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LEARNING AND EVALUATION FRAMEWORK – DELIVERABLE 4.1

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ABBREVIATIONS

MA&L	Monitoring, Assessment & Learning
OM	Outcome Mapping
NEB	New European Bauhaus
WP	Work package



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1. INTRODUCTION

This document is **Deliverable 4.1. Monitoring, Assessment and Learning Framework** of the project **DESIRE – Designing the Irresistible Circular Society** (hereafter DESIRE), one of the six **New European Bauhaus (NEB) Lighthouse Demonstrator** projects, funded within the Horizon Europe programme.

The purpose of this document is to provide a detailed description of the **Monitoring, Assessment and Learning (MA&L) Framework** adopted in DESIRE, including its strategic and operational aims, its positioning within the project, its overall structure, functioning, and supporting tools.

More in detail, DESIRE MA&L Framework seeks to address the following objectives:

- To monitor and assess the project's demonstration activities, overseeing their progress in making DESIRE's principles actionable.
- To assess the effectiveness of the adopted co-design and co-creation processes and tools, in connection to the DESIRE's themes and principles, as well as in sync with the local sites' objectives of regeneration and transformation.
- To extract knowledge from the experiences of the DESIRE communities, while observing how their different capacities and skills develop over time.
- To verify the project's theory of change, especially by means of capturing and identifying factors, drivers, and pathways that can foster the creation of the "irresistible circular society".
- To maximise the co-creation and diffusion of knowledge within and beyond the consortium, scaling up/out key results and informing the NEB values.

As a main output, the MA&L Framework shall produce a **Monitoring & Evaluation report** (D4.2) by the end of the project (M24). Importantly, the MA&L process and emerging insights shall also inform and feed the so-called '**Innovation Biographies**' (D4.3, M24), understood as narratives of the experimentations carried out in the eight DESIRE's sites as demonstrators of the *irresistibility of the circular society*.

This deliverable builds upon and is connected to other important deliverables in DESIRE - both already submitted and forthcoming. First, it is connected to the **DESIRE Manifesto** (D2.1) and **DESIRE Principles** (D2.2); taken together, these documents set the high-level vision of DESIRE and give overall direction and meaning to the demonstrators' plans and activities within the project, including the clarification of the guiding principles that shall stand as the backbone of an irresistible circular society. At a later stage, this deliverable and the approach and methods it describes shall be linked especially to the **DESIRE Toolkit** (D2.5); the **Validated DESIRE Principles for Holistic Transformation** (D2.4); **DESIRE Site Experience and Future Plans** (D3.2). Moreover, the MA&L Framework will support the development of scenarios in WP3 to better render the project's pathways towards impacts. In particular, scenarios will be used to elaborate projections of DESIRE's demonstrations



towards the future, providing a vivid picture of the *irresistible circular society* (D3.3 - **Narratives of Circular Futures**). The overall purpose is to create a holistic set of tested resources and learnings that can show ways forward towards transformative urban regeneration driven by circularity and co-creative engagement.

The document is structured as follows. *Section 2* provides the theoretical background of the MA&L Framework. This section outlines both the contexts of the project and the reasons behind the reference to specific approaches and the main theoretical references that stand as the backbone of DESIRE's MA&L framework. It describes the integration of two different approaches to planning and project management - that of the logic model (Section 2.3) and that of the outcome mapping (Section 2.4) - and the reasons for their integration in the project's MA&L Framework. In this respect, the section highlights how the linear and summative thinking behind the logic model brings several limitations in monitoring and assessing transformations within complex environments such as cities and territories. Thus, the integration with outcome mapping goes in the direction of including formative thinking aimed at monitoring and assessing the development of several learning modes that take place during the transformation process. In line with the formative approach, the MA&L Framework does not aim at only capturing final results, but also at monitoring while the project is ongoing to possibly provide feedback and stimulate reflections. Finally, the section anticipates how DESIRE plans to adopt a scenario logic to outline the impacts at the end of the project, which will be one of the key subjects of deliverable 4.2 Monitoring and Evaluation Report. *Section 3* positions the MA&L Framework within the DESIRE project. This section outlines the contexts of the project and the reasons behind the development of such framework. *Section 4* details the methodology of the MA&L Framework and describes the supporting tools. *Section 5* describes future work and challenges and highlights how the MA&L Framework is set up to (i) overcome the pitfalls of the different methodologies adopted and to (ii) sustain the development of a reflexive learning process, which includes different learning modes. The section opens up for future work by including the description of three different learning modes that are expected to develop throughout DESIRE.

2. THEORETICAL BACKGROUND

2.1. Challenges of impact assessment

Monitoring and assessing small-scale experimentations in research and innovation projects, particularly in sustainable urban development, greening and renaturing, social innovation, responsible research and innovation, and other close fields, is a challenging task. The EU research and innovation program currently adopts an overarching logic aiming at measurable impacts. In the shift from Horizon 2020 to Horizon Europe, the program logic recognized that capturing the overall effects of small-scale initiatives (as single research and innovation projects frequently are) is a hard challenge, particularly when it comes to their relationship with deep and long-term changes in behaviours, organisational structures, societal/economic patterns, and trends. For this reason, the program introduced the concept of “**impact pathways**”. The program asks research and innovation projects to design these pathways beforehand (at the proposal stage), and then to implement, revise, and enrich the initial impact



pathways during the development of the funded action, in sync with emerging evidence and learning. Thus, the new overarching logic does not ask small-scale projects to achieve measurable impacts within the project's timeframe but rather to define and assess “proxies” that can validate the pathways and give information on how they could adapt to different contexts, scaling up and out results. Such logic is grounded on the complex nature of socio-ecological systems, which are open and mutable. Small-scale projects are seen as system transformation initiatives that develop over time and have an impact on their contexts; and, therefore, can only be assessed in relation to their contextual conditions. Following this logic, impact assessment in DESIRE needs to (i) consider nonlinear changes that happen within open environments, (ii) stimulate learning and (iii) create the opportunity to enact the knowledge and capacities acquired during the process. To be able to do so, the stakeholders involved should also be self-critical and reflect on the nature of how they build knowledge, including on the cultural structures that are guiding them. Such a process is a so-called **reflexive learning** process (Lodder et al., 2020): it requires **learning-by-doing**, but also **learning-through-reflection** (recording and analysis) and **learning-by-interacting** (peer-to-peer learning) modes in terms of outcome achievement and application of lessons learned to new and existing structures and strategies. **Reflexivity** is then interpreted as “an initiative’s ability to interact with and affect the institutional setting in which it operates” (Beers & van Mierlo, 2017, p. 417). To monitor the development of such ability different methods have been developed over the years (Lodder et al., 2020). Following Beers and Van Mierlo (2017), DESIRE MA&L Framework supports the development of reflexivity over time as a possible outcome of learning rather than a condition for it. For this reason, the Framework is set to provide a platform for reflexivity, and to stimulate the development of the different learning modes described above. The exploration of how such learning modes will develop in DESIRE, where we expect to draw knowledge from their combination during the project. To draw this knowledge, **DESIRE MA&L Framework focuses on monitoring and assessing the concrete experimentation of design processes and tools in various sites across Europe (local/territorial demonstration sites) where urban regeneration and transformation initiatives are ongoing**. It does so by focusing on the impact pathways that the different sites define within the project, starting from co-created principles to understand how local actors and communities can drive urban transformations pursuing the idea(l) of an “irresistible circular society”. DESIRE’s impact pathways are defined by the sites throughout specific **outcome challenges** (i.e. **desired achievements**), operationalised by different activities. The development of pathways is monitored with the use of progress markers (section 2.4). By doing so, the MA&L Framework facilitates and triggers reflexivity within the DESIRE’s contexts, expanding the capacity of the eight demonstrator sites to (re)act to changes and drifts from the original pathway. Within this context, DESIRE aims to further develop and validate its theory of change, providing insights and indications on how to build up a circular society, pointing to effective pathways, and making already-tested processes and tools available to a large audience. Moreover, the project aims at contributing to the whole New European Bauhaus initiative, discussing the combination of its three key values (aesthetics, sustainability and inclusion) by interpreting them and their interrelation, informing the further development of the Commission-led NEB Lab project, with particular reference to the NEB compass and the expected series of NEB assessment frameworks (see [NEB Lab Labelling strategy](#)).



2.2. DESIRE assessment contexts

To explain the logic and concrete functioning of the learning and evaluation framework, it is first important to recall the key objectives and characteristics of the DESIRE project.

DESIRE is a 2-years journey of co-creative discovery of ***‘what makes an irresistible circular society’ across Europe***. By addressing three specific themes – **social and inclusive housing, reconciling cities with nature, and transforming through symbiotic relationships** – across eight sites in European cities¹ currently going through redevelopment and regeneration, the overall purpose of DESIRE is to unfold a participatory process of discovery and learning that can ultimately add quality and shared value to broader and long-term urban transformations. Across the specific themes and intervention sites mentioned above, the NEB’s values of **aesthetics, sustainability and inclusion** are leveraged and brought to the ground as place-based design questions that shall be explored through engagement with a plurality of voices, perceptions, meanings, and values, and in turn made actionable through spatial and socio-cultural experiments, prompts, and probes that can **show the way forward to meaningful impact while demonstrating steps towards a circular societies**.

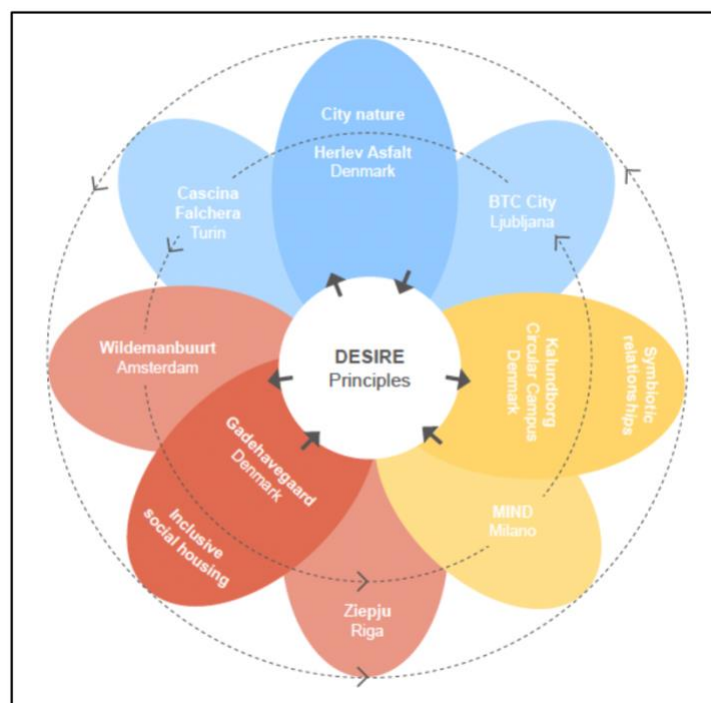


Figure 1 DESIRE's sites and themes combined

Within this context, there are two main aspects that we needed to consider when designing the DESIRE's learning and evaluation framework.

¹ More in detail, the pilot sites of DESIRE are: BTC City Ljubljana (Slovenia), Milan Innovation District - MIND Milan (Italy), Cascina Falchiera in Turin (Italy), Ziepju in Riga (Latvia), Asfalt Fabrik in Herlev (Denmark), Kalundborg Circular Campus in Kalundborg (Denmark), Gadehavegaard in Høje-Taastrup (Denmark), Wildemanbuurt in Amsterdam (Netherlands).

First, the eight sites' demonstrators exist within **diverse political, socio-cultural and economic contexts** where, historically, the topic of urban regeneration has taken shape through different cultures, policies and practices - thus feeding different understandings, feelings, values (including aesthetic values), and narratives of change among the local communities and the general public. Although risks of displacement and uneven urban development might exist independently from the specific context, we must consider that Member States across Europe show varying degrees of progress in their own welfare models. While some of them have long invested in holistic measures of social protection (including through social housing), others have been less able to cope with the economic and financial crisis of the past decade, with the recourse to austerity measures that have often opened rooms to neoliberal modes of urban development (Kern, 2022; Semi, 2017). For DESIRE to be really transformative of *our places, practices and experiences*, we need to acknowledge that **urban regeneration and transformation are neither neutral terms nor necessarily come with positive meanings**, and that across many places and communities these may unfold through widespread feelings of consultation fatigue, frustration, fear of future, and subjection to top-down and deterministic processes of city-making (De Somer et al., 2022). Similarly, although decarbonisation and just transitions are increasingly gaining momentum across European cities, we may assume different levels of 'societal readiness' to circularity and socially and environmentally sustainable urban transformations, and thus **different challenges and opportunities when it comes to transforming behaviours, socio-cultural and economic structures and patterns** through the lens of urban transformation and regeneration.

Second, the eight sites are also very **diverse in scale, challenges and objectives, thematic positionings, assets to be regenerated, target groups, timelines, breadth of investment and types of investors and stakeholders involved** – among many other aspects. The sites' demonstrators range from initiatives lasting a few years and mainly operating at the level of a few buildings and public spaces, up to large-scale urban transformations that intervene over entire neighbourhoods and districts, and that will last decades. Thus, the way DESIRE *plugs in* the demonstrators differs from site to site, in some cases representing a small piece of journey within a long-term roadmap where master plans and major decisions are already there and made, while in others it is an opportunity to design and plan more freely and explorative as there are no strictly defined plan and policies. Therefore, DESIRE will deal with different assumptions, design questions and transformation potential around the *irresistible circular society*: such a diversity is indeed a challenge for DESIRE as a whole and by extension for its learning and evaluation process; yet it is also **a unique opportunity to understand how aesthetics, sustainability and inclusion can be embraced and made actionable at different points in urban transformation journeys, and in a diversity of local contexts and communities across Europe**.

With this in mind, the DESIRE's learning and evaluation framework:

- Needs to be **flexible and adaptable enough** to embrace the diversity of the demonstrators while still allowing us to **compare and contrast** them along a number of both common and contextual learning dimensions.
- Has to play a strategic role in the way the demonstrators plan, deliver, capture, and share learning throughout their discovery paths in DESIRE. More in detail, it has to



make sure that what the demonstrators deliver in the project has **potential to influence and inform the broader plans and roadmaps of urban transformations addressed, allowing us to capture key learning across both success and failure stories** – all along the spectrum of ‘*why*’, ‘*what*’, ‘*for whom*’, ‘*how*’, ‘*where*’, ‘*when*’, and more.

- Must acknowledge the different scales and levels of intervention that are at play, and that DESIRE aims to directly address and/or influence – from the **micro level of activities** implemented by the project; passing through the **meso level of the broader redevelopments within which DESIRE’s activities take place**; up to the **macro level of the New European Bauhaus initiative** and the relevance of the demonstrators towards advancing the NEB’s values on the ground. As a key aspect in the project and by extension within the learning and evaluation framework, we shall highlight that these three levels do not stand in isolation, but rather influence each other through complex, interdependent dynamics and feedback loops.

In particular, the MA&L framework proposes an approach that merges the logic model and outcome mapping, evaluating the limitations and benefits of such a merging DESIRE. The proposed approach builds on previous knowledge that the project partners gathered in recent and ongoing projects (e.g.: SISCODE, <https://siscodeproject.eu/>; T-Factor, <https://www.t-factor.eu/>; CENTRINNO, <https://centrinno.eu/>; NetZeroCities, <https://netzerocities.eu/>), supported by literature review, particularly bound to the fields in which the logical framework and alternative monitoring, assessment, and learning methods have been experimented more extensively. The following paragraphs briefly describe both approaches and their main features.

2.3. The logic model: structure, functioning and limitations

A well-known and widely applied approach to impact assessment is the **logic model** (or logic/logical framework). Originally created in the 1960s as a planning tool for military purposes and further developed by NASA for space exploration programs, the logic model is a planning tool that adopts a formalised process to capture the causal links between **inputs** (resources), **activities**, **outputs** and **outcomes** of a program, project or initiative.

One of the key features of the logic model is its sequential structure, based on a series of linear “*if-then*” connections among its key components:

“(...) if resources are available to the program, then program activities can be implemented; if program activities are implemented successfully, then certain outputs and outcomes can be expected.”

(Innovation Network, 2012)



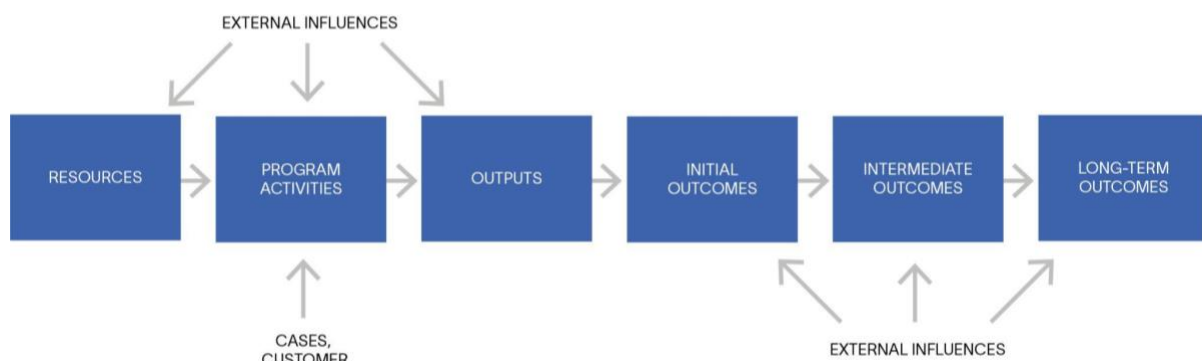


Figure 2 Structure of a Logic Model. Adapted from Poister (2003:37)

While the sequence inputs-activities-outputs is self-explanatory, the most important distinction to be made when approaching the logic model is that between outputs and outcomes. **Outputs are direct results stemming from the development of a given activity or a set of activities**, while **outcomes are the expected effects over the medium term**. Ideally, outcomes are transformational results that constitute a precondition to achieve impacts. In this perspective, outcomes represent the final aims, while outputs are means to achieve them. From an operational perspective, an initiative may have relevant outputs (such as number of activities organised, number of participants involved, tangible artefacts produced, etc.) and high levels of efficiency, but this does not necessarily represent a measurement of its overall results, which is bound to outcomes as a proof of effectiveness.

The success of the logic model is largely due to its capacity to provide a valuable and effective tool not only to understanding change at a high level, but also to planning, monitoring and ultimately evaluating the interventions in practice.

“A logic model serves as a framework and a process for planning to bridge the gap between where you are and where you want to be. It provides a structure for clearly understanding the situation that drives the need for an initiative, the desired end state, and how investments are linked to activities for targeted people in order to achieve the desired results.”

(Taylor-Powell et al., 2002)

Indeed, the logic model has a quite long history and has been extensively applied in multiple fields, particularly in the domain of sustainable development, international cooperation, and humanitarian aid. However, this model has often shown **a number of limitations, particularly when it comes to its capacity to capture and provide meaningful insights on the multiple factors and dynamics at play in complex and systemic transformations - as urban redevelopments and transformation processes are**. While systems change typically unfolds through interdependencies and feedback loops within systems' elements and components, the fundamentally linear thinking behind the logic model may often bring about serious limitations in the way we understand and assess 'transformative' change. The risk is often to reduce the scope of assessment to **performance indicators** (outputs and outcomes) that can indeed tell something about what has been achieved and how, yet relatively little when it comes to more granular representations of **influences and interdependencies throughout processes of (systems) change**. In this respect, it is also worth mentioning that

one of the main challenges of impact assessment in urban regeneration - and by extension for DESIRE's MA&L - is that of **attribution vs contribution**: the idea that in systemic processes such as the ones embodied by DESIRE we can barely draw direct connections between activities on the ground on the one hand (typically small and time bound), and broader effects such as changes in perceptions, attraction of new audiences and publics, or reactivation of local economies on the other hand. Instead, thinking in terms of contribution and reinforcing/disconfirming loops can be much more meaningful, bringing about more insightful questions around **catalytic factors and leverage points that contribute to seed and feed deeper and longer term changes throughout urban regeneration pathways** (Martelloni et al., 2023). This is particularly important for DESIRE and for its eight demonstrators that will essentially deliver a plethora of local engagement and co-creation activities within territorial sites currently under redevelopment and regeneration: beyond limiting assessment to 'dry' results and performance across inputs, activities, outputs and outcomes, we find it more meaningful to introduce a fundamental exploration of **how DESIRE contributes to address, inform, and influence broader challenges and opportunities of urban transformation**, and to do so through the lens of **strategic learning and capacity building of the different actors at play across demo sites**.

As we will see in the following chapters, the chosen methodology thus complements the logic model with **outcome mapping**, with an explicit objective and mandate to leverage monitoring and assessment processes as a fundamental tool for enhancing, strengthening and boosting individual and collective capacities to **engage with - and learn through - complexity and systems change through different yet integrated processes and modes of learning**.

2.4. Outcome mapping

Outcome Mapping (OM) is a methodology for planning, monitoring and evaluating development initiatives aiming to sustainable social change. The main idea underpinning OM is that societal structures are created and maintained by people, and thus long-term changes are essentially **changes in relationships, behaviours, and actions** of people, groups, and organisations directly involved in a project (Earl et al., 2001a). But before these large changes happen, there is a space of **intermediary change** in between the project's activities on the ground, and the long-term project objectives.

Rather than understanding impact as a yardstick and impact assessment as a performance measurement, outcome mapping thus understands **impact as a guiding star**: a long-term vision that sets the direction of change, where intermediary outcomes are mapped out and defined as a *progression of change* towards that vision, often through back casting and forecasting approaches. In other words, OM concentrates on that '*messy middle*' that typically stands in between activities on the ground (and their direct results and outputs) and long-term impacts, doing so by formulating statements that would prove to be evidence of change in behaviours, relations and actions across different actors and organisations addressed by the intervention - towards long term change.

While there are various ways to approach OM, there are a few building concepts that remain central when designing and running evaluation frameworks through this methodology:



- In DESIRE, OM starts by defining **Outcome Challenges (i.e. Desired Achievements)**: these are formulated as evocative sentences describing a desired achievement within DESIRE, possibly phrased in terms of changes in behaviours, relationships, or actions of the target groups directly addressed by the intervention. The way outcome challenges should be formulated is by means of ambitious yet realistically achievable statements that give direction and meaning to activities on the ground. For example: *‘To create/sustain a **community of young adults actively involved** in the regeneration & transformation of the site’*; this outcome challenge is exemplary of a statement that sets a direction and an end goal (*creating and sustaining a community of young people*); clarifying who is the target group who should be addressed/influenced (*young people*); and for what desired behavioural change (*actively involved in urban regeneration and transformation processes*).
- **Boundary partners** are the individuals, groups, and organisations with whom the project directly interacts with, and that it seeks to influence. Typically, while a project unfolds within a wide relational system, its capacity to engage with, and finally influence actors and stakeholders is usually much more limited. Therefore, OM focuses on identifying the inner group of actors and stakeholders that can be realistically addressed and influenced, while still keeping an eye on the broader relational effects that can reverberate (positively or negatively) across the broader net of relationships surrounding a project. As the name implies, identifying boundary partners is a matter of setting boundaries to the scope and target groups of project activities. Examples of boundary partners can be generic groups such as *‘businesses’* and *‘young people’*, or be more specific such as *‘public actors responsible for urban planning and development at the Municipality of ..’*. Indeed, the more specific boundary partners are, the more realistic and insightful can OM be for monitoring, assessment and ongoing learning.
- **Outcomes** are defined as changes in behaviours, relationships, and actions of people, groups, and organisations with whom a project works directly. These outcomes can be logically linked to the project’s activities, however they are not necessarily caused directly by such activities. These changes contribute to broader impacts that overall improve human and ecological well-being by providing participants with new tools, methods, and resources to achieve and maintain them (Earl et al., 2001).
- **Progress markers** are graduated statements that describe the progression towards the outcome challenge(s) in relation to the different boundary partners, and represent the information that the program can gather in order to monitor achievements toward the desired outcome. Typically, they are described in a range across **expect, like and love**, as follows:
 - **what we expect to see**, understood as what a Boundary Partner would do/how it would behave as an early response to the project’s activities (ex. *‘We expect young people to actively respond to our call to action’*);
 - **what we would like to see**, understood as what a Boundary Partner would do/how it would behave as the project’s activities keep on evolving and provoke



initial changes (ex. *'We would like young people to propose ideas for improvements in the site'*);

- **what we would love to see**, understood as what a Boundary Partner would do/how it would behave as the project's activities are more mature and can start to provoke a deep influence (ex. *'We would love to see young people actively running and delivering activities on site'*).

As we can see from the examples above, progress markers differ from performance indicators as they are not hard targets to be reached, but rather snapshots of the envisaged change that are easy to observe and illustrate the project's progress. As we can read in the Monitoring & Evaluation framework of the CENTRINNO project (Pazaitis et al., 2022), progress markers *'can be seen as indicators of behavioural change, but their strength lies in them as a set, as they demonstrate the complexity of the change process, helping the project understand and react. Progress markers may also set deadlines or targets, if appropriate. However, reaching a deadline or a target should not be the primary focus. The purpose is to foster sustained change, in which progress markers serve to monitor achievements that contribute to that outcome'*.

An example of how OM can work and be applied to DESIRE is provided below, stemming from a test recently done by the MA&L team with Cascina Falchera in Turin - Italy, one of the eight DESIRE demos (Table 1):

Outcome challenge (objective)	Boundary partner	Progression of desired change within DESIRE		
To create/sustain a community of young adults actively involved in the regeneration & transformation of the site	Young adults	Young adults are interested in and respond to our call to action	A rich picture of stories and memories that capture the tangible and intangible heritage of the site	New perspectives emerge that leverage the history and heritage of the site towards contemporary and ahead-of-future meanings, functions and qualities

Table 1 Example of how OM works in connection to a challenge in DESIRE

OM can serve multiple purposes beyond monitoring and evaluation. At the planning stage, it helps a project team be specific about the actors it intends to target, the changes it hopes to see and the strategies appropriate to achieve these. For ongoing monitoring, OM provides a set of tools to design and gather information on the results of the change process, measured in terms of the changes in behaviour, actions or relationships that the team or program can influence. As an evaluation approach, OM unpacks an initiative's theory of change, provides a framework to collect data on immediate changes that lead to more transformative change, and allows for the plausible assessment of the initiative's contribution to results (Hearn, 2021). Overall, OM *"concentrates on improving rather than on proving, on understanding rather than on reporting, and on creating knowledge rather than on taking credit"* (Earl et al., 2001b, p. 10).



Compared to the logic model, outcome mapping differs for some characteristics:

- **Non-causality:** although programme activities can be logically linked to results, a clear causal mechanism cannot necessarily be defined. In fact, OM recognises that change does not necessarily happen in a straightforward cause-and-effect manner. Instead, it can occur due to various factors, including the actions of different people, the influence of multiple forces, and the emergence of new trends (Jones & Hearn, 2009).
- **Contribution instead of attribution:** when using OM, a project/program does not claim sole responsibility for achieving impacts. Instead, the focus is on the contribution to outcomes. This is because long-term objectives are usually achieved by multiple actors, and assessing impact by means of attribution can be challenging;
- **Control of change:** Outcome Mapping assumes that programs can facilitate the transformation as 'external agents' by offering access to new resources, ideas, or opportunities for a particular period, with a limited boundary of control of the more extensive transformation.

In figure 3, the main characteristics of the two approaches concerning planning, monitoring, and evaluation are described.

LFA	OM
<ul style="list-style-type: none"> • Expected results are aligned with activities in a cause-effect chain. Activities produce outputs (goods and services), which result in immediate, intermediate and final outcomes. • Performance measurement is guided by indicators for monitoring different levels of results. Plans and measures against pre-determined targets of these indicators to determine success of project. • Keeps the greatest number of variables possible under control, to attribute the identified results and changes to the project's actions. • Data collection and analysis is used for upward accountability, improving project decision-making and managing risks. 	<ul style="list-style-type: none"> • Plans for and assesses outcomes, defined as the changes of behaviour of the people with whom a project works directly. Modifies the intervention according to the complexity of the change process and the developments context. • Uses progress markers as points of reference to motivate reflection and learning, and to represent a change pathway of boundary partners. • Recognizes contributions from multiple factors and actors. • Balances learning and multiple accountabilities, by identifying the use of M&E data and by employing participatory and use-oriented approaches to PM&E.

Figure 3 Unpacking planning, monitoring and evaluation characteristics of Logic Framework Approach (LFA) and Outcome Mapping (OM), Source; iDrC, 2008, p.3

OM contributes to adding value to the logical framework in multiple ways. First, it clearly defines the boundaries of the challenge to be investigated, roles, and responsibilities from the start of the project. Second, it uses step-by-step processes to indicate possible progress rather than final indicators, allowing actions and strategies to be evaluated and eventually adapted along the run. Finally, it focuses on learning and accountability, emphasising learning from experiences (learning by doing) and change management as key processual elements. However, OM also has some weaknesses. Firstly, there is no systematic analysis of its effectiveness and efficiency to date, so it can still be considered as an experimental approach. There are still open reflections regarding the complete integration and harmonisation of OM with other project management and monitoring methods, as well as reflection on comparing results between contexts that are constantly evolving. Finally, the awareness that focusing on



the behaviour and learning of the main actor (the object of observation) may lead to biases in the measured results.

Based on these premises, **DESIRE's MA&L framework integrates the logic model and Outcome Mapping to capture changes in the behaviour of organisations and networks involved, linking a result-oriented focus and process-oriented learning journeys** (Ambrose & Roduner, 2009). Such integration will help to better interpret the systemic complexity of the evolution towards a circular society and identify non-linear changes in collaboration with those that take part in the process, encouraging self-assessment and reflection. At the same time, the logic model gives the possibility to monitor the project's activities and outputs, comparing the processes and tools adopted across the different sites. The variety of themes and sites will give the possibility to consider how local cultures influence the interpretation of the same principles and how different practices can pursue the same outcomes. This will sustain the overall assessment and comparison of the results achieved, from which to draw knowledge and insights on how to give shape to a circular society. Specifically, DESIRE's MA&L framework integrates the two methodologies by firstly collecting **INPUTS** (the description of the resources used such as HR, Knowledge, investments, etc.), **ACTIONS** (the activities conducted, for example workshops, events, etc.) and **OUTPUTS** (what is delivered, for example how many beneficiaries are involved, etc.) as foreseen by the logic model. Secondly, the framework uses outcome mapping to explore what has changed as a result (i.e. knowledge, skills, processes, etc.). As described above, the projections of DESIRE's demonstrations will be used to develop Narratives of Circular Futures (D3.3) for which a scenario building methodology will be used (Figure 4).

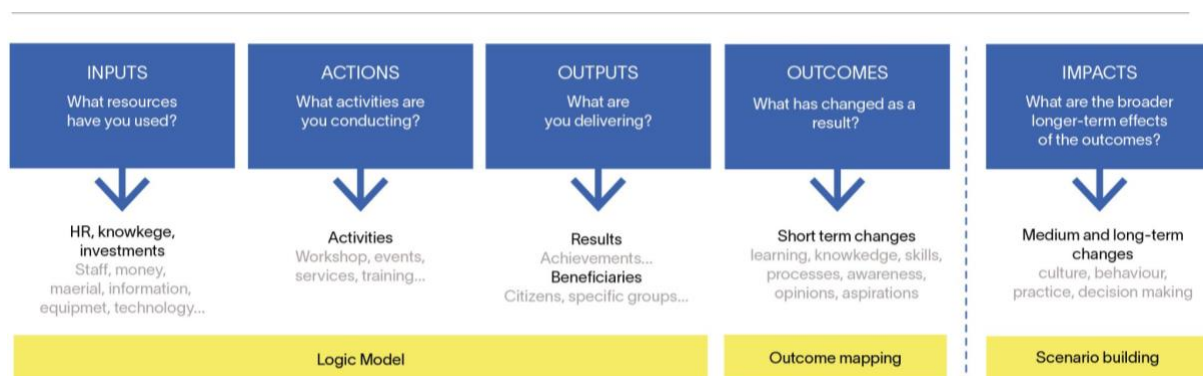


Figure 4 Methodologies integrated in the Framework

3. STRUCTURE OF DESIRE'S MONITORING, ASSESSMENT AND LEARNING FRAMEWORK

3.1. DESIRE's Monitoring Assessment and Learning framework structure

The structure of DESIRE's Monitoring Assessment and Learning framework is based on three levels (micro, meso, macro) that are interpreted through the lens of three verbs – **do**, **assess and embed** - that guide and orient its operational application (Figure 5).

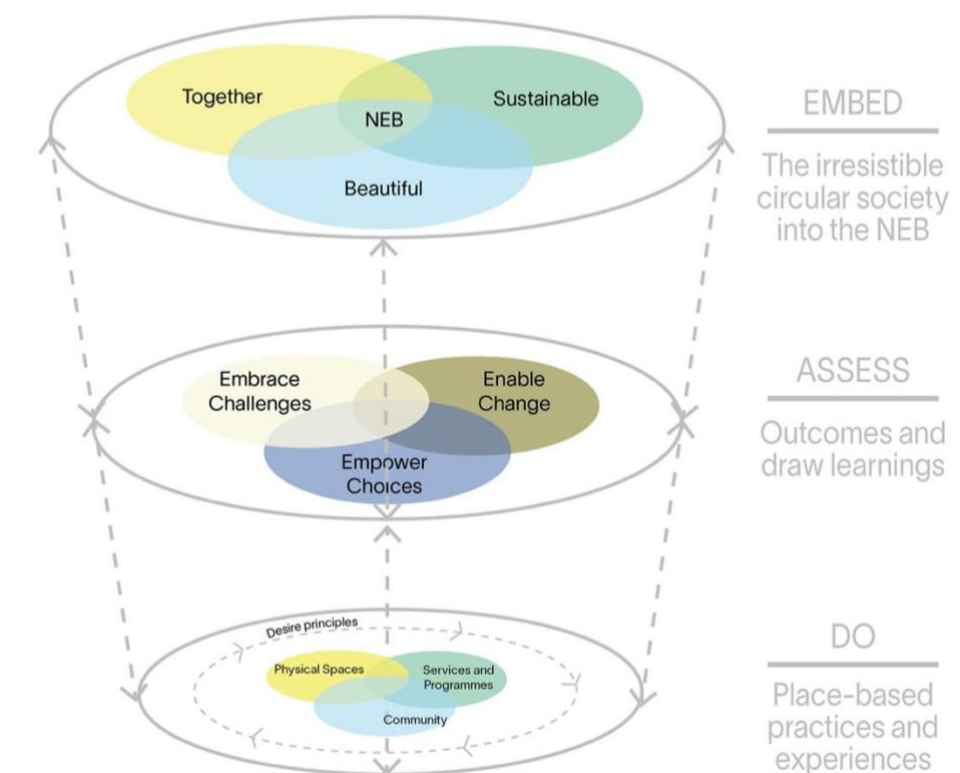


Figure 5 Structure of DESIRE's Monitoring, Assessment and Learning Framework

The *first level* (**DO** Place-based practices and experiences) concerns the actions carried out by the demonstration sites in the eight different contexts. Each action will be monitored through the specific outputs produced, thus following the input, action, and output measurement process of the logic model. At this level, the connection between the activities of WP2 (Manifesto, Principles and Tools), WP3 (Site's plans and demonstration activities), and WP4 (MA&L Framework) is powerful to structure the processes and contents to inform the subsequent levels.

The *second level* (**ASSESS** Outcomes and draw learnings) monitors and measures the outcomes emerging from integrating the different local practices and their related DESIRE

outcomes, matching the perspective of the logic model and outcome mapping. This level mainly corresponds to the monitoring, assessment and learning capturing activities carried out by WP4 and the description of the substantial changes brought about by DESIRE. These changes may relate to relationships, behaviours, organisational and governance aspects, and so on. Such changes are concrete, measurable, and shared by all stakeholders involved in the process. The changes will be measured through **progress markers** monitored at specific stages or times of the work plan.

The *third level* (**EMBED** The irresistible circular society into the NEB) is informed by the DO and ASSESS levels and can, therefore, be attributed to the results that the project will bring within the NEB perspective and how it can influence future development, thanks to the lessons learned (WP5 and WP6). Through and beyond the NEB, at this level DESIRE also aims at contributing with relevant knowledge and tested methodologies to some of the EU Missions (i.e. Cities, Climate and Soil). The 'Embed' level also integrates scenarios that will be aimed at describing the irresistible circular society: an imaginary yet possible future that we can realise following the project's pathways towards impacts. In this perspective, scenarios aim to be not only storytelling tools that make the future visible and more tangible, but also powerful attractors for the choices and the behaviours that may lead to its creation.

The three levels are thus interconnected to monitor and assess results at the micro-scale as well as at the macro dimension, considering the present time, therefore, the actions that the pilots will carry out within DESIRE, and the clear perception of what the partners perceive for the future (DESIRE vision: irresistible circular society). The three proposed levels are further detailed and described in their operational application below.

3.2. The 'do' level

The '**do**' level refers to the **actual DESIRE's activities and experiments** that the pilots conduct on site (Figure 6). The context and scale of reference is typically focused on specific (thematic) challenges and opportunities and **time bounded**, addressing DESIRE's principles, target groups, and likely leading to tangible outputs and short-term results such as people engaged, sectors addressed, themes and narratives explored, opportunities of engagement created, experiments concretely developed, etc.



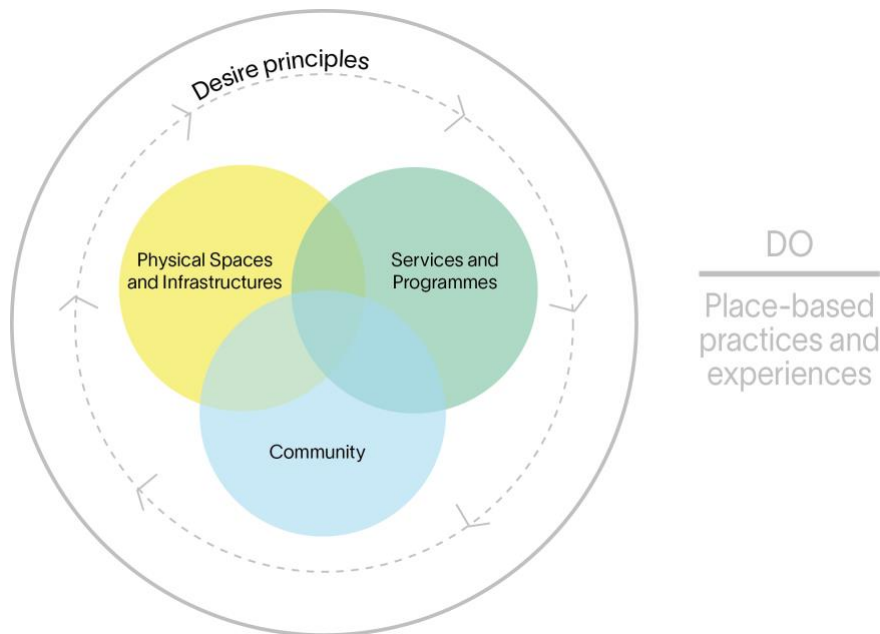


Figure 6 The 'do' level

This level is structured into three design components – **Physical spaces & infrastructures, Services and programmes, Community** - drawn from literature review in different fields (sustainable urban development, public sector innovation, transition theories, service and systemic design, and more), as well as from theories of change and placemaking frameworks currently in use across a number of placemaking and social innovation practitioners and organisations in Europe and beyond. More specifically, this three-components level draws upon the model of **Impact Hub Network**², a global network of social innovation and co-working spaces spread among more than 100 cities worldwide. We chose to adopt this model not only because it is simple and flexible enough to be applicable in different contexts and eventually adapted to contextual specificities; moreover, we found particularly interesting and relevant to DESIRE **the focus of this model on the intersection of the three components as *what shapes and gives meaning to an experience*** – experience of social innovation and social impact for Impact HUB; experience of a place (in its extended meaning towards people and practices) in the case of DESIRE.

Focusing on the intersection of the three main components becomes even more interesting when referring to their definition that, somehow, do not stand alone.

Space is the result of several conditions, relations and stories that materialise in specific locations (Massey, 2005). Such conditions can be observed either through time, looking at the evolution of the conditions and relations that materialise in specific forms of design and use (diachronic); or, looking at such conditions in a specific moment in time (synchronic). Space is characterised by **infrastructures** that serve the purpose of inhabiting the surface of earth. The focus has been on how humans settle and live on such surfaces. Within DESIRE the act

² See: <https://impacthub.net/>

of inhabiting is considered in a **planetary perspective** where the amount of infrastructure present in the physical space does not only serve human life but beyond.

In planning and urban design domains, services in urban areas are defined in different ways depending on the contexts. For example, the Italian regulation links urban services to the concept of “standard”, defined as a minimum value of the service (green areas, number of parking, etc.) calculated per square metres per inhabitant (see law n.765/67 and the consequent 1444/68 ministerial directorate). In England the concept of service standard is less normative and refers to the level of excellence, described as the object of what is adequate for some purposes (Gaeta et al., 2013). Still, both these examples show how traditionally the concept of services is tied to the **physical space and infrastructures** present in a specific context.

Traditionally a service has been defined in contrapositions to goods (Araujo & Spring, 2006; Callon et al., 2002), grounding on four main characteristics: intangibility, heterogeneity, inseparability of production and consumption and perishability, the IHIP framework (Edgett & Parkinson, 1993; Zeithaml et al., 1985). In the last decades, new ways of experiencing services arose and it became evident that such distinction is reductive. “Products themselves are more and more integrated with service functionalities” (Meroni & Sangiorgi, 2011, p. 24). Singleton (2009) looks at services as regulated forms of exchange. Vargo and Lush (2004) suggested the development of two distinct frameworks: the good dominant logic and the service dominant logic. The former foresees tangible resources with embedded value. With the latter, there is a shift from the exchange of goods to the exchange of benefits. Here, goods are appliances of service provision. From such evolution of the concept, it is clear how services are embedded into socio-ecological systems and cannot be reduced to categories since they are tied to a network of relationships among people and the environment.

“Services are complex hybrid artefacts..., made up of things - places and systems of communication and interaction - but also of human beings and their organisation.” (Manzini, 2011, p. 1). Services are intangible in the sense that they cannot be touched in the same way of products. However, people can experience and get in touch with them through different touch points, namely “any event that causes cognitive processing about a particular firm or brand and any interface (physical, virtual, digital, experiential, etc.) between customer (or user) and a firm or a brand” (Meroni & Sangiorgi, 2011)”.

When referring to such touchpoints within urban environments, the linkage with the definitions above of space and urban services come forward. When different conditions materialise in specific locations, **physical spaces and infrastructures become either touchpoints of services or the enabler for certain activities**.

The understanding of **community** is also varied. The more traditional understanding is a collection of individuals in a particular geography or location. Contemporary understanding of communities includes communities of culture; identity; interest; digital and user groups. Some communities could be defined by sectors ranging from business, NGOs, public sector. Hence, to define communities both formal and informal boundaries are considered as well as cultures, people, etc.

In the context of DESIRE, the three components are interpreted as follows:



- **Physical space & infrastructure:** the built and natural environment that is involved in the transformation of each pilot. These include both the typical urban design ‘hard’ infrastructure such as roads, squares, buildings, lightings, energy and water networks, etc; as well as all the touch points, materialisation of the entities of services of each pilot.
- **Services and programmes:** the set of services, functions and programmes that are present in the given spaces of pilots. Such services and programmes are the ones that allow people to fulfil fundamental needs such as living, working, moving, enjoying, learning, taking care of their health, resourcing, etc.
- **Community:** the web of people, groups and communities, both informal and formal, that characterises a given space, and the intricate pattern of cultures, identities, values, meanings and social significances that such people, groups and communities bring with them.

At the ‘do’ level, the three design components of (physical) space, services & programmes and communities may also help inform the design and planning of activities by the demonstrators at the outset; most importantly, they serve the learning and evaluation framework in that they help structuring **dimensions and categories of data collection and activities’ observation**. However, while this level is the primary source of data collection and analysis, likely it won’t be the most revealing level when it comes to deeper and longer-term transformations. Dealing with single activities or set of activities, the ‘do’ level will mostly concentrate efforts on registering and harvesting (both quantitative and qualitative) data across demo activities, providing the demo teams with simple and manageable monitoring tools that can be continuously used to record progress and actual achievements.

3.3 The ‘assess’ level

The ‘**assess**’ level widens the perspective and thus the scope and actual objects of observation, monitoring and learning (Figure 7). Specifically, it looks at the overall plan and delivery of DESIRE’s activities vis-à-vis the broader plans and roadmaps of urban transformation addressed, so as to understand how a carefully curated **journey and orchestration of activities start to unleash reverberating effects throughout the regeneration area(s) and their wider contexts**.



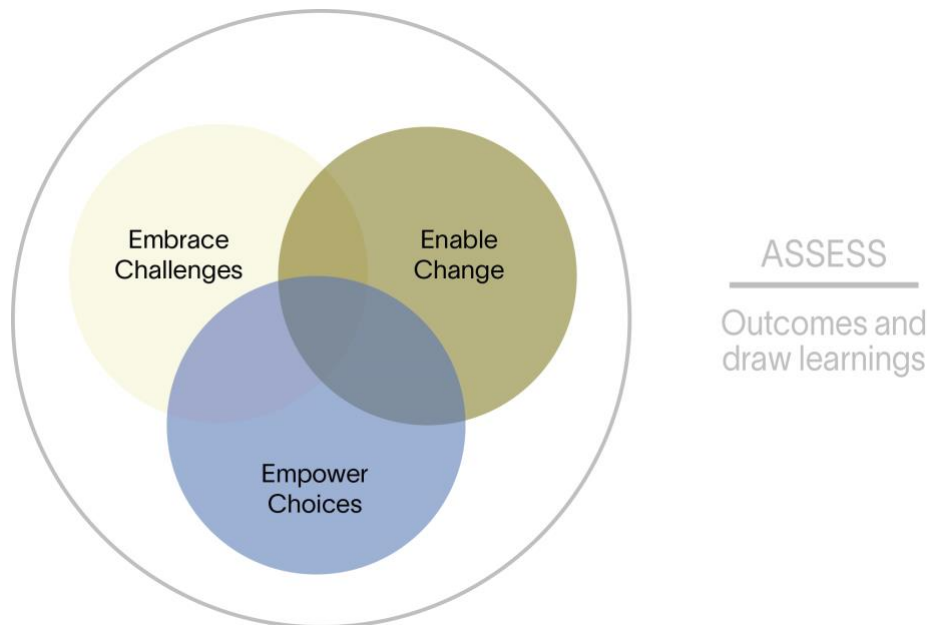


Figure 7 The 'assess' level

This level focuses on assessing how DESIRE's activities support the transformation of the pilots towards the NEB values. The transition towards such values requires a new set of competences and skills.

At this level, three main learning objectives (and relevant assessing dimensions) are set as the backbone of the DESIRE learning process:

- **Embracing challenges:** understood as the ability of DESIRE to *convene interests, align agendas, and pool resources* around common objectives and thematic missions of transformative urban regeneration overall driven by aesthetics, sustainability and inclusion.
- **Empowering choices:** understood as the capacity of DESIRE to create and contribute to *wide and distributed capacities to actively participate in, and benefit from*, both medium- and long-term benefits of urban transformations and regeneration driven by aesthetics, sustainability and inclusion.
- **Enabling change:** understood as the capacity of DESIRE to create *meaningful, transformational legacy towards the targeted redevelopments*, in ways that can concretely influence and inform the near- and long-term futures of the targeted regeneration sites according to aesthetics, sustainability and inclusion.

This level plays a fundamental role within the overall MA&L framework, as it is the one that will deliberately tap and inquire into the overall capacity and transformative potential of DESIRE, particularly by mapping out (mainly qualitative) outcomes and spill over effects all along dimensions such as *perceptions, values, narratives, behaviours, meanings, beliefs* that surround and inform aesthetics, sustainability and inclusion – for and from the perspective of a plurality of voices by the development of a shared manifesto and a number of shared principles.

3.4. The 'embed' level

Lastly, the '**embed**' level is the one that explicitly interrogates and assesses the overall DESIRE project in its relevance towards the New European Bauhaus initiative and its values, and towards EU Missions for which the project's learnings and resources can be relevant (Figure 8).

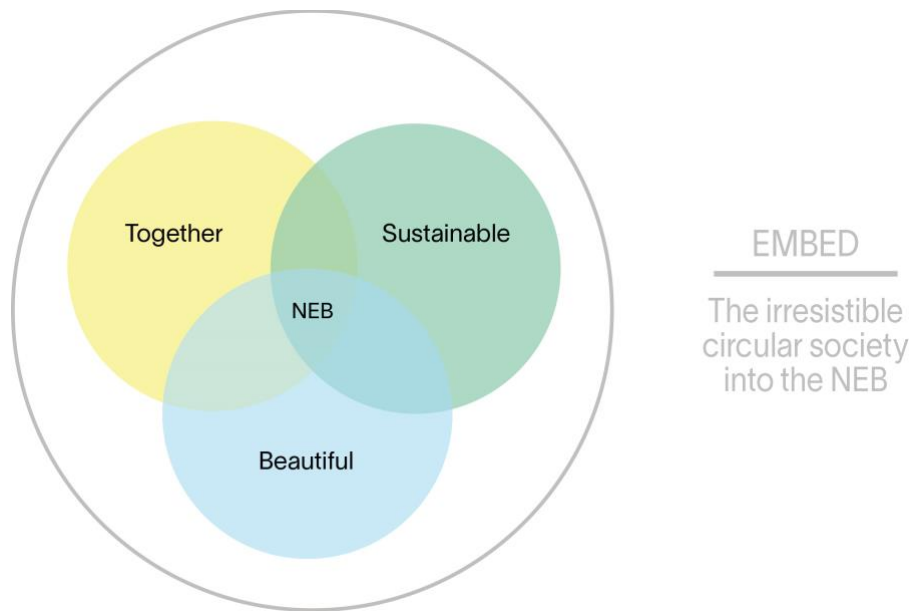


Figure 8 The 'embed' level

Figure 9 describes how outputs derived from the eight demonstrators' activities produce outputs to which different outcomes are related. The MA&L framework monitors and assesses such outcomes that inform the DESIRE's vision. As shown, the MA&L framework does not start from the NEB values to define them further. Rather, it explores the abilities and capacities of DESIRE to inform and enrich the NEB values as such.

Key to learning and assessment at this level will then be moments of cross-demo exchange as well as joint activities and peer learning sessions with the other NEB demonstrators, so as to compare and contrast experiences, success and failure stories, and draw on a rich picture of insights and narratives.

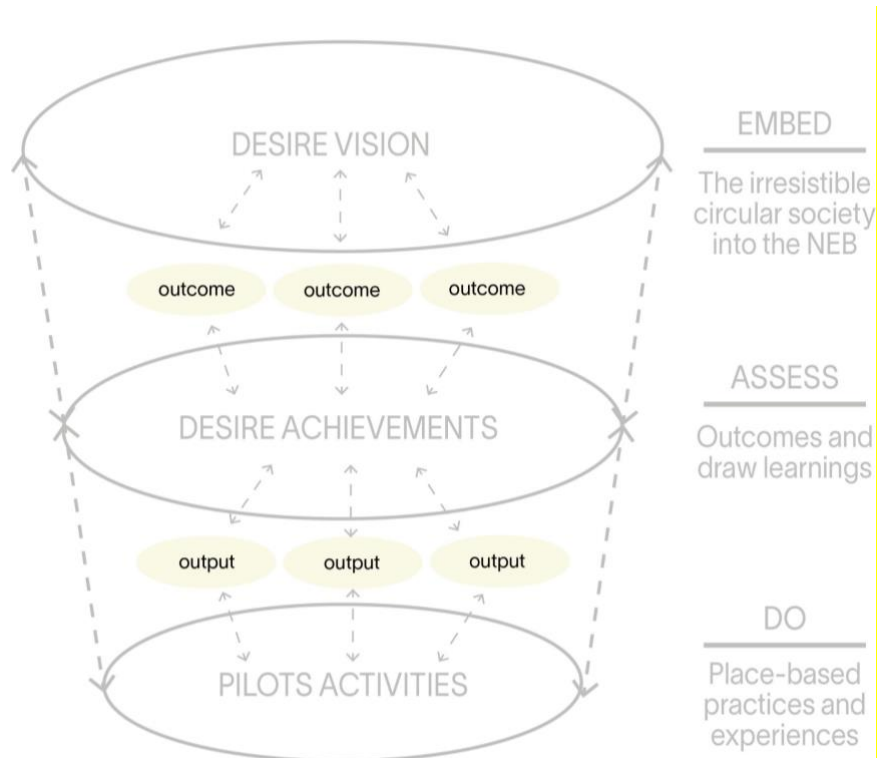


Figure 9 How outputs derived from sites' activities and the related outcomes inform the DESIRE's vision

4. DESIRE'S MONITORING, ASSESSMENT AND LEARNING FRAMEWORK IN PRACTICE

4.1 Monitoring, assessment and learning framework methodology and tools

The MA&L framework aims at capturing "proxies" and using them to validate pathways towards impacts. To achieve its operational objectives, the MA&L framework creates the basis to develop stories and narratives of transformation (innovation biographies - D.4.3) by integrating **outcome mapping** into the **logic (logical) model (framework)** innovatively, experimenting an approach that overcomes some of the recognized limitations of the extant assessment practices. DESIRE's MA&L Framework puts forward the empirical base of the integration of these two approaches.

The MA&L framework uses the following *monitoring and assessment tools* which include:

- MA&L Logbook (excel spreadsheet)
- Peer to peer meetings
- Outcome and monitoring Workshops

- [Stakeholder map (suggested and included in WP3)]

The Monitoring and Assessment Framework is operationalized through a representation of the process, based on a project timeline, defined *transformation journey* (Figure 10), to which are connected three elements: the learning milestones (Mn), the activities (An) and the monitoring and assessment tools (Table 2).

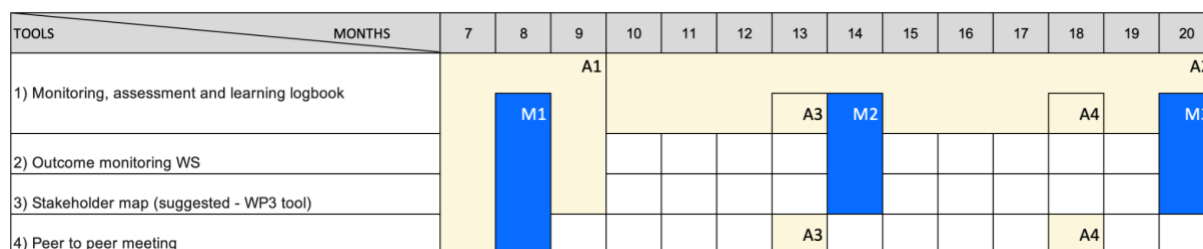


Figure 10 Transformation journey

The *learning milestones* (Mn), planned along the project milestones and meetings and to the assessment moments. The *activities* (An) foreseen are both related to the collection of inputs and actions and to peer-to-peer learning.

The *monitoring and assessment tools* are supporting the collection of stories and narratives.

Number	When	What	Monitoring and Assessment Tools
M1	M8	Project meeting - Meeting to present and explain and operationalise the <i>transformation journey</i> , to the pilots	<ul style="list-style-type: none"> Monitoring, assessment and learning logbook Peer-to-peer meeting Stakeholder map (suggested - WP3 tool)
A1	M7-M9	Delivering the monitoring and assessment spreadsheet	<ul style="list-style-type: none"> Monitoring, assessment and learning logbook Outcome monitoring WS Suggested stakeholder map (link with WP3)
A2	M10-M20	Collecting inputs, describing actions	<ul style="list-style-type: none"> Monitoring, assessment and learning logbook
A3	M13	Project meeting	<ul style="list-style-type: none"> Monitoring, assessment and learning logbook Peer-to-peer meeting
M2	M14	Midterm assessment	<ul style="list-style-type: none"> Monitoring, assessment and learning logbook Outcome monitoring WS Suggested stakeholder map (link WP3)
A4	M18	Project meeting	<ul style="list-style-type: none"> Monitoring, assessment and learning logbook Peer-to-peer meeting

M3	M20	Final assessment	<ul style="list-style-type: none"> - Monitoring, assessment and learning logbook - Outcome monitoring WS - Suggested stakeholder map (link WP3)
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Table 2 List of learning and assessment milestones, activities and related tools

4.1.1 DESIRE's Monitoring, Assessment and Learning Logbook

The *DESIRE's Monitoring, Assessment and Learning (MA&L) Logbook* consists of a database that collects valuable information for monitoring and assessing the pilots' learning process concerning the three assessment dimensions (3E) described above (Embracing Challenges, Empowering Choices, Enabling Change).

The *DESIRE's MA&L Logbook* aims to collect qualitative and quantitative data on the different local contexts, the network of actors the core team wants to influence, the activities' outcomes, and the activity plan developed in connection with WP3.

The tool follows the three-layered structure of the project, thus referring to the DESIRE principles developed by WP2, to the individual activities of the sites (WP3) to understand how the individual activities accompany the transition to the irresistible society described by DESIRE and embed it into the NEB values.

Specifically, the logbook is designed to allow pilots to document activities independently while using common parameters, as well as to monitor and reflect on them. It is operationalised through an Excel sheet, useful for recording and crystallising information - also obtained through other supporting tools (e.g. Miro cards) - concerning the progress of each of the pilots.

In particular, the Excel document consists of 5 sheets:

1. *Overview* (sheet 1) to describe the general information about the different sites
2. *Vision* (sheet 2) to detail the specific vision that the sites develop within DESIRE in connection to the project principles and the broad and high-level vision of the specific regeneration projects.
3. *Stakeholder* (sheet 3) to describe in detail the network of actors involved with different roles and competencies in the DESIRE sites' demonstrations.
4. *Activity plan* (sheet 4) to describe the pilot sites actions
5. *Activity record* (sheet 5) to specifically record detailed information and outputs of each activity run by the pilots. This sheet needs to be duplicated for each of the activities described in the Activity Plan.
6. *Outcome mapping* (sheet 6) to detail the ongoing outcomes of the pilots' activities in different stages of the DESIRE journey in relation to the three design components (community, spaces and infrastructures, services and programmes).



The contents of each of the described sheets are described in detail below:

Overview (Sheet 1)

- Country (country of the pilot)
- City (City of the pilots)
- Location (Specific location of the pilots)
- Size (Size of the area in smq)
- Brief description of the area in its current status (General description of the area and key characteristics - approx. 200 words))
- Socio-demographic context (Brief information about the main 'type' of population in the area and its surroundings (approx. 200 words))
- Ownership (Clarification of the owners' role i.e. public, private, public-private, etc.)
- Governance (description of the governance in its current status whether public, private, public-private, etc)
- Investment (description of the general estimation of the investment)
- Timeline (overall description of the expected start-end of the large-scale project, beyond DESIRE and the related milestones)
- Development' status (description of the current status of the project according to six given categories: Consultation, Negotiation, Pre-Masterplan, Masterplan, Commissioning, Construction)
- Type of project (Brief description of the type of regeneration project (ex. social housing/residential project)
- Key functions envisaged (if applicable) (Description of the main functions envisaged (ex. residential/housing; commercial/retail; transportation; etc.)
- Other relevant info (any additional information useful to describe the site overview).

Vision (Sheet 2)

- Development's Vision (brief description of the long-term vision of the sites, beyond DESIRE)
- Desire Theme (identification of the DESIRE theme - Creating social and inclusive housing, Reconciling cities with nature, Transforming through symbiotic relationships)
- DESIRE Principles leveraged (selection of the main principles leveraging the activities)
- DESIRE key objectives within the broader vision (description of the main objectives within DESIRE – approx. 200 words)
- History of Changes in objectives (some notes if there are ongoing changes in key objectives within Desire)

Stakeholders (Sheet 3)

- Name (name of the stakeholder)
- Description (brief description of the stakeholder – approx. 100 words)
- Website (link to the main web pages)
- Category (identification of the category of the stakeholder among four: Government, Academia, Industry, Community)
- Type (identification of the typology of stakeholder among sixteen: Government/Local authority, Health Institute, Cultural Institute, R&I Institute, Finance Institute, University,



- School/Training Institute, Social Enterprise, Enterprise, Faith Association, Sport Association, Youth Association, Community/Social/Cultural Association, Residents, Housing & Neighbourhood Association, Developer/Contractor, Umbrella Organisation)
- Sector (identification of the stakeholder sector among sixteen: Arts & Culture, Employment, Environment, Sports & Leisure, Mobility, Housing, Land, Constructions, R&D, Finance, Business & Entrepreneurship, Health & Social Work, Youth, Energy, Digitalisation, Policy, Planning & Regulation, Communities, Education & Training)
 - Roles (for each actor description of their roles within the regeneration (i.e. investors, decision makers, etc.).
 - This sheet can be related to a visual stakeholder map, if necessary, that pilots can adopt while working on the Activity Plan (WP2). A model of stakeholders' map is suggested in Figure 11 to visualise the actor roles and categories coherently with the information required in Sheet 3.

DESIRE - Stakeholder Map

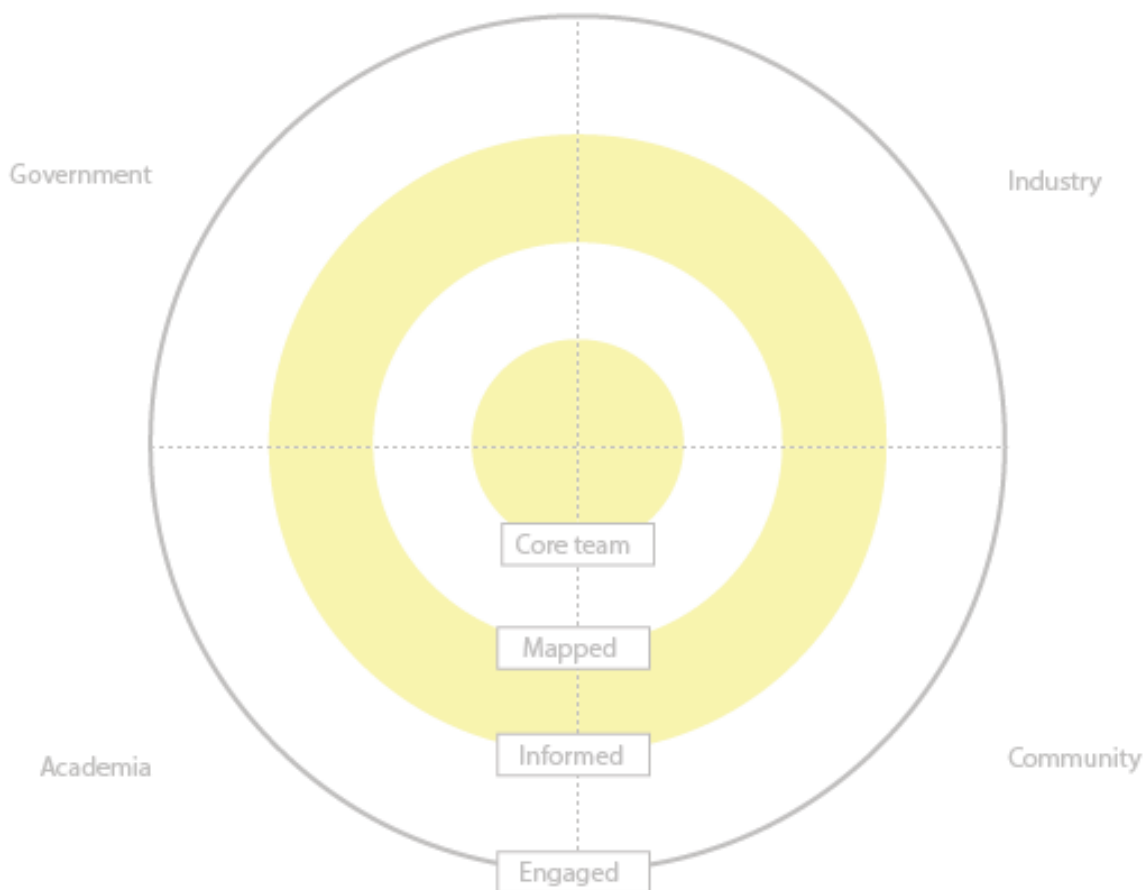


Figure 11 DESIRE's Stakeholder map

Activity plan (Sheet 4)

- Integration of the pilots' work programs (WP3).

Activity record (Sheet 5)

- Actions
 - o Activity N° (this records the number of the activity)
 - o Activity title (this records the title of the activity described in the Activity Plan)
 - o Activity type (e.g. festival, workshop, training, research sprint, etc.)
 - o Brief description (description of the activity approx. 300 words)
 - o Period (description of the period during which the activity corresponds)
- Input (Resources)
 - o Type (e.g. people involved)
 - o Number
- Output
 - o Indicators (e.g. - N. of sessions delivered (eg. specify if: N. of events, N. of trainings, N. of workshops...), N. of tangible products of the activity, N. of intangible products of the activity, N. of participants directly involved (by type), Gender rate (% of male/female), N° or % of vulnerable groups involved)
 - o Value (quantitative data)
 - o Details (qualitative information to be added)
- Key takeaways (brief description of the key takeaways i.e. something that helped better engage a stakeholder, or improving collaborative decision-making, etc) – from 100 to 300 words

Sheet 4 must be duplicated for each activity described in the work plan (WP3).

Outcome mapping (sheet 6)

- Objectives are divided into
 - o Design Components (Community, Physical Spaces and Infrastructure, Services, Functions, and Programmes) and
 - o Outcome Challenge (description of the main objectives to be achieved related to the identified Design Components)
- Outcome Types (description of sub-categories of Outcome Challenges, identifying different types of outcomes for each Outcome Challenge outlined)
- Boundary Partner divided into
 - o Boundary Partner (the primary beneficiary of the activity),
 - o Type (Government, Industry, Accademia, Community categories), and
 - o Description (a brief explanation of the identified partner)
- Progress Markers, the section is divided into three guiding questions to envisage the different stages of the outcomes mapping process:
 - o What do we expect to see? (short-term results),
 - o What would we like to see? (medium-term results),
 - o What would we love to see? (at the end of DESIRE).

These questions are linked to the DESIRE principles, activities, and vision and are intended to help the Core Team identify measurable improvements and learning outcomes during the DESIRE process.



- Notes (description of topics, comments, and open questions that were not covered in the previous sessions or that need to be clarified or explored further).
- The Outcome Diary is a section of the outcome mapping tool through which pilots will monitor their process through identified changes and lessons learned. It is a collection of qualitative data through short stories. The diary is divided into:
 - o Score (describing the level of change from 1 to 3 - low, medium, high for each Outcome Typology – Column E),
 - o N. (activity identification number),
 - o Aggregate score (the sum of the different activity scores),
 - o Change description (a brief description of the identified change for each activity described - 100 to 300 words),
 - o Contributing factors and actors (a short description of the additional factors/actors that contributed to the observed change (or not), which are believed to have significantly influenced the challenge on the results),
 - o Sources of evidence/history (a description of the evidence and history related to the change - 100 to 300 words),
 - o Unexpected changes (a description of any changes that were not initially anticipated and may have influenced or were expected to influence the results - 100 to 300 words),
 - o Lessons/reactions (reflections on the information provided and a note of any lessons or reactions helpful for strategy change - 100 to 300 words)
- The outcome diary section is complemented by evidence-collection folders where the pilots should upload evidence (i.e. signatures, posters, presentations, pictures, etc.) of the outcomes that they declare to be achieved.

4.2.2. Outcome Monitoring Workshops

WP4 will facilitate the Outcome Mapping journey in collaboration with WP3 and will involve a series of Outcome Monitoring Workshops to be repeated at three stages of the project: in the early stages of DESIRE (M9), midway through the process (M14), and near the end of the project (M20) (see the transformation journey in Figure 10). The first activity will focus on outcome mapping, and the second and third activities will monitor the transformation's dynamics. Pilots will be required to track activities throughout the DESIRE journey. In different moments of the project, the data entered will be verified.

The **Outcome Workshops** are, therefore, considered as a separate tool, as they are activities to support the Pilots in filling Sheet 6 of the MA&L Logbook. The workshops will involve the eight sites individually. The Outcome workshops aims at supporting the pilots in:

1. setting the expected outcomes of the activities in the initial phase;
2. reflecting on the changes achieved and to re-align the expected outcomes with those achieved in the mid-term phase;
3. supporting the pilots in documenting and recording the lessons learnt to inform the DESIRE vision in the final phase.



4.2.3. Peer-to-peer meetings

Peer-to-peer meetings represent opportunities for exchanging knowledge concerning processes, tools, success stories, critical issues, and results between the demonstrator sites. The peer-to-peer meetings thus aim to build a learning pathway around the DESIRE principles (each pilot leverages several principles and defines its activities in line with these) and the pilots' abilities to reinforce the three learning objectives described above (3E: Embracing challenges, Empowering choices and Enabling change). The peer-to-peer meetings coincide with the activities already on the project calendar and correspond to M8 (Consortium meeting in Amsterdam), M13 (Consortium meeting in Riga), and M18 (Consortium meeting in Milan). Specific objectives and ways of sharing between the pilots will then be identified for each peer-to-peer meeting. If WP4 or the coordinator deems it necessary, additional peer-to-peer meetings to be held online may be included.

5. FUTURE WORK AND CHALLENGES

This deliverable aims to provide a description of the Monitoring, Assessment and Learning framework that applies to DESIRE. The framework, developed in the first six months of the project, supports the experimentation happening in the demonstrator sites. As described earlier in this document the purpose of the framework is not to cover every detail of how the activities should be carried out in the eight demonstration sites, rather to monitor and assess the transformation journeys that will develop along with DESIRE. There are still open questions and challenges that we will face during the project, allowing for interpretations and further development and enrichment of the Framework itself.

With reference to the complex nature of socio-ecological systems, the Framework is developed to trigger and support the development of a **reflexive learning process**. The adoption of a reflexive learning mode (together with the appropriate process and tools) gives the possibility to overcome the pitfalls of the different methodologies adopted. As explained in the theoretical background, DESIRE's outcome mapping aims at interpreting the project's outcomes not only as linear results of the activities conducted and the outputs achieved, but also and primarily as a complex combination of factors that come into play during the demonstrations. Local conditions, pre-existing knowledge and experience, and new knowledge brought in by the project and by the new actors and stakeholders involved sustains for each site a unique knowledge-creation environment. In this respect, DESIRE MA&L Framework aims to understand the behavioural changes of boundary partners/target groups, extract learnings through reflexivity, and render the systemic complexity of the challenges and transformations.

For this reason, we expect that DESIRE's MA&L Framework will sustain knowledge creation and diffusion by coupling the demonstration conducted in DESIRE's local sites with the intentional combination of three different learning modes related to the different WPs. However, **how exactly these learning modes will develop in DESIRE, what they will produce and how they are related is yet to be explored** and will be part of the Monitoring and Evaluation Report (D4.2). These learning modes are briefly summarised below, and will be further illustrated in a following paragraph:



- **Learning-by-doing**, mainly related to the development of the specific demonstrations carried out in the local sites (WP3), and the experimentation of different processes and tools that will be collected in the DESIRE toolkit (WP2);
- **Learning-by-interacting** (peer-to-peer learning), mainly related to the interaction of the local sites, sustained by a peer-to-peer exchange program (WP3 and WP4).
- **Learning-through-reflection**, mainly related to the monitoring and assessment activities and tools (WP4);

Learning-by-doing is particularly relevant to sustain knowledge creation in DESIRE's demonstration. The concept of learning-by-doing has a longstanding history, dating back to Dewey (1938), and has been applied in different fields, including design and innovation (von Hippel & Tyre, 1995). The experimental activities carried out in DESIRE's demonstration will be framed within a learning cycle (Figure 12), based on Kolb's experiential learning model (Kolb, 1983). This model was selected because its use in the field of design, with reference to the combination of its cycle with design cycles and processes, already proved to be effective (Beckman & Barry, 2007; Owen, 2007).

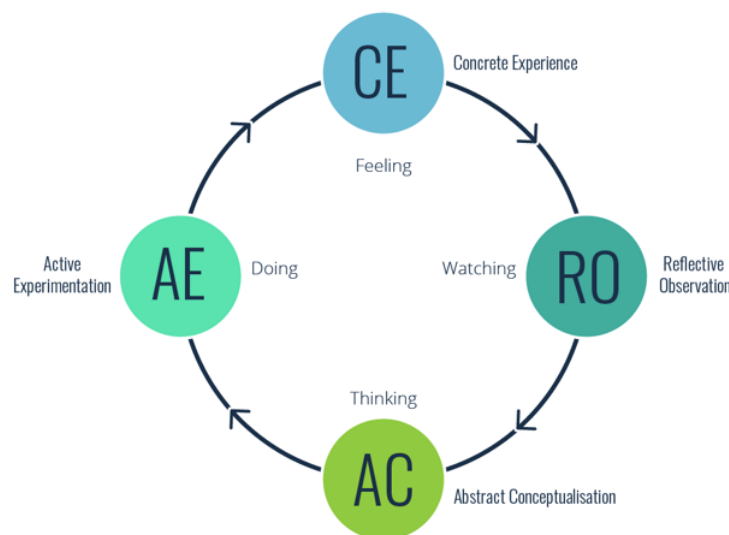


Figure 12 Kolb's experiential learning cycle

The model gives the possibility to draw learnings from the experimentation, discussing the different local approaches, co-design processes and tools, and how they gave the possibility to reframe complex problems, act to tackle them, and create new knowledge that feeds a design-experimentation loop.

Learning-by-interacting is fundamental in DESIRE not only to sustain the diffusion of knowledge, but also to support its creation thanks to the dialogue of actors and stakeholders that bring in their own perspectives, needs, requirements and capabilities into the demonstrations. In this respect, DESIRE MA&L Framework aims at setting up suitable conditions for confrontation, knowledge creation and exchange, within and across the territorial sites, to boost reflections, diffusion of knowledge, and adoption/adaptation of

effective practices and tools. For this reason, the peer-to-peer meetings are included as part of the monitoring and assessment tools. The program of peer-to-peer meetings gives the opportunity to the demonstrator sites to illustrate their experimentations to the others, introduce their co-creation processes and tools, explain how they engaged citizens and interested actors and stakeholders, exploited drivers and coped with barriers. Moreover, the outcomes will be discussed not only within the single territorial site, but also with the others, to extract common learnings, provide feedback to DESIRE's principles and their customization, and inform and embed lessons learned into the whole NEB.

Learning-through-reflection will primarily function at the level of the demonstrations (and the overall project's) outcomes. An outcome mapping process is put in place, defining a common set of desired achievements, and supporting the territorial sites to reflect on whether and how much they were able to reach them, particularly with reference to the engagement and the change in the target groups (or boundary partners), by performing a self-assessment exercise combined with the provision of evidences. The meaning of this exercise is not to judge what is wrong and what is right, but to capture vivid *reflections* about *how* to **embrace local/global challenges, empower choices** enacting DESIRE's principles, and **enable change** that is driven by those principles.

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ANNEX 1- MA&L Logbook



DESIRE MA&L Framework Logbook

DESIRE MA&L Framework Logbook - sheet 1 - Overview

IN BRIEF	Country	City	Location	Size	Brief description of the area in its current status	Socio-demographic context	Ownership	Governance	Investment	Timeline	Development status	Type of project	Key functions envisaged (if applicable)	Other relevant info
			Specify whether central, peripheral, etc.	Size of the area (in sma)	General description of the area and key characteristics (approx 200 words)	Main 'type' of population in the area and its surroundings (approx 200 words)	Clarify whether public, private, public-private, etc. Provide details in row 4	Clarify whether public, private, public-private, etc. Provide details in row 4	General estimation of the investment. Please provide details in row 4	Expected start-end year; add main milestones if any	MasterplanMasterplanCommission	Brief description of the type of regeneration project (ex. social housing/residential project)	List the main functions envisaged (ex. residential/housing; commercial/retail)	
DETAILS														

DESIRE MA&L Framework Logbook - Sheet 2 - Vision

Development's Vision	Desire Theme	DESIRE Principles leveraged	DESIRE key objectives within the broader vision	History of Changes in objectives
Briefly describe the broad and high level vision of the regeneration project (300/500 words approx)	The DESIRE theme of your pilot (choose from dropdown menu)	The DESIRE principles of your pilot (choose from dropdown menu)	Overview of main objectives within Desire (approx 200 words max)	Add here notes if there are ongoing changes in key objectives within Desire

DESIRE MA&L Framework Logbook - Sheet 3 - Stakeholders

Name	Description	Website	Category	Type	Sectors	Role	Status
			Government Academia Industry Community	Government/Local authority	Arts & Culture	Please, describe the role that you recognize to the actor within DESIRE actions.	Core Team Engaged Informed Mapped
				Health Institute	Employment		
				Cultural Institute	Environment		
				R&I Institute	Sports & Leisure		
				Finance Institute	Mobility		
				University	Housing, Land, Constructions		
				School/Training Institute	R&D		
				Social Enterprise	Finance		
				Enterprise	Business &		
				Faith Association	Entrepreneurship		
				Sport Association	Health & Social Work		
				Youth Association	Youth		
				Community/Social/Cultural Association	Energy		
				Residents, Housing &	Digitalisation		
					Policy, Planning &		

DESIRE MA&L Framework Logbook - Sheet 4 - Activity Plan (WP3)

Activity N°	Activity title in brief	Principle(s) selected for Phase I	Main activity goal(s)	Start	End	Description of tools and approach (Briefly describe the approach(es), method(s), or tool(s) you plan to use for this activity. If you are using specific tools/methods	Beneficiaries	Setting/physical space explored/leveraged for the activity	Resources needed (people, expertise, staff, logistics, material)	Stakeholders and partners	Link to visual material and documentation	Inspiration/other sources that have been used in planning the activity
Always use your own site code first - Ex. A1; A2; A3, etc.)	Ex. "Biodiversity guided tour"; "Co-creation workshop with residents", etc.	Circularity Belonging Biodiversity Movement/Agency Aesthetics	<i>Describe in short statements; use multiple rows if the activity has more than one objective</i>	(DD/MM/YY)	(DD/MM/YY)	<i>Briefly describe the approach(es), method(s), or tool(s) you plan to use for this activity</i>	<i>Main type of beneficiaries of the activity. 1 type=1 row. Ex. "Elderly people; young people children; etc.</i>	Briefly explain the main types of spaces and settings you will be using and exploring through the activity.	Include people, expertise, staff, logistics, etc.	Actors that will be actively involved in the organisation/delivery/documentation/follow up of the activity	Add a new folder within your own pilot general folder in Drive and include there pics, tools, or any other documentation. Name it: Code_Activity Title	Describe knowledge or experience that you found useful in planning the activity. This can both be material such as books, concepts or knowledge from previous work experience

DESIRE MA&L Framework Logbook - Sheet 5 - Activity Record

ACTIONS					INPUTS/RESOURCES		OUTPUTS			KEY TAKEAWAYS
Activity N° (Same code as per Activity Plan)	Activity title	Activity type (e.g. festival, workshop, training, research sprint, etc.)	Brief Description	Period (start/end)	Type	Number/ Value	Indicator	Value	Details (please use this column to provide more qualitative information)	Main takeaways from the activity (i.e. something that helped better engage a stakeholder, or improving collaborative decision-making, etc)
					Experts involved (both in organizing and delivering) Additional funding raised (sponsorships, co-funding, etc.) Additional resources (estimation) Other resources		N. of sessions delivered if applicable (eg. N. of events, N. of trainings, N. of workshops...) N. of products of the activity (tangible & intangible) N. of participants directly involved (by type) Gender rate (% of male/female) if applicable			

DESIRE MA&L Framework Logbook - Sheet 6 - Outcome Mapping - part1

PRINCIPLES AND OBJECTIVES			OUTCOME TYPOLOGY		BOUNDARY PARTNERS			PROGRESS MARKERS	
Principle	Design Component	Outcome Challenge	Outcome Categories	Outcome Types (sub-categories)	Boundary partner	Type	Description	What do we expect to see?	What would we like to see?

DESIRE MA&L Framework Logbook - Sheet 6 - Outcome Mapping - part2

		OUTCOME DIARY							
What would we love to see?	NOTES								
		Score	No	Aggregated score	Description of change	Contributing factors and actors	Sources of evidence/Story	Unanticipated changes	Lessons/ Reactions
		1 to 3			Narrative description	factors/actors contributing to the observed change (or not), which are believed to have significantly affected the outcome		Description of any changes that were not initially anticipated and may have influenced or expected to influence the outcomes	Reflections on the information provided and note of any valuable lessons or reactions for strategy change

DESIRE MA&L Framework Logbook - Sheet 6 - Outcome Mapping - part2

		OUTCOME DIARY						
What would we love to see?	NOTES							
			Aggregated score	Description of change	Contributing factors and actors	Sources of evidence/Story	Unanticipated changes	Lessons/ Reactions
		Score 1 to 3	No					
				Narrative description	factors/actors		changes that were not	information provided