges. The platform team group(s) will be open and flexible to accept the induction of new members at any stage during the process of the Social Lab.

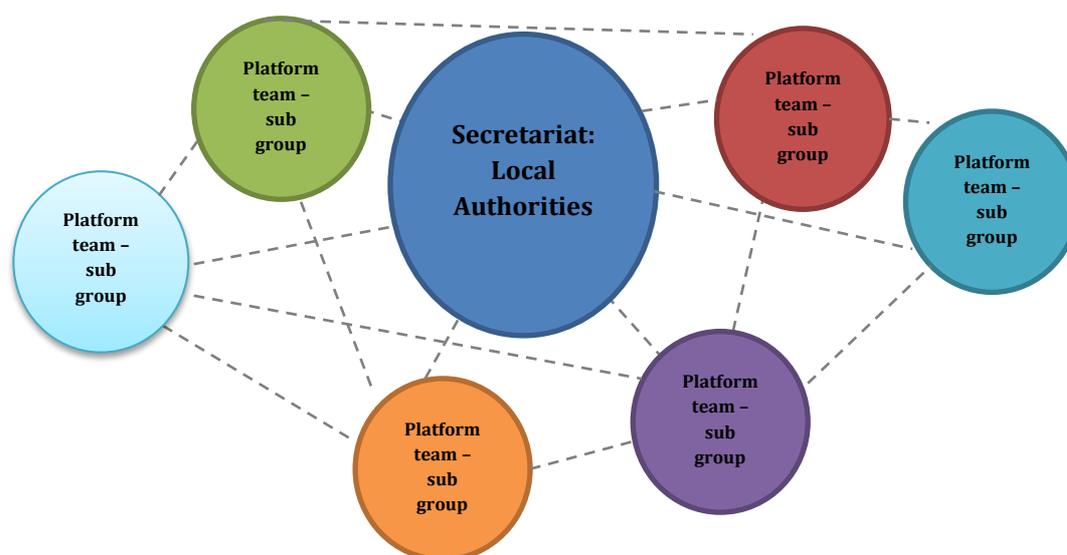


Figure 2 – Social Lab secretariat and the team working groups

As such, it is important for the Local Authorities to reach as many stakeholders as possible and engage them in the development process of the social inclusive platforms. In addition, it is important to mention that this structure may

happen when creating a new Social Lab, but the group formed may also work as an entire group. What is important, is that there is absolute flexibility. Stakeholders may drop out during the process or new people may join changing, therefore consequently, the group structure and the dynamics.

More specifically the objectives for the Local Authorities to involve stakeholders are:

- Identifying existing needs and social challenges in their local community that can be addressed through the Social Lab methodology;
- Providing motivation (why should stakeholders be involved, what are the benefits of being involved);
- Mapping relevant and diverse stakeholders who can contribute to finding solutions and concrete actions to overcome the problems/challenges identified;
- Using social media and other communication channels to reach new members and invite them to join the social inclusion platform (an open invitation);
- Building synergies among different key stakeholders towards achieving a common goal (different organizations and sectors that have a common interest in a particular problem/challenge).

Inspiring practice

A good example of involving stakeholders in a social platform can be seen in the case of the [KoSI-Lab Project](#). The KoSI-Lab has developed two municipal social innovation labs in Germany to support collaborative work on cities' social, ecological and economic problems. These labs bring together different stakeholders from politics, local authorities administrations, SMEs/industry, and civil society in order to bring new solutions to urban problems. The lab-facilitators' approach in involving stakeholders is treated with careful process-facilitation, with respect to different values and institutional logics as well as possible hidden agendas. The methodology of the KoSI-labs lies in the following 3 aspects:

1. Each lab acts as an organization (initiation, resources, milestones, ownership)
2. Each lab is treated as a method (topics, tool, impact)
3. Each lab needs key people and networks in order to achieve collaboration among cross-sectors and connections between the stakeholders.

How will the Local Authorities identify and involve stakeholders?

There are many different ways, frameworks, and standards, which Local Authorities can draw on to involve cross-sector stakeholders for their Social Labs. Before doing so Local Authorities should consider the following aspects:

- The secretariat has a very crucial role within social platforms. As a result, the Local Authorities need to assign these tasks to the “right” candidates within their structure. This means that the people from the Local Authorities who will be members of the secretariat need to be prepared and capable to facilitate such methodology.
- Building a strategy to identify suitable actors that acknowledge their interest and potential for a certain societal challenge in a specific context.
- The involved stakeholders need to be able to analyse the challenge/problem from different perspectives.
- All the involved stakeholders need to be committed to solving the social platform challenge(s).
- Relationships and networks are key to the success of a social platform. As a result, it is important for the Local Authorities to be aware of the dynamics and the potentials of the sub-groups in order to be ready to address any possible conflicts or issues that might arise during the whole process.
- Local Authorities, as the secretariat of the Social Lab, need to be in a position to encourage new members to join the platform, as well as to inspire the current members to be open and share the efforts of the platforms with other interested actors that can possibly join the process.
- Local Authorities need to have the skills to facilitate acceptance and legitimacy among the stakeholders that have joined the social platforms.



- Local Authorities need to be aware of the resources that are available for the collaboration to proceed.

How to establish a strategy for collaborating with stakeholders

Building Social Labs and involving different stakeholders is something that takes time and needs a lot of effort. The most important aspect for the collaboration to be successful is to build and maintain a long term relationship with key stakeholders. Collaboration can only be successful when ensuring the following characteristics:

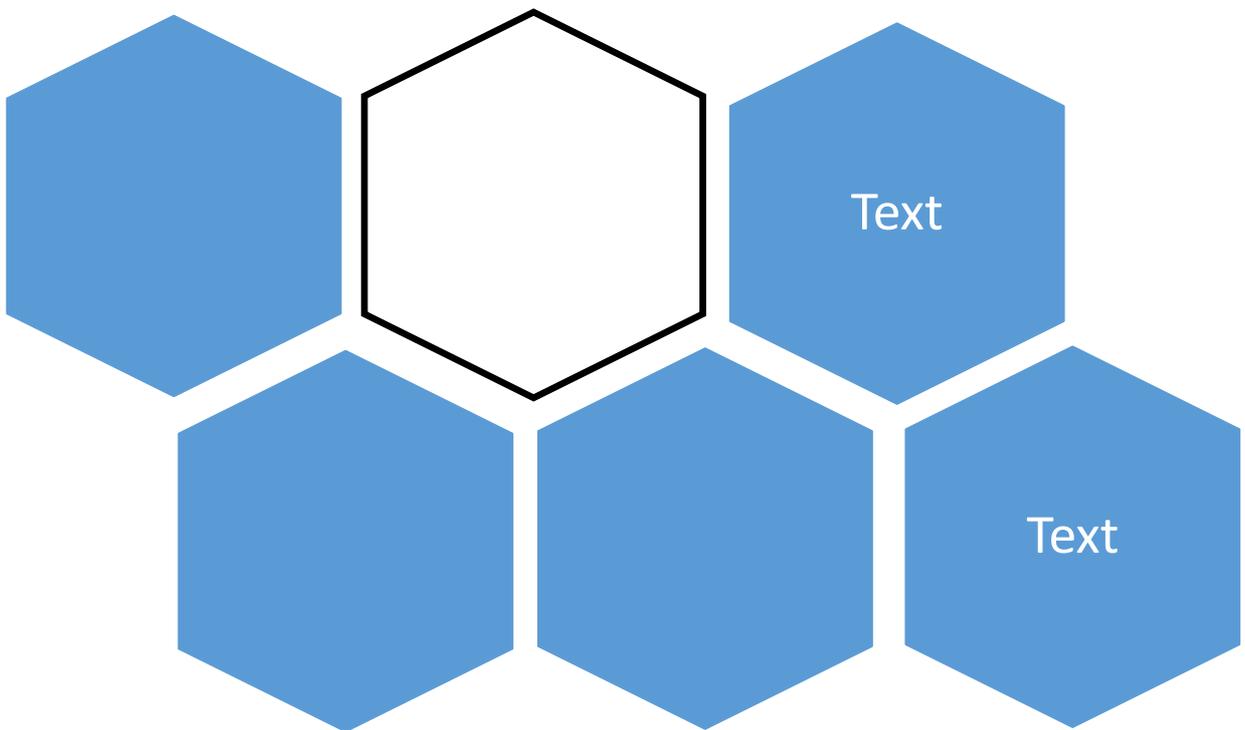
1. Know the stakeholders
2. Identify what the stakeholder role is
3. Understand each stakeholder's "language"
4. Set specific expectations
5. Show the value of their input

For more information about the process and step by step guidelines on discussion and prototyping in social platforms please refer to session 2 in section 6.2.





Annex 6 : Hexagons



Annex 7: Toolkit for Local Authorities Part 4.3 (pages 8-10)

4.3 Discussion and Prototyping

Objective

The objective of Discussion and Prototyping is **to present the importance of generating ideas and developing prototypes for testing potential innovative solutions responding to social challenges**. In our world today we are facing a vast array of systemically increasing complex social and local challenges. Therefore, we must discuss and prototype new ways to innovate, collaborate, and build leadership capacity for systemic change in complex situations. Local Authorities are increasingly realizing that they need to communicate with citizens as they can help provide better solutions to address local issues.

This step is mainly based on the discussion of the challenges identifying ideas and concepts that can be materialized into experimental prototypes. Prototyping means to test potential solutions as soon as possible, with end-users and at a low cost.

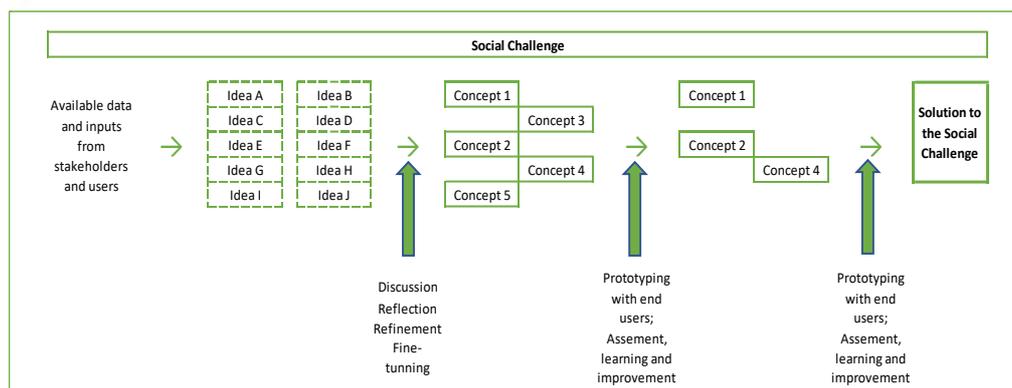
Discussion and prototyping relates to innovation. In the Social Lab approach, innovation enables the sharing of knowledge and experiences towards the identification of potential solutions for a social challenge, generating social innovation. In this context, innovation can be thought of as “problem-solving” or a response to the question “what do we need to do, make, and create to solve the challenge?”. In the Social Lab context, it is never too much to remember that solutions that are relevant are the ones that go beyond the individual’s needs and reach/impact on the systemic level.

Discussion is a process of talking about something in order to reach a decision or to exchange ideas by putting upfront all points of view and opinions, making clear what can be the options. The discussion starts when the team has a well-articulated challenge statement and is ready to generate potential ideas for solutions. In this Toolkit, the term “discussion” refers to generating ideas that are later combined into concepts.

- **Ideas** are preliminary though and come from team members’ abilities to think in many ways about potential solutions to the challenges. Usually, an idea is a raw thought that still needs some reflection, refinement or further inputs before it can be considered as an option for planning or execution.
- **Concepts** are what ideas turn into after a period of refinement, this is, a concept can be a final form of an initial idea, after a process of reflection and refinement. With a concept, one can see a more structured and robust pathway, including a start point, intermedium points, and an endpoint.

Prototype means to test solutions as soon as possible before a ready product or service is available. The practice of prototyping is an essential part of the Social Labs approach allowing to test concepts and potential solutions on small scale, with the final users and getting feedback that can enrich the original concept and prototype towards a more robust final solution. In this phase of prototyping, the first solutions and concepts are materialised to be prototyped and validated with a group of users and the process shall continue in the form of a loop: inputs from users are integrated into the concept and prototype, that can be tested again.

The prototype approach to social challenges is a creative exercise enabling us to identify a suitable way of giving a tangible format to a concept, supporting a learning process closer to the end-users. It will allow obtaining a deeper understanding of what the users expect, desire and need, test a potential solution and adjust it accordingly to the inputs received with the testing. Turning a concept tangible might result in an object, a visualization, a role-play scenario, a script, a service flow, a piece of legislation or any other suitable form accordingly to the circumstances.



• Figure 3 – A view of the discussion and prototype step, including testing and analysing results

Inspiring practice

A good practice about discussion and prototype is the [Grove 3547](#). The core challenge that Grove focused on was: how can we work together to support young people in Chicago to develop resilient livelihoods? Chicago was recognized as a city in deep crisis and the most segregated city in the USA coupled with decades of corruption, systematic disinvestment, all resulting in a city being torn apart by structural racism. Therefore, the aim of Grove 3547 was to address the many challenges faced by the residents of Chicago.

A specific methodological approach was designed covering the overall Social Lab approach from Lab Team constitution to stakeholders’ involvement, identification of concepts to focus on, design of prototypes and testing them with end-users in an iterative loop process.

How to organise discussion and prototyping sessions

This toolkit provides guidance on how to prepare and implement a practical session for discussion and prototype. A set of activities is presented in section 6.2 with details on its objective, implementation steps, expected outcomes and resources needed. Inspiration for these activities was collected from existing Social Labs methodologies and must be seen as suggestions. When preparing your sessions, you can opt for other activities that will enable reaching the same goals. The implementation must be planned for two sessions. The first session shall cover the phase of discussion through activities 1, 2, 3 and 4. The second session will cover prototyping with activities 5, 6 and 7.

Session 1 Discussion		Session 2 Prototype	
Duration	3h 30m	Duration	3h 30m
Welcome and presentation of the session objectives	10m	Welcome and presentation of the session objectives	10m
Introduction to Discussion	60m	Introduction to Prototype	60m
Coffee-Break	20m	Coffee-Break	15m
Activity 1 Create Insight Statements	30m	Activity 5 Concept Prototype	60m
Activity 2 Brainstorming	30m	Activity 6 Prototype for Empathy	30m
Activity 3 Insight Clustering with Voting	20m	Activity 7 Design the Intervention Protocol	20m
Activity 4 Refine Ideas and Conceive a Checklist	30m	Evaluation, reflections and Conclusions	10m
Evaluation, reflections and Conclusions	10m		

• Figure 4 – Plan for implementing sessions for the step discussion and prototyping



For more information about the process and step by step guidelines on discussion and prototyping in social platforms please refer to sessions 3 and 4 in section 6.2.



Annex 8: Toolkit for Local Authorities Part 4.4 (pages 10-11)

4.4 Testing Solutions

Objective

Whereas the previous session ‘Prototyping’ offers social inclusion designers the opportunity to tailor alternative solutions according to a specific challenge/problem, this step foresees testing their practicability and investigating what are the most successful solutions for achieving an expected result. It is a non-linear, iterative process, that contributes to understanding target needs/users, challenging assumptions, creating innovative solutions and redefining problems through a prototyping and testing loop.

Instead of the traditional strategic planning approach, which associates an identified-single solution to a given challenge, with a prototyping - testing solutions methodology there will not be a given response identified to a problem but a portfolio of responses. These responses will be generated by the team members of the Social Lab (both technical and secretariat platforms), exploring a given challenge much deeper and learning also from what doesn’t work and how, subsequently improving decision-making and problem solving on social inclusion issues.

Implementing the successful solution is part of an attempt process in which you enhance your understanding of a given issue and its features in order to better face similar challenging situations. It is a continuous evaluation process in which results obtained are inputs that are included in the design thinking chain. This also because the process is not always sequential, it can be repeated iteratively as many times as solutions need to be tested to obtain a convincing result.

Social Labs are structured to reflect the profile/field of concern of final beneficiaries of the decisions taken. This allows for a *need-based approach*, testing solutions with the active involvement and participation of the target groups, namely the social inclusion platform members and external stakeholders, which can provide the required expertise/knowledge in order to propose alternative solutions. In this way the premises for an effective decision-making strategy and approach are created and can finally lead to valid and sustainable solutions for the problems/challenges to be addressed. A testing solutions approach aims at testing potential ‘winning’ solutions for a problem or a challenge. Participants of the social inclusion platforms will identify the difficulties and challenges regarding a given issue or issues, they will then generate prototyping solutions and plan and implement concrete actions to facilitate and promote social inclusion. The solutions will be tested, monitored and evaluated. The *learning process* is perhaps one of the most significant phases of the social inclusion platform as it will allow members to discard (if necessary) unsuccessful practise at an early stage, adapt and/or start from scratch with new prototypes according to the effect the solutions’ have.

Inspiring practice

The Leadership and Innovation Network for Children (LINC <https://www.synergos.org/linc>) is a large-scale multi-stakeholder and multi-year network, with the long-term goal of improving the quantity and quality of care for the millions of South African children orphaned or made vulnerable by HIV/AIDS.

The first “Innovation Lab” in 2007 comprised 60 key figures in South Africa’s childrens’ sector: senior civil servants of key government departments, heads of the major civil society organizations active for children, directors of corporate responsibility in some of the country’s largest companies, and leading academics, international donors, and community leaders.

Today, LINC serves around 100 fellows in the sector. It is building the capacity of these leaders to think systemically and to proactively collaborate; shifting institutional arrangements in the sector to enhance cohesion, collaboration, and coordination; and creating opportunities for leaders and their organizations to innovate and launch solutions.

How to organise testing solutions session

Social Labs are not one-off experiences. They are ongoing and sustained efforts. The team doing the work takes an iterative approach to the challenges it wants to address, prototyping interventions and managing a portfolio of promising solutions. This reflects the *experimental* nature of social labs, as opposed to the project-based nature of many social interventions¹.

When carrying out tests on prototypes, it helps to adopt a **flexible mindset**. For instance, if you realise that certain components of your prototype are drawing attention away from the core functions of the prototype, you can remove these or change them in order to bring the focus back to the key elements of your idea. In addition, if you think that your planned script for the testing session does not work well, feel free to deviate from it and improvise during the testing session in order to get the best feedback from your users.

During the testing session, Local Authorities should allow their team members to contribute ideas that build on the prototypes suggested. You can ask your team how they think the product or service could be improved, for instance. Doing so may encourage team members to provide useful critiques as well as help improve possible solutions.

The following the activities have been identified in order to support a social inclusion team to respond to different challenges and issues that may occur when testing solutions.

Activity	Challenge/objectives
Defining criteria	Defining a set of criteria will enable the Social Lab team to evaluate a successful solution and to measure its impact.
Mind mapping	A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those major ideas.
SWOT analysis	SWOT Analysis is a widely popular technique to examine your strengths, weaknesses, opportunities, and threats. It could be implemented to a project, proposal, or organization to assess the reliability and compatibility for making informed and specific decisions.

- Figure 5 – Activities that can be useful for responding to different testing challenges

For more information about the process and step by step guidelines on testing solution in social inclusion platforms please refer to session 5 in section 6.2.

¹ <https://ssir.org/articles/entry/the-social-labs-revolution-a-new-approach-to-solving-our-most-complex-chall>

Annex 9: Toolkit for Local Authorities Part 4.5 (pages 12-13)

4.5 Collecting Results

Objective

The aim of this step is not only for the Local Authorities, together with the Social Lab team to harvest the different results of the testing of prototypes to a given challenge, but also to learn from all that is generated during the prototyping and testing phases. In this way, the different prototypes can be observed, tweaked and improved, or discarded and the learnings from testing should then be embedded into a new prototype. The process of collecting results should help the Social Lab to assess what (if anything) changed, how and why. Given that many social inclusion challenges are complex and that testing and finding solutions are often highly unpredictable, collecting results and learning from them will allow the Social Lab to better understand the complexity, ie. in relationships between cause and effect, where many different actors influence change, where there are economic limits, etc.

Although the concrete results will probably remain uncertain - following the principle of emergence – Social Labs generate a set of multiple learning outcomes (capital) which can be collected and which will allow Local Authorities and the social inclusion platform team to learn about change in order to improve or ultimately find lasting solutions to social inclusion challenges:

Multiple Learning Outcomes (capitals)					
Physical/digital	Human	Social	Intellectual	Economic	Natural
↓	↓	↓	↓	↓	↓
new services or infrastructure	new capacities and skills	increased trust and collaboration	new knowledge and awareness	new services and financial opportunities	new ecosystems and services

• Figure 6 – Multiple learning outcomes (capitals) in the Social Labs

Local Authorities, together with the Social Lab team (and other relevant stakeholders) will try to capture these multiple learning outcomes, or capitals, learn from them and harness their potential. As a result a common decision will be made regarding what (if anything) needs to be changed, improved or discarded in the future in order to best guarantee systematic change.

Inspiring practice

An inspiring practice related to collecting results is described by [Lifhack](#), which set up a Social Lab called The Labs Wānanga to look at wellbeing and mental health of young people across Aotearoa, New Zealand. The data and stories collected over two years are presented into an Impact Story. When Lifhack began, they were unclear about the exact direction they would be taking and tried to concentrate on structuring a strong learning process.

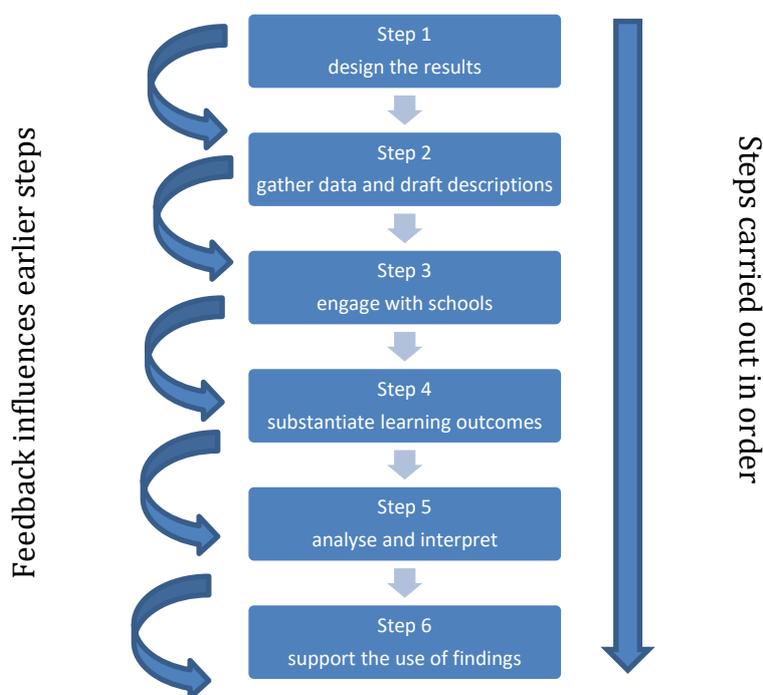
“our suggestion would be that if you’re running a Social Lab, you will need a relatively long lead time (at least 2 years) before necessarily seeing some of the more systemic results you might be seeking”. Lifhack

Lifehack was unsure whether to evaluate their results or tell their story based on the community’s engagement outcomes. They decided to start capturing the first layer of their impact through the “5 Capitals” — Social, Human, Economic, Intellectual and Physical/Digital. They then choose to use videos as a new medium for their storytelling which would better capture the experience. Adding narration and illustration, they created a series of mini-documentaries and short snapshots — you can see them on Lifehack’s YouTube channel here. Here’s a video from our social innovation Bootcamp Lifehack Labs: <https://www.youtube.com/user/lifehackHQ>.

Lifehack has engaged with over 450 people face-to-face and 6.000 people online through programmes over the course of 2.5 years, there are more than 45 projects and ventures worked on by the Lifehack community and an estimated 100.000 people have been reached by Lifehack and the projects the Lifehack community was worked on.

How will the Local Authorities collect results?

Local Authorities will be guided in preparing and implementing 6 steps for the final phase of the Social Labs, namely collecting the results. These steps are presented in session 6 of section 6.2. The steps have been adapted from a methodology called “Outcome Harvesting” (Wilson-Grau 2015) outlined in figure 5 below. They foresee the Social Lab team initially generating questions (Step 1) that steer their reflection and interpretation (Steps 2 -6) of the results collected as well at their own contribution to the Social Lab. Subsequently they will be introduced to a series of tools (templates, frameworks, etc) throughout the steps, which will facilitate a learning process that will assess what has happened in terms of change and influence. The Social Lab team will also create feedback and reflection moments (Step 3 and 4) with schools and other relevant stakeholders who are affected by the identified challenge. Local Authorities will be guided through two concrete activities, which relate to two of the 6 steps presented. They will find details on the objective, implementation steps, expected outcomes and resources needed to collect the results of the Social Lab.



• Figure 7 – Process of collecting results in the social inclusive platforms



For more information about the process and step by step guidelines on collecting results in Social Labs please refer to session 6 in section 6.2.



Annex 10: Multiple Learning Outcomes Template

Multiple Learning Outcomes (capitals)					
Physical/ Digital	Human	Social	Intellectual	Economic	Natural
Insert here what are the new services or infrastrucure	Insert here what are the new capacities and skills	Describe how trust and collaboration have increased	Insert here what new knowledge and awareness has emerged	Insert here new services and financial opportunities	Insert here new ecosystems and services

Annex 11 Capacitation Programme Evaluation Sheet

Dear partners,

The purpose of this survey is to assess the SOCI@LL capacitation programmes for schools and local authorities partners that took place in Florence on 25th - 26th of September 2019 for the "Whole school social labs: innovative and participatory approaches for citizenship education and social inclusion", to provide insight as to the strong points and weaknesses of each one of the two trainings from your point of view.

For this reason, please complete the survey that follows providing as much information as possible.

All representatives from schools and local authorities should respond to this survey.

Thank you for your participation and contribution!

Personal Identification Questions

1. * Name: _____
2. * Email address: _____
3. * Organization: _____

Evaluation of project meeting

4. * Please rate the quality of the following aspects of the SOCI@LL ___ project meeting based on the provided scale.

1 – Poor	2 – Fair	3 – Good	4 – Very Good	5 - Excellent
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Training's Administration Evaluation	1	2	3	4	5
Overall satisfaction					
Facilities					
Organization					
Materials provided					

Training's Proceedings Evaluation	1	2	3	4	5
Presenters were well prepared					
The content of the presentation was of high quality					
Discussions were well coordinated					
There was motivation to participate in the discussions					



The agenda's topics were well addressed					
No additional issues should have been addressed					
No additional topics should have been addressed					
The duration of the training was sufficient					
The training met my expectations					

Training Outcomes Evaluation	1	2	3	4	5
Clear view of the training's outcomes					
Clear understanding of the next steps					
Clear understanding of tasks allocation					
Realistic time plan for next steps and tasks					

5. * What worked well during the training?

6. * What could have gone better?

7. Any additional comments/suggestions?





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