Agenda

What did we learn from the sessions on design?	Short review of session on Collaborative Design, Transformation & Testing	10 min
What are the elements of a collaborative evaluation? Which criteria do we have?	Theory and methodical framework of impact evaluation in a community context	20 min
How to facilitate collaborative evaluation?	Examples and tools	20 min
What is a code of conduct for a living lab?	Exercise: values and rules for living labs	30 min
Monitoring and evaluation plan	Assignment 5	10 min

WRAP UP phase D
Collaborative Design, Transformation and Testing

how to transform a vision into a **plan**?

which **tools** can be used?

How to **test** an intervention?

SHARED **VISION** & GOALS

which is the role of a **designer**?

what does **prototype** mean?

MAKE IT **HAPPEN!**

option 1
DIRECT ROAD (highway?)
NO SHORTCUTS - NO MISTAKES

option 2
- BACKUP STRATEGIES
- DIFFERENTIATION

option 3
GIVE NAMES TO OBSTACLES

this means creating a diagram, **TIMING YOUR ACTIONS**

A   B

STRATEGY:
goal 1:   possible actions: YEAR 1:   YEAR 2:   YEAR 3:

IMPROVE COMMUNITY LIFE   CREATE URBAN GARDEN

REFLECTIONS BASED ON: INDICATORS OF SUCCESS

PRACTICE:
PROTOTYPING ACTION

Theory and **methodical framework**
of impact evaluation in a community context

PHASE E

How do we know that something changed?

introduction
to impact evaluation

The result chain & cycle

Each phase with feedback loops

What you put in?	**What you do?**	**Direct use of the intervention**	**Effects of activities for beneficiaries**	**Higher order goals: social mission**
What did you carry (values, tools, knowledge)? Input from participation. Social&natural capital	*Actor analysis Power mapping Case studies Defining the landscape challenge.*	*Strategy C0-Design Proto-typing Construction*	*Biophilia Social interaction, Health / Well-being*	*Improvement of well-being Sense of community*

Image adapted from: L. Kleeman, Heldenrat, Erasmus+ SP Social Entrepreneurship for Local Change & Erasmus + Impact Tool

Material Output

A

C

B

Material Output

A

C

B

A Designed and installed by the municipality

B Designed by the Place Making method and constructed by the municipality

C Planned, designed and constructed by the community

Output ≠ Impact

Output

1 new playground

Additional assumptions needed

What was the landscape challenge?
Who were the stakeholders?
How was the participatory process?
Who planned and constructed it?

Impact

Safe playing area for children

Improved sense of community

Improved responsibility of inhabitants for their environment.

Newcomers feeling more at home in the neighbourhood.

Image: L. Kleeman, Heldenrat, Erasmus+ SP Social Entrepreneurship for Local Change.

The theory of change

Results Chain	
Your idea how to link the different steps of the results chain	
Reflection: you make assumptions for what is necessary to progress	
Indicators that show you whether you achieved the desired steps	
A timeline	

Source: L. Kleeman, Heldenrat, Erasmus+ SP Social Entrepreneurship for Local Change.

Monitoring and Evaluation

The start of the monitoring and evaluation cycle

- Define you main target group or participants
- Define the LD challenge of your Living Lab
- Define the main outputs and outcomes

And now for the monitoring and evaluation:
- Think of how you can measure the performance? Which indicators can you use?

- Define a way to collect the information you need for it? E.g. storytelling by participants

>>> You need to involve the community in all of these steps

Participatory evaluation

Campilan (2000) participatory evaluation is distinguished from the conventional approach in five key ways:

- Why evaluate?

- How to evaluate ?

- Who evaluates?

- What to evaluate?

- For whom evaluation is being done?

- learning for the program/ project

- as a common process, adaptive, semi-structured

- representatives of the community, internal groups

- criteria discussed and negotiated, focusing on the common goals, process and outcomes

- for the community to learn, stakeholder groups

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Benefits of peer-evaluation

- Increased ownership of and engagement in the evaluation by program participants and other key stakeholders

- Better quality evaluation findings and outcomes

- Better use of evaluation results and recommendations

- Strengthened evaluation capacities of the group

- Improved project or program impacts

Indicators

Indicators can be:

❖ Quantitative

❖ Qualitative

Indicators can tell us:

- To what extent our goals are met
- What progress is made
- The extent to which our targets have been met
- That a change we are interested in is happening

Approuvé par Emma

Approuvé par Emma

En 3 réponses courtes, laissez-nous votre impression sur ce premier jardin d'hiver!

I ♥...J'aime   LE Jardin URBAIN   I ♥...Je n'aime pas

Les sphères
Les pommes
Les troncs (bancs)

Les chats

J'aimerais:
avoir des chaufferettes dans les sphères
avoir un espace entièrement couvert
et plus de chauffage car il fait très
froid

PROCESS ▌▌▌

① Focus on what feedback is important for the public space.

② Develop monitoring accordingly.

③ Provide fun and enjoyable ways of carrying out monitoring.

④ Buy equipment; design data collection form and print copies.

⑤ Users undertake monitoring activity.

⑥ Collect, encode and analyse data.

⑦ Feed back information to target audiences.

⑧ Improve placemaking accordingly.

Make sure the form of evaluation is adapted to and meaningful for the community members.

And it should be fun to compose, to share and to receive.

Source: Lively Cities Toolbox, page 27 and 28

PHASE E

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Thank you!

Any questions?

Monitoring & Evaluation:
Examples and tools

PHASE E

Indicators

to measure the performance

Quantitative
Qualitative

Number of

(people involved/participants/meetings held/elements/tools used/ feedbacks received…)

Type or level of

(people involved/participants/meetings held/elements/tools used/satisfaction…)

Percentage of
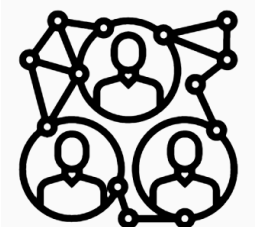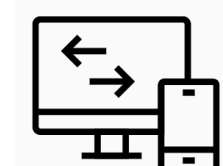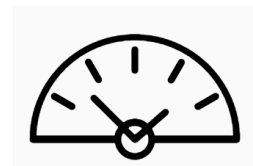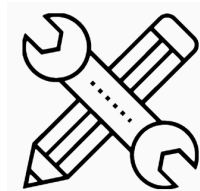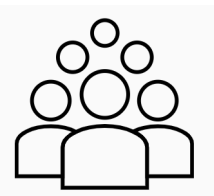
(groups/tools and methods/positive feedbacks received…)

Proportion or type of

(groups/tools and methods/feedbacks received…)

Monitoring and Evaluation

What?

GOALS

PROCESS

PROCESS

MATERIALS

OUTPUT & OUTCOMES

TOOLS & METHODS

TOOLS & METHODS

FACILITATION & COMMUNICATION

Monitoring and Evaluation

How?
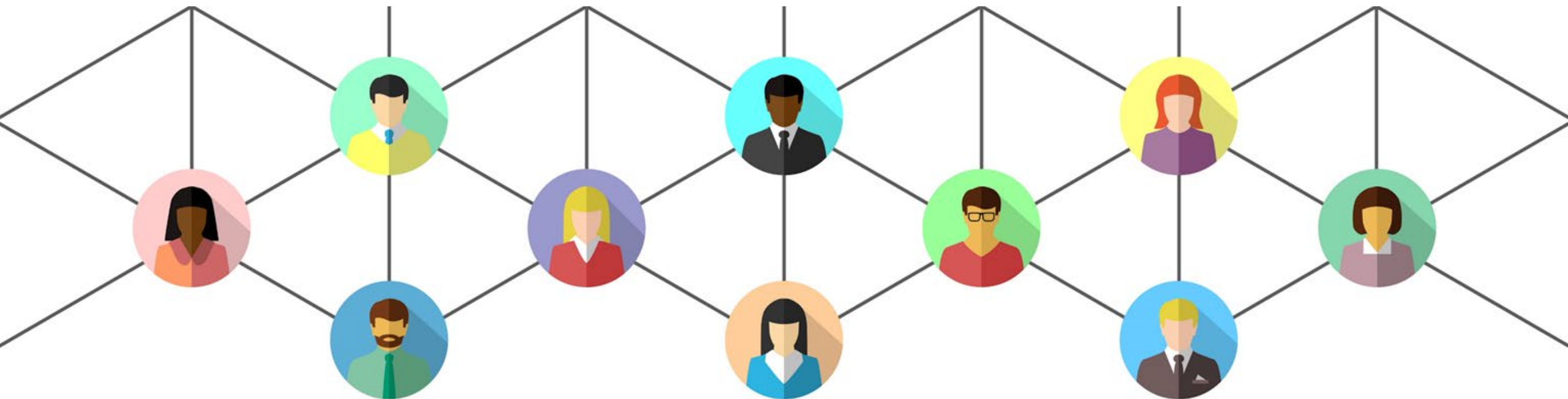
ON/OFF-LINE
TOOLS

WORKSHOPS	WORKSHOPS
INTERVIEWS	INTERVIEWS
SURVEYS	SURVEYS
SKETCHING	INTERACTIVE GAMES
FIELD OBSERVATION	FOCUS GROUPS
FEEDBACKS	STORYTELLING
COLLECTING DATA	DATA ANALYSIS

Monitoring and Evaluation
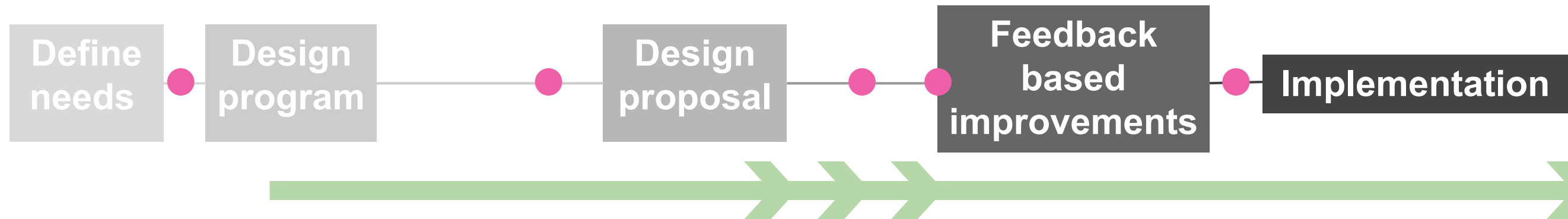
Who?

Roles & Responsibilities: coordination, facilitation, observation, organization, reporting, etc.

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Monitoring and Evaluation

When?

| Define needs | — | Design program | — | Design proposal | — | Feedback based improvements | — | Implementation |

MONITORING

- It keeps track of different parts of the process, with varying intensity
- Continuous and systematic
- Can continue after implementation

EVALUATION

- It happens in different parts of the process in order to evaluate what is being monitored
- Happens at the end of a phase
- Systematic and punctual

Collective Monitoring
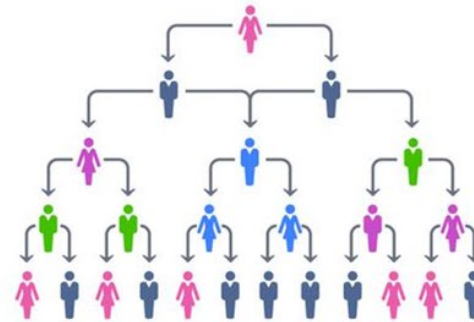
Reflection:

- What **roles** do the participants take in collaborative monitoring? What is the **reporting** structure?

- How do we **collect, store an evaluate** the data? What are the **tools** we use for monitoring?

- What stage of the process do we monitor? When do we **start** and when do we **end** the monitoring?

- How can we **adjust the process** based on the monitoring?
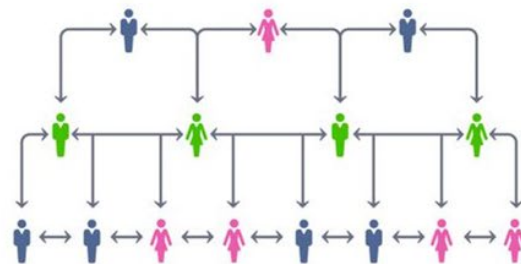
Collective Monitoring

The 5 Types of Organizational Structures
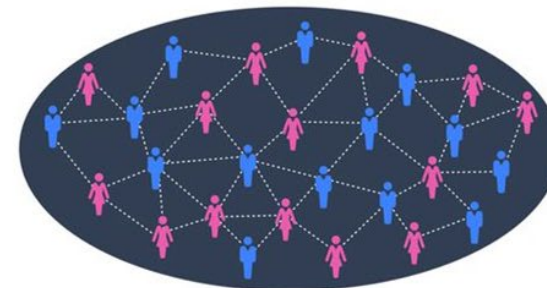
1. HIERARCHICAL ORGANIZATIONS
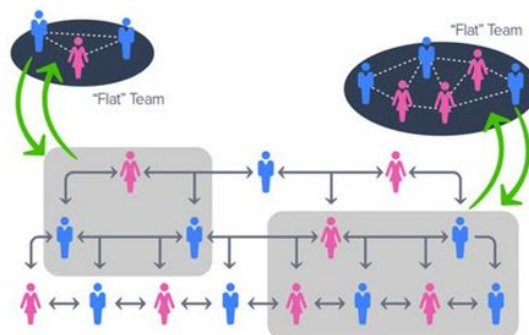
2. FLATTER ORGANIZATIONS
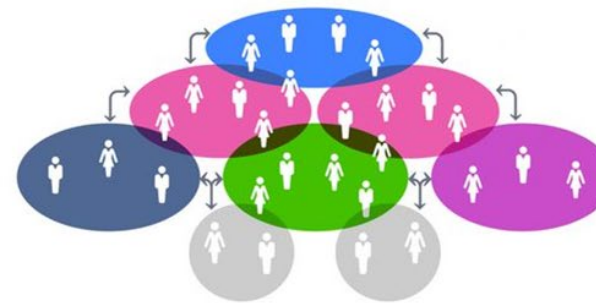
3. FLAT ORGANIZATIONS

4. FLATARCHIES

5. HOLACRATIC ORGANIZATION

Collective Evaluation

Reflection:
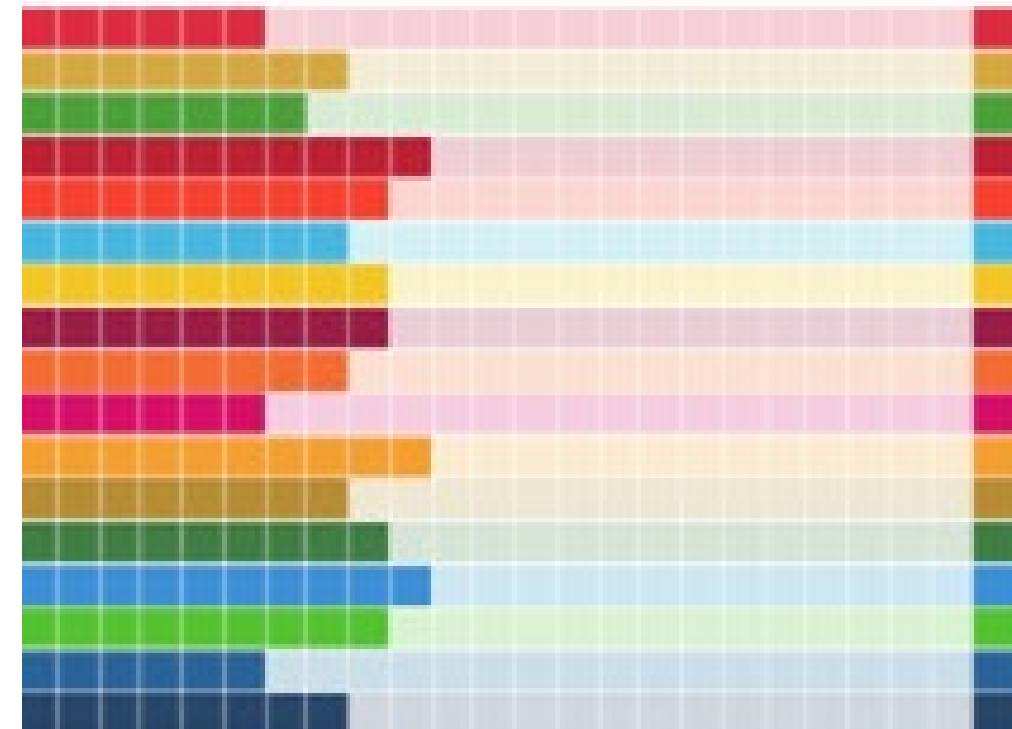
- What **roles** do the participants take in collaborative evaluation?

- What **stage** of the process do we evaluate?

- What is the **data** we evaluate? What is the **tool** we use for evaluation?

- How does the evaluation process **affect the future** of the project?

Goals and objectives
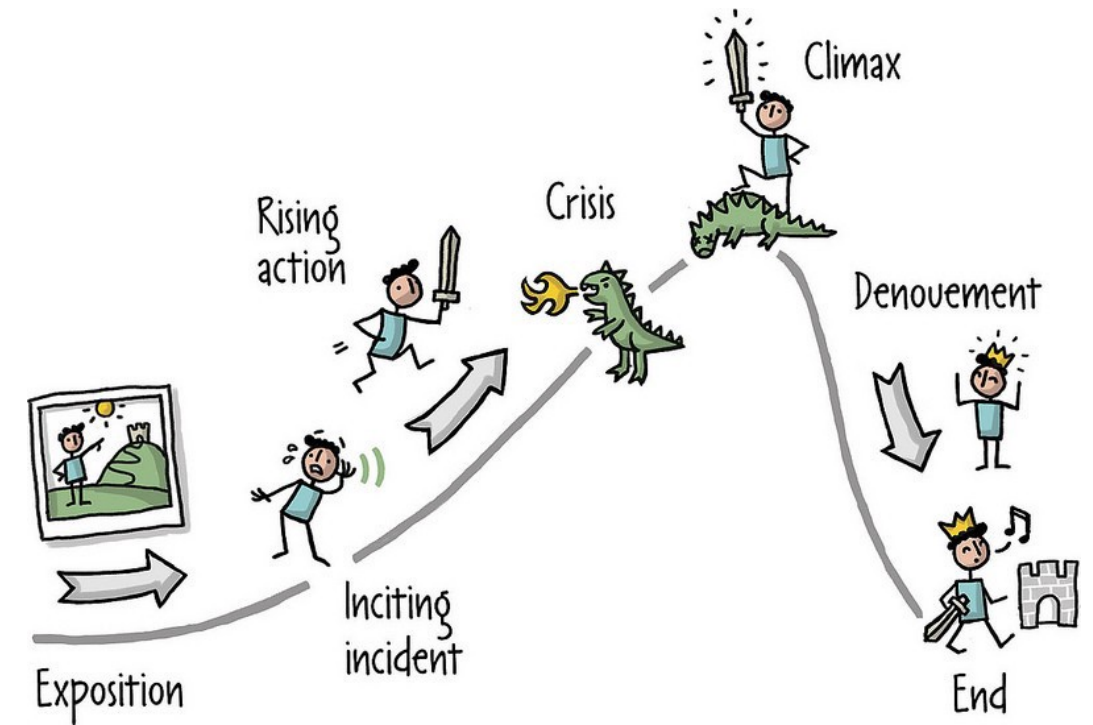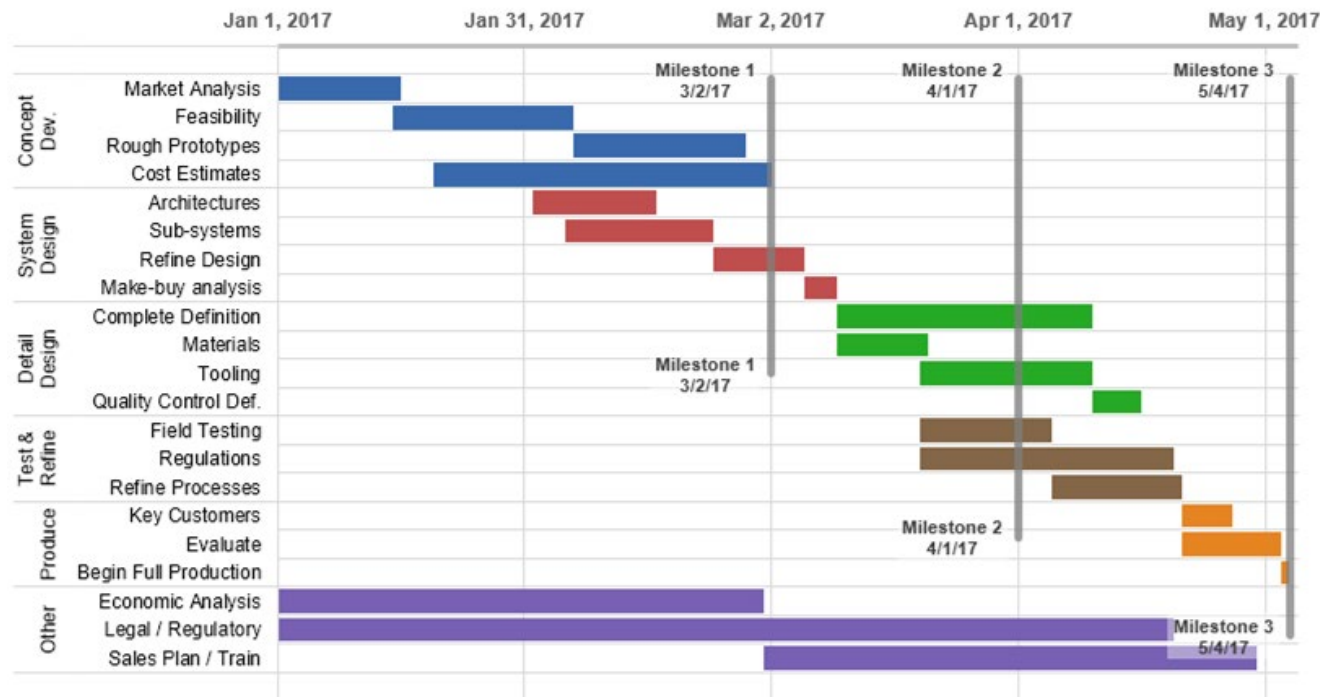
Reflection:

- What were the selected goals initially? Have the goals changed? Did the team add new goals throughout the process?
- What activities did you take to achieve these goals? What is the program's current stage of implementing the goals?
- Were all goals achieved? If not, what were the obstacles?
- Were the selected indicators good enough to measure the success?
- What did we learn? What would you do differently next time?

Process
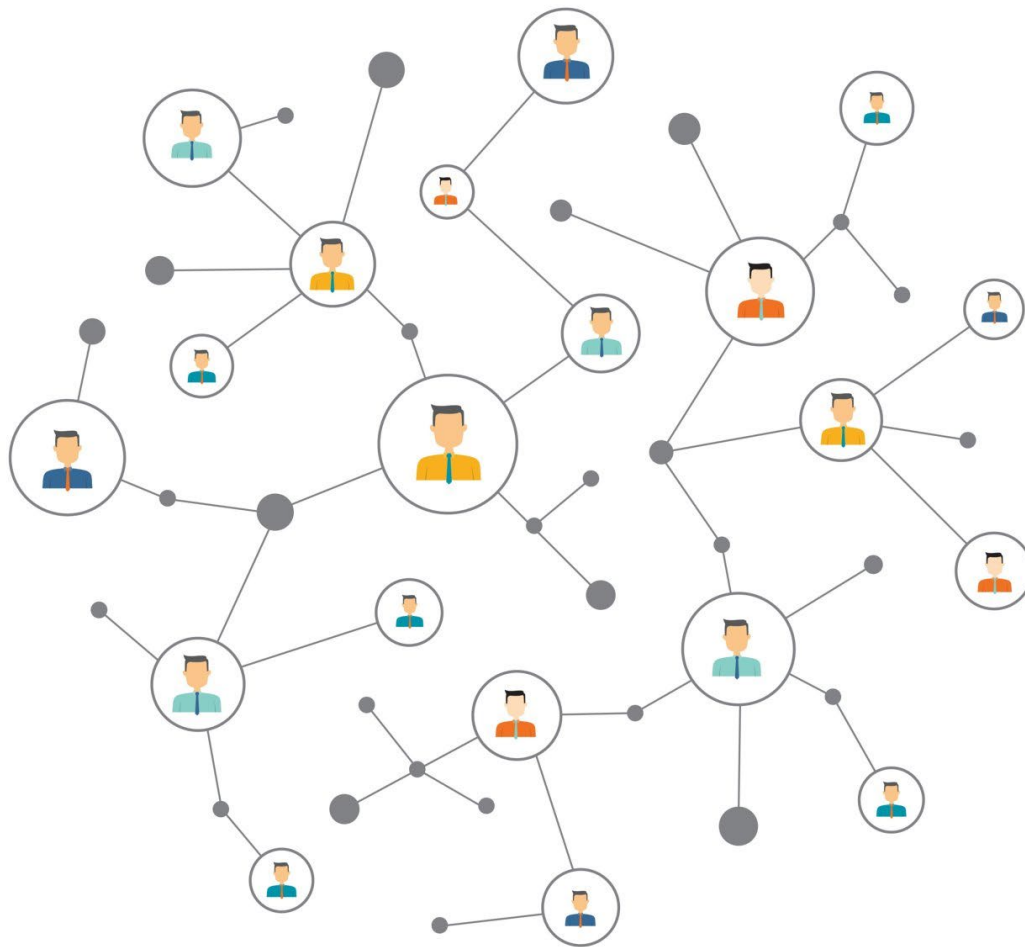
Reflection:

- What is the program's current stage of implementation? What were the milestones of the project? Were the different stages of the process coherent?
- Is the program being implemented the way it was intended? Did the process stay in its original direction or did the process change directions?
- Were the participants satisfied with the process? Was the process effective enough? Are the selected indicators good enough to measure success of the process?
- What did we learn? What would you do differently next time?

Output/Outcomes
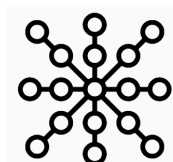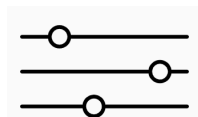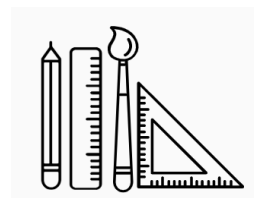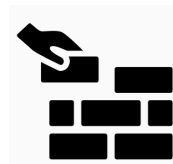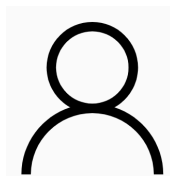
Viewpoints	Criteria	Native app	Web app	Widget	HTML5
Developer	Ease of developing	4.67	3.67	5	4.67
	Ease of coding	4	2	3	5
	Ease of debugging	4.33	3	5	3
	Ease of testing	4	1.67	3	4.33
	Ease of deploying and updating	3	3	3	3
	Ease of distribution	3.33	5	4.5	5
	Application types	5	3	3.67	4.33
	Powerful libraries and APIs	5	3	5	5
	Payment possibilities	3	5	3	5
	Average points	4.04	3.26	3.91	4.37
User	Ease of use	5	1.33	3.33	3.67
	Functionality	4.33	1.67	3.33	3.33
	Install and update	2	4.5	3	4
	Average points	3.78	2.5	3.22	3.67
Service provider	Content management	4	2.5	4	3
	Administration	3.5	3.5	3.5	3.5
	Distribution	2	5	3	5
	Average points	3.17	3.67	3.5	3.83

Reflection:

- What were the greatest outputs and outcomes of the project? Are they matching with the expected goals and objectives?
- Were the selected indicators effective in measuring the outcomes?
- Were the participants satisfied with the outputs and outcomes of the project?
- What did we learn? What would you do differently next time?

Tools and Methods
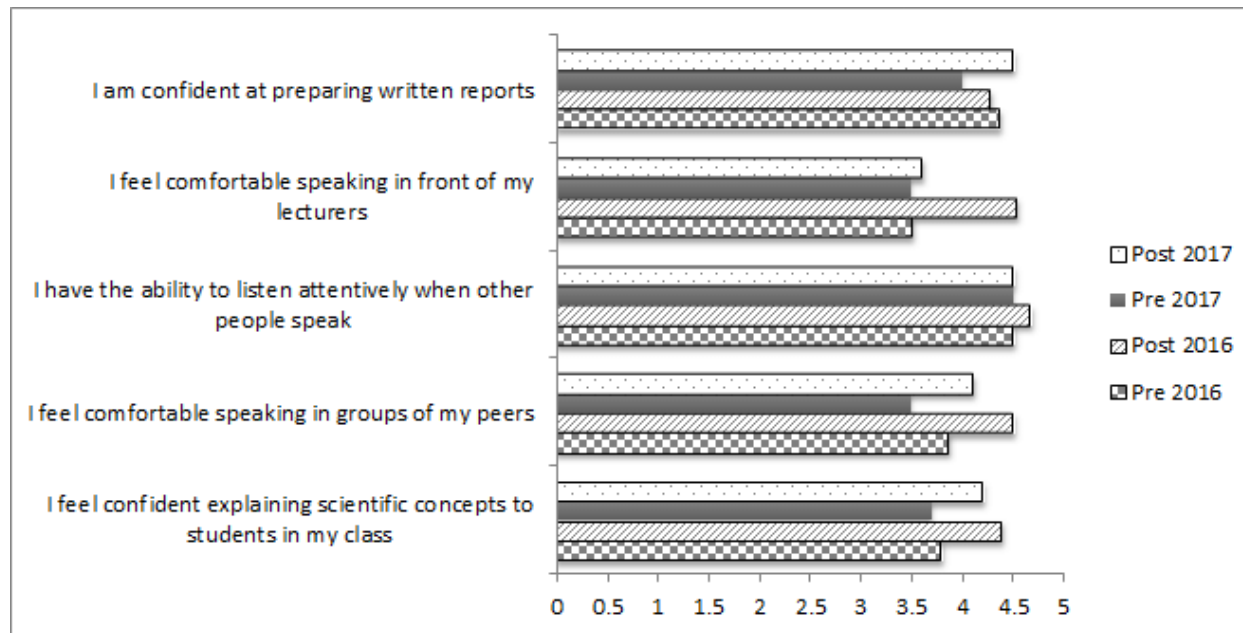
Reflection:

- Were the tool selected fitting to the targeted groups? Could the selected tools and methods engage all groups equally?
- Were the selected methods resulted in decent outcomes?
- Have the tools been efficient enough for the methodology selected?
- Were the selected indicators effective enough to measure the success of the tools and methods?
- What did we learn? What would you do differently next time?

PHASE E

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Facilitation/Communication

Story Telling   Self-Evaluation

Name of Student: Jennifer Edwards
Title of story: The Funeral

Delivery	Comments /examples
I spoke clearly and coherently, using appropriate pace and tone	I could have paced myself & not rushed towards the end. *a little hard on yourself* ☺
I used the language and tone which was suitable for my story (Give an example)	Kept a sadness in my voice felt emotionally involved as I read.
My story was engaging and entertaining because	It set a scene and a feeling
The strong areas in my story are	Seeing a situation from the point of view of a child.
I could improve my story by.....	giving more detail about the setting of the story. Not repeat certain words.
I thought the feedback was......	Encouraging & appreciative.

Reflection:
- Were the communication platforms equally distributed and involved in the process? Was everyone heard? Did everyone have an opportunity to share opinion? What is the level of satisfaction of various stakeholders?
- Did the communication used in the project affect the community outside the project? What impact would you expect in the community?
- Were the selected indicators effective enough? Did the project invent new communication platforms that was not intended?
- What did we learn? What would you do differently next time?

Thank you!

Any questions?

References

Campilan, D., 2000. Participatory Evaluation of Participatory Research. Paper presented at the Forum on Evaluation of International Cooperation Projects: Centering on Development of Human Resources in the Field of Agriculture held on 6-7 December 2000at the International Cooperation Center for Agricultural Education (ICCAE) of Nagoya University, Nagoya, Japan.

Websites

https://www.betterevaluation.org/en/plan/approach/participatory_evaluation

https://www.publicconsultinggroup.com/media/1272/pcg_collaborative_evaluation.pdf

https://www.betterevaluation.org/en/plan/approach/cort

PHASE E

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30 minute exercise: values and principles
code of conduct for a living lab

Monitoring, Evaluation and Future Outlook of Landscape Democracy Actions

B1 - Your Name : Freising City centre and Airport area (Freising 1,2, 5, 7,8):
https://app.mural.co/t/participation4818/m/participation4818/1593524291346/95ff997cd6db6d8d6098e8b6f8e20aa094f38b8b
B2 - Your Name : Freising Regatta area (Freising 3, 4, 6, 9):
https://app.mural.co/t/participation4818/m/participation4818/1593524314682/57fb391ca724f1e23ae4301a96995896956517f2
B3 - Your Name : Dublin:
https://app.mural.co/t/participation4818/m/participation4818/1593543385303/8e3b07dde9b8919df2599fbd83217227526ec2ec
B4 - Your Name : Bologna:
https://app.mural.co/t/participation4818/m/participation4818/1593543402073/2dcf9ccf4686546d2b8ad7270ff54a1348d30a63
B5 - Your Name: Budapest:
https://app.mural.co/t/participation4818/m/participation4818/1593543421402/148dd596c390673d60b576182cf54ea7918ae149
B6 - Your Name: Independent:
https://app.mural.co/t/participation4818/m/participation4818/1593543441510/558617957328edc82455510131624f93e21c277f
B7 - Your Name : Nürtingen
https://app.mural.co/t/participation4818/m/participation4818/1593543457236/98d87c4011ced26e6795f492f25759314dcc52f2

while we are waiting please add your breakout room prefix in front of your name: we will use it in our mural exercise today.

Exercise: values & principles

1. An **experience** you can use for collaboratively drawing up a code of conduct in your living lab (with your community in your local language).

2. A **poster** that can be hung in the communal space (virtual/ analogue) of the lab.

3. Using the **Normative Group Technique** (you already know) and a template in Mural.

4. Based on the values and principles you noted down during the **reflections** of previous assignments and also you wrote in the logs on the process.

5. They concern your own behaviour, how the team behaves, how we communicate with each other, what information can be shared and what is confidential, how the process is carried out, how we address conflicting ideas, how the power is divided, what is important for the landscape, etcetera.

6. Exercise 30 minutes

   10 minutes writing down the individual values and principles

   10 minutes combining and synthesising,

   10 minutes placing items on the poster.

LED2 LEAP
LearningEmpowermentAgencyPartnership

Code of conduct LED2LEAP team

WE RESPECT EACH OTHER

WE RESPECT OUR DIFFEREN CES

WE GIVE CRITICAL FEED BACK

WE LEARN FROM OUR MISTAKES

WE CO-CREATE AS EQUAL PARTERS

WE FOSTER DEMO-CRACY

Every Monday the teachers met to discuss the progress, how student teams were doing, the content, the principles of a landscape democratic process.

What kind of poster would you develop to safeguard the democratic process?

PHASE E

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Exercise Our Democratic Code of Conduct for a LED2LEAP Living Lab

steps

STEP 1
Choose the living lab that you will use as an example

STEP 2
Define individually the values and principles that you and the stakeholders would share during the living lab process: for yourself, your team, the community and the landscape

STEP 3
Share your values and principles with the group by placing your sticky notes to the goal board area. No discussion happens at this point, only clarifications are allowed.

STEP 4
Define a moderator. Now every team member knows the values and rules reorganise your board, match similar values and principles, formulate integral ones. At the same time keep the diversity and avoid generalising! You may add an additional sticky note to synthesise related notes.

STEP 5
Place the short expressions or icons on the top left poster. If you still have time these could be explained in longer texts on the second poster at the bottom.

Mock up of poster

CODE OF CONDUCT
LED2LEAP LIVING LAB

LED2LEAP

WE RESPECT EACH OTHER

WE RESPECT PRIVACY

WE ARE ONE TEAM

WE LEARN FROM OUR MISTAKES

WE CO-CREATE AS EQUAL PARTERS

WE FOSTER DEMO-CRACY

2. Individual values and rules
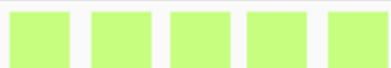
Team member name

Team member name
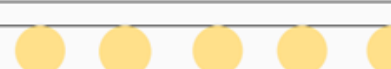
Team meber name

Team member name

Team member name

Team member Name

Team member name

Team member name

Team member name

Team member name

Team member name

Add more team members if needed

1 Define the Living Lab for the Code

Name of the living lab

Short description of the lab

3+4 values and principles board

combined formulation

a **VALUE** is a principle or standard of behaviour. It can be related to such things as respect, justice, fairness, honesty, transparency, or privacy.

a **PRINCIPLE** is a rule or belief governing one's personal behaviour. It can be related to the way you work with the community or in your team.

Source: Concise Oxford Dictionary, 12th edition, Oxford University Press.

5. Create the poster with the code of conduct: icons and text

Our Democratic Living Lab Code of Conduct

Example: Every voice should be heard

PHASE E

For icons and short texts

Our Democratic Living Lab Code of Conduct

We organise our process in a way that there is an opportunity for every community member to express him or herself.

PHASE E

Here you can place the texts to explain, for the moment you can just copy the stickers of the board.

Assignment 5
Collaborative process evaluation and a future agenda
Concept plan for evaluation and monitoring

Assignment general information and timeline (1)

Now it is the time to look back and reflect on what has happened over the past months. We will engage in a collaborative monitoring and evaluation of the Living Lab groups, then work together and share findings.

You now have a broad understanding of the seminar, the Living Lab and Landscape Democracy challenges. We invite you to continue your story -telling as you evaluate and make statements about the following:

- the LED2LEAP seminar
- your Living Lab
- your group
- yourself

You can make use of the reflections you presented in the assignment of each phase.

Scene = Your Landscape Democracy Challenge /   Virtual LED2LEAP and Living Lab platforms
Characters = Key Stakeholders in the Focus Community /   Seminar Actors / Your Group
Plot = Managing monitoring and evaluation
Sub-Plots = Lessons learned
The "meaning"   - remember we discussed how stories (unlike narratives) ALL imply meanings

Collaborative Evaluation

Assignment general information and timeline (2)

Step 1: 10 minutes
present your visioning story,
Step 2: 10 minutes
Engage in a discussion.
Step 3: Practice your presentation beforehand, and stick to time limits (moderators will help)

Lastly, have fun with this approach and utilize your creative ability to connect with your audience and draw them into your story!

- **Working period:**   07.01. – 07.07.

- **Submit** on ILIAS by **14:00 July 8, 2020**

  https://ilias.hfwu.de/goto.php?target=cat_26530&client_id=hfwu

- **Presentation + discussion in cross   -cultural sessions:**   online

  on **July 8**, 2020, 17 00 CET

- Publication on the seminar wiki by **July 15, 2020**

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Collaborative Evaluation

1 Revisit your Living Lab's initial Landscape Democracy Challenge (1 slide)

- What was the initial LD challenge stated by the Living Lab? Which Sustainable Development Goals (SDGs) are relevant for your context?

- Did your team/community partner contribute to modifying it or add new dimensions to it?

- Where are you in the process of addressing this LD challenge?

UN Sustainable Development Goals: https://sustainabledevelopment.un.org/

The following slides need to be completed/developed by each team

2 Reintroduce the Actors of the Living Lab (1 slide)

- Introduce the stakeholders in the Living Lab and t he power structure ! How would you evaluate it now?

- Reflect on your role in the process - were you satisfied with the role you have been taking? Would you change something in the future in your role?

Collaborative Evaluation

Storytelling 1:
Reflect on the LED2LEAP seminar phases

● Did the teaching and learning method work for you?

● How did COVID-19 affect your team work?

● Did the content/course phases come together coherently throughout the seminar?

● Did the assignments serve well the Living Lab activities?

Collaborative Evaluation

Story - Telling 2:
Reflect on your Living Lab process

- What were the greatest outputs and outcomes of the project? Are the outputs and outcomes matching the expected goals and objectives?

- How did the COVID-19 affect the Living Lab activities?

- What indicators did you or would you use to measure the performance?

- What impact would you expect for the community? Were the participants satisfied with the outputs and outcomes of the project?

Story - Telling 3:
Introduce the lessons learnt

Now it is about translating your evaluation results into goals and actions for the future.

- What have you learned as a group in terms of addressing a landscape democracy challenge?

- Mention one lesson learnt for each individual team member.

- What might be the most important next step or action for your Living Lab?

The following slides need to be completed/developed by each team

4 Reflection - Code of Conduct (1 slide)

You can build upon the MURAL exercise we did on the code of conduct and continue for your OWN   team. Please use graphical representation to communicate your proposed code of conduct.

- What were the main values driving your Living Lab?
  ○ each person should note down 2 -3 key values or principles

- What are the top ground rules that you would follow in the future for the Living Lab to ensure an inclusive landscape democracy process.

Collaborative Evaluation

References

Seminar slides July 1, 2020:

https://ilias.hfwu.de/goto.php?target=file_27715_download&client_id=hfwu

Landscape Democracy Tool Box

https://ilias.hfwu.de/goto.php?target=file_27129_download&client_id=hfwu

UN Habitat, 2012: Visioning as a Participatory Planning Tool

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https://sustainabledevelopment.un.org/