



I4OE - Collaboration for innovation and capacity building for an open ecosystem

Framework and Methodology for Open Innovative Ecosystems

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Framework and Methodology for Open Innovative Ecosystems

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Short Description:

This methodology, based on the steps of the Design Thinking methodology, was designed to conduct the three community events that took place in each country of the partnership. It presents Result 1: a common methodology of community-building procedures to empower adult learners to identify key skills and competencies for cooperation and problem-solving.

Disclaimer:

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CONTENTS

1. Introduction	4
1.1 About the I4OE project.....	4
2. Framework and Methodology for Open and Innovative Ecosystems.....	5
3. Evidence from Community Events	7
3.1 The project shared folder and the folder WP Activities.....	7
3.2 The documents that guide each Community Event	8
3.3 The community Events.....	10
3.4 More evidences.....	11
3.4.1 Portugal	11
3.4.2 Norway	12
3.4.3 Greece.....	13
4. Conclusion on the I4OE framework.....	15



1. Introduction

1.1 About the I4OE project

The I4OE project, was born with the aim of supporting the education community in its work with external organisations, exploring how partnerships and networks can be built, helping to identify and solve local problems.

Substantial societal and environmental changes are facing schools today, and the same problems surpass all sectors from early childhood education to adult education.

In this first step, we discussed the stages for developing community events and looked for a methodology applicable to the context. We went through all the necessary phases to ensure that these events would take place and be beneficial for the participants and the community in general, meeting the objectives outlined in the project.

Parts of this document were later introduced into the Good Practice Guide and are an important part of the guide.



2. Framework and Methodology for Open and Innovative Ecosystems

The adult education sector, within the context of Erasmus Plus programs, refers to the field of education that focuses on providing learning opportunities for adults. It encompasses formal, non-formal, and informal learning activities designed to meet the needs and interests of adult learners, enabling them to acquire new skills, enhance their competencies, and foster personal growth.

In this context, collaboration and partnerships between educational institutions, organizations, and stakeholders from different countries are encouraged aiming at sharing best practices and foster international cooperation in the field of adult education. In this sense, I4OE consortium aimed to include promoting social inclusion, enhancing employability, supporting active citizenship, and encouraging innovation in education and training, contributing to personal, professional, and social development of learners.

Many of the trainings and activities promoted in this context are aimed at a more disadvantaged public, focusing essentially on strengthening skills for the job market as passive learners. I4OE advocates that adult trainees should broaden their social intervention, seeking solutions to common problems together with other people in their community, regardless of their social conditions. In this context, dialogues and interventions between people with different academic qualifications and different professional, political and social functions and positions are encouraged.

To achieve this I4OE had proposed to implement active learning approaches, such as participatory workshops, simulations, debates, and problem-solving activities so adult learners were engaged in interactive experiences that promoted dialogue and democratic engagement. These methods encourage critical reflection, collaboration, and the exchange of diverse perspectives. The creation of inclusive learning environments is crucial for fostering dialogue and democratic citizenship. The adult education sector should ensure that the learning spaces are safe, respectful, and inclusive of diverse voices and experiences. This involves promoting open communication, active listening, and valuing and validating different viewpoints.

Adult education institutions can actively engage with local communities and civil society organizations to create partnerships and collaborative initiatives. There are several examples from literature that show us that, using innovative theoretical frameworks and exploratory methodologies and practices such as design thinking which was the corner stone of I4OE approach.

The Design thinking Approach as a concept itself has evolved through the contributions of several designers, educators, and practitioners over the years and continues to evolve and adapt as it is applied to a wide range of fields and challenges worldwide. Although often used in various fields, including product design, service design, business strategy, and more, we based our view of the concept on the non-profit organization founded by IDEO IDEO.org (2011) and the d.stanford school (<https://dschool.stanford.edu/programs/designing-for-social-systems>), which has been influential in demonstrating the application of design thinking to address social challenges. We also used several other projects that experience with this approach such as Erasmus Plus project “The Next Step” (<https://www.the-next-step.eu/next-step-project/>).

The design thinking approach included four steps in I4OE approach: Feel, Imagine, Create and Share and Implement.



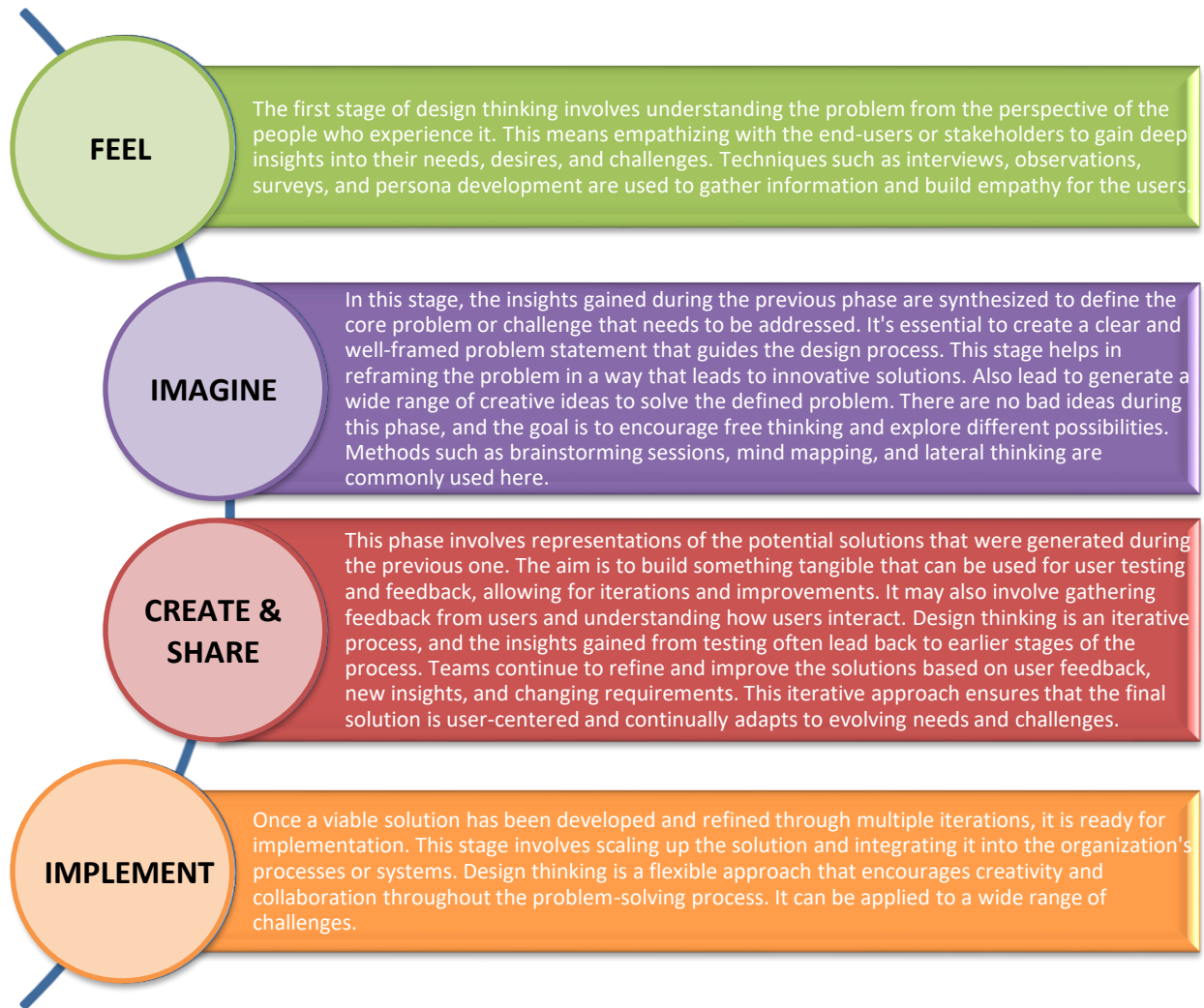


Figure 1: *The 4 steps of the Design Thinking Approach that was the basis for the Framework of the I4OE project.*

The framework took into consideration the design thinking approach and six participatory activities that were developed and tested during the process. The I4OE partnership then further elaborate on the activities and events used to test the framework on three European countries (Portugal, Greece and Norway) and communities.



3. Evidence from Community Events

3.1 The project shared folder and the folder WP Activities

During the implementation of the project, the I4OE consortium had a shared folder on Google Drive Professional where all the partners could access information and share documents.

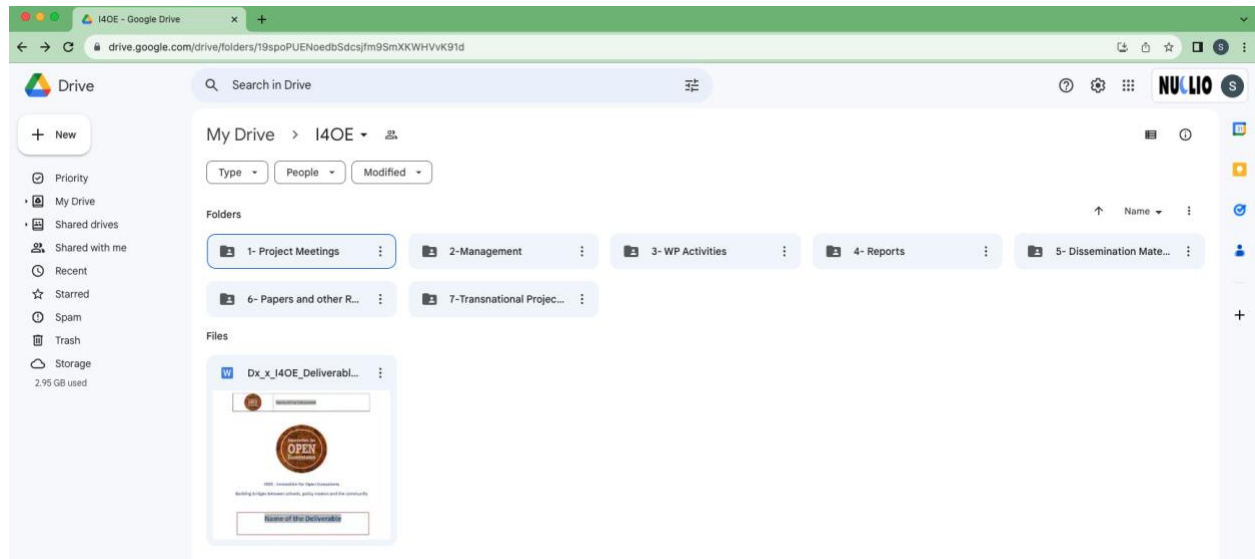


Figure 2: Printsreen of the I4OE Google Drive Folder

In the name of transparency, clarity and sharing information with all partners, in every folder each partner provided important information for the project and for the development of ongoing activities. This pack was managed by the project's coordinating team: NUCLIO.

The shared folder was made up of 7 subfolders, each with other ones for the sake of good data and information organization. Whenever personal data was collected, we were careful to take into account the rules of the GDPR and inform the participants accordingly.

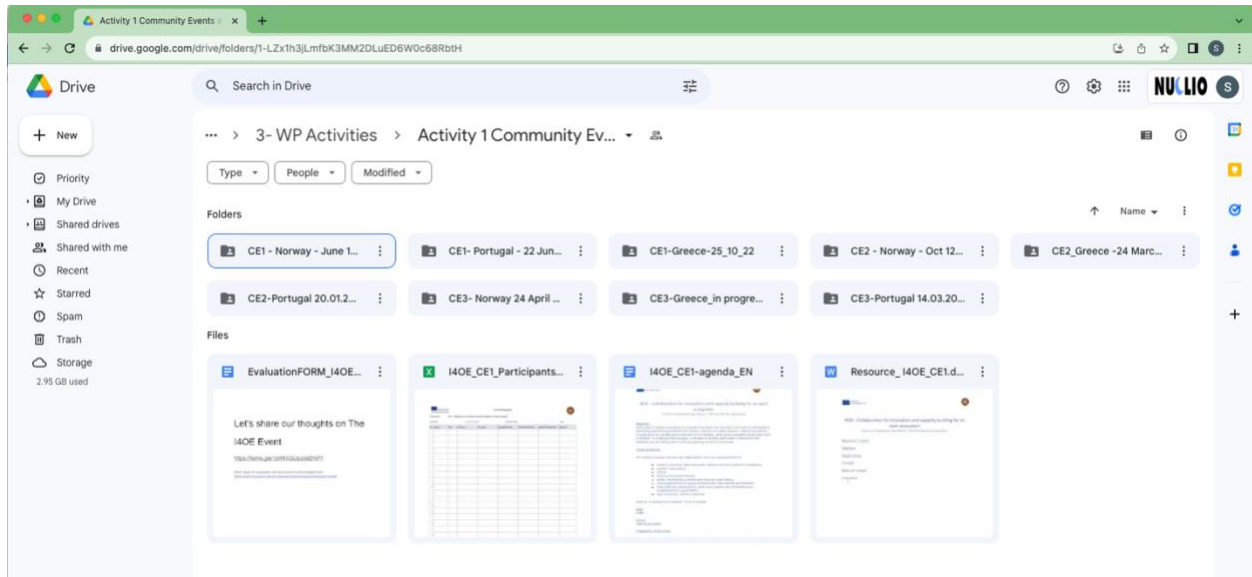


Figure 3: *Printscreen of the I4OE Google Drive Folder > 3- WP Activities > Activity 1- Community Events*

3.2 The documents that guide each Community Event

For each event, we define an objective, our target audiences and the number of people involved, the date, the venue, the program, the activities, the list of signatures (of the participants) and the evaluation form.

Below is an example of the agenda of the I4OE Community Event 1.



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I4OE - Collaboration for innovation and capacity building for an open ecosystem

Erasmus+ Programme, Key Action 2: Partnerships for Cooperation

Objective:

I4OE aims to explore what kind of competencies adults can develop to feel able to participate in identifying and solving problems that concern everyone (in open systems: Open Ecosystems). Usually there are certain actors who are on the margins, what social competences do they need to develop, in a lifelong learning logic, to be able to actively participate in community life? Basically, we are talking about Lifelong Learning for active citizenship.

Target audiences:

We intend to include various local stakeholders, such as representatives of:

- entities involved in adult education, trainers and their students (mandatory)
- parents' associations
- NGOS
- local business and industry
- sports, recreational, cultural and religious associations
- young apprentices or young professionals, their parents and teachers
- local authority organisations, youth associations and residential area (neighbourhood) associations
- And, of course, citizens in general

Total no. of people to be involved: 20 to 30 people

Date:

June

Venue:

Time of the event:

Programme of the event:

1. Introduction to the I4OE project <https://i4oe.nuclio.org/>
2. Lifelong learning for active citizenship: what are social competencies, what are they for and how can we develop them to solve common problems?
3. Discussion: Identify common problems (e.g. related to inclusion and diversity, etc.)
4. What digital skills can be useful in developing social skills?
5. Final discussion and evaluation

ERASMUS+ PROGRAMME Strategic Partnerships (Key Action 2)
Agreement No. 2021-1-PT01-KA210-ADU-000029529

Figure 4: *Printscreen of the I4OE_CE1-agenda_EN*





3.3 The community Events

As presented earlier, the I4OE approach was based on the design thinking methodology. Following this methodology, the I4OE partnership simplified the steps and included 3 main steps to develop a practice/activity. These 3 steps were used to develop the 3 events and 2 resources in each country (totaling 9 events and 6 resources in all).

These events were the core of the project, and involved the following phases:

A1: Framework and Methodology For Open Innovative Ecosystems

A1.1 Using design thinking methodology to prepare Community Events - Design a participatory Framework

A1.2 Outline Implementation Plan for the Community Events (preparation, implementation and evaluation)

A1.3 Community event (CE)- Phase 1 - exploratory phase through a participatory dimension CE1 - a public consultation - what open ecosystems represent?

PT CE1

NW CE1

GR CE1

A1.4 Community event - Phase 2- co-creation phase (resources and activities)

PT CE2

NW CE2

GR CE 2

A1.5 Community event - Phase 3- reflection phase

PT CE3

NW CE3

GR CE 3



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	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17
	Feb 22	Mar 22	Apr 22	May 22	Jun 22	Jul 22	Aug 22	Sep 22	Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23	Jun 23
Kick-off Meeting																	
A1: Framework and Methodology For Open Innovative Ecosystems																	
A1.1 Using design thinking methodology to prepare Community Events - Design a participatory Framework																	
A1.2 Outline Implementation Plan for the Community Events (preparation, implementation and evaluation)																	
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NW CE1																	
GR CE1																	
A1.4 Community event - Phase 2- co-creation phase (resources and activities)																	
PT CE2																	
NW CE2																	
GR CE 2																	
A1.5 Community event - Phase 3- reflection phase																	
PT CE3																	
NW CE3																	
GR CE 3																	

Figure 5: *Printscreen of the timetable for activity 1, including community events in each country*

3.4 More evidences

Below we present the experiences that were gathered from the implementation of the activities in each one of the participating countries.

3.4.1 Portugal

In Portugal NUCLIO, LusoSpace and Junta de Freguesia de S. Domingos de Rana promoted 3 community events, around the themes that were proposed by the discussion generated during the consortium meetings. The first theme was on lifelong learning, with the aim of exploring what kind of competences adults can develop to feel able to participate in identifying and solving problems that concern everyone (in open systems: Open Ecosystems). In the second and third event we discussed the role of local businesses in Lifelong Learning and debated what kind of links can be established between municipalities and local organisations to promote Lifelong Learning, including active citizenship.





Figure 6: *Printscreen of the publications on facebook of Community Events (1 and 2) in Portugal*

3.4.2 Norway

In Norway, Western Norway University of Applied Sciences - HVL efforts were directed towards the smaller local island community, and municipality of Fitjar, Stord island. The first community event was re-planned as a series of meetings attended by pairs of participants only, due to local Covid19 pandemic restrictions. A meeting series was held with four significant representatives within education and local politics in Fitjar municipality, and the HVL teacher education. In addition, there was a pre-meeting and follow-up with the NAV Bergenhus employment and social services of Bergenhus, in the nearby city of Bergen. The section for employment services in the urban municipal district “youth down-town” initiative, KaNo, invited an input session into their project. Two sessions were attended by the HVL teacher education representative. Finally, two community events were arranged with broader representation, both attended by 31 participants in the small island community. Community Events C1, C2 and C3 were included in reports for the I4OE, and discussed with the small-scale partnership consortium.

C2 was arranged with one school class and their parents at Rimbareid upper secondary school. The overarching perspective was European democracy in times of energy crisis, exploring solidarity across regions. In C3, the overarching perspective was democracy in times of political polarization. A town hall meeting assembled a broad sample of voices from the island community. A “piggybacking” opportunity was utilized to arrange an idea brainstorming workshop for a historic play about the local viking saga king

“Haakon the good – ruler in times of peace”, to reach as wide a participant audience as possible in community-embedded activities. “Tools” for similar community events were collected successfully.



Figure 7: *Printscreen of the publications on facebook of Community Events in Norway*

3.4.3 Greece

In Greece Science View and Ellinogermaniki Agogi organised 3 community events, around the themes that were proposed by the discussion generated during the consortium meetings. The first event took place on 25th of October 2022 and the theme was on lifelong learning, with the aim of exploring what kind of competences adults can develop to feel able to participate in identifying and solving problems that concern everyone (in open systems: Open Ecosystems). Also, the event covered the digital skills that are needed in order to contribute to the development of social skills. There was also a round table that realised towards the end of the event and the participants gave their feedback concerning their point of view on how to take advantage tools and initiatives to develop the needed skills will contribute to Lifelong Learning for active citizenship.

In the second event, that took place on 24th of March 2023, were discussed the role of local businesses in Lifelong Learning and debated what kind of links can be established between municipalities and local organisations to promote Lifelong Learning, including active citizenship. Especially there were presentations from a University Professor about the importance of developing and realizing actions for



Framework and Methodology for Open Innovative Ecosystems

the innovation and the corporate responsibility of enterprises in local, national and international level as well as a presentation from a big company representative that explain the anthropocentric approach that technology companies should follow.

The third event, that took place on 25th of April 2023, were presented approaches to develop digital skills for teachers as well as how they can use them in order to collaborate within the local communities with relevant stakeholders. Also, it was discussed how EU projects can contribute to the cooperation of citizens and the empowerment of society, through an indirect and/or direct approach.






BUILDING BRIDGES BETWEEN SCHOOLS, POLICY MAKERS AND THE COMMUNITY

Συνεργασία για καινοτομία και ανάπτυξη ικανοτήτων για ένα ανοικτό οικοσύστημα

Γραφεία Science View, Τρίτη 25-4-2023, 16:00 – 18:00

Πώς μπορούμε να υποστηρίξουμε τα μέλη της κοινότητας να εμπλακούν και να συνεργαστούν αποτελεσματικά σε ένα ανοικτό οικοσύστημα;

Πώς μπορούμε να υποστηρίξουμε τους πολίτες να συνεργαστούν αποτελεσματικά με όλη την κοινότητα στο πλαίσιο μιας πραγματικά συνεργατικής κοινωνίας;

Πώς οι εκπαιδευτικοί εκπαιδευτικοί μπορούν να συμβάλουν σε μια συνεργατική κοινωνία;

Πώς μπορεί να είναι ο ρόλος των Ευρωπαϊκών Προγραμμάτων Erasmus+ και Horizon 2020;

Η Science View και η Ελληνογερμανική Αγωγή σας προσκαλούν να συμμετάχετε την Τρίτη 25 Απριλίου και ώρα 16:00, στα γραφεία Science View (Αλκίνοο Παναγιώτη 28, Νέο Λιμένα 14233-3^ο όροφο), στην κοινωνική ενημερωτική εκδήλωση (Community Event) που πραγματοποιείται στο πλαίσιο του Ευρωπαϊκού Προγράμματος ERASMUS+, "Innovation for an Open Ecosystem" (40E - <https://40e.nuclo.org>).

Η εκδήλωση είναι ανοιχτή σε όποιον ενδιαφερόμενο για τα ζητήματα της τοπικής κοινωνίας και ιδιαίτερα σε εκπαιδευτικούς, γονείς και ενήλικους γονείς, φοιτητές που εμπλέκονται στην κατάρτιση ενηλίκων, εκπαιδευτικούς μη κυβερνητικών οργανώσεων (αθλητικές, ψυχογενικές, πολιτιστικές), τοπικές και μη επιχειρήσεις και εκπαιδευτικούς τοπικών αρχών.

Η συμμετοχή όλων στην εκδήλωση (Community Event) θα πραγματοποιηθεί με φυσική ή ψηφιακή παρουσία στα γραφεία της Science View στις 25 Απριλίου, όπου θα προσκαλούσαμε κοινό από τις παραπάνω ομάδες πολιτών, για να τους ενημερώσουμε για το Ευρωπαϊκό πρόγραμμα 40E και να γνωρίσουμε σχετικά πολιτικές και πρακτικές μέσα από τις γνώσεις, εμπειρίες και τις δράσεις των ελεγκτών προεκεκλήμενων μας.

Πρόγραμμα εκδήλωσης

16:00 - 16:15	Προσέλευση – Εγγραφές – Online Σύνοψη
16:15-16:35	Εισαγωγή στο έργο 40E Νίκος Ζυγουρίτσας , Τμήμα Έρευνας και Ανάπτυξης Ελληνογερμανικής Αγωγής Δημήτριος Σωτηρόπουλος , Science View



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16:35-17:00	Ψηφιακές δεξιότητες και πως μπορούν να είναι χρήσιμες στους εκπαιδευτικούς για την ανάπτυξη κοινωνικών δεξιοτήτων σε μια συνεργατική κοινωνία Δημήτριος Ι. Σωτηρόπουλος , Science View
17:00-17:25	Τα Ευρωπαϊκά προγράμματα αρωγού της συνεργασίας των πολιτών και της ενδυνάμωσης της κοινωνίας, μέσα από έμμεση ή/και άμεση προσφορά Μενέλαος Σωτηρίου , Γραφείος, Science View
17:25-17:45	Διάλειμμα – Καφές
17:45-18:15	Συζήτηση: Ενητομοίος προβλημάτων, προτάσεων και αναστοχασμός
18:15	Λήξη Εκδήλωσης

Στους συμμετέχοντες θα δοθούν Βεβαιώσεις Συμμετοχής

Παρακαλούμε δηλώστε συμμετοχή κάνοντας κλικ: [Εδώ](#)



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Figure 8: *Printscreen of the agenda of Community Event in Greece*





4. Conclusion on the I4OE framework

Here we summarize a few common reflections and results from the experience with the project and the community events. We believe that experiences of this kind:

- provide opportunities for people to connect with their community and build social bonds. We found that increased social interactions and stronger community ties can be observed.
- can increase awareness about important issues, such as health, safety, or local cultural initiatives, and a more informed and engaged community can result from these events.
- can encourage civic participation and activism. They may inspire attendees to get involved in local government, and volunteer work.
- can enhance cultural exchange and appreciation for diversity.
- may focus on skill-building or community empowerment that equip participants with knowledge and tools to improve their lives.
- may serve to empowered individuals to take positive actions in their lives and communities.
- promote community dialogue and problem-solving efforts.

We found that there was richer dialog and more tangible results at some events than others. For example, it seemed to us that the community in Norway was better prepared for these debates and to move on to the next stage of deliberative decision-making. However, we were able to reflect on and learn from all the experiences shared.

