desire an irresistible circular society

# DESIRE Toolkit

Deliverable 2.3
30.09.2024

# desire an irresistible circular society

## COVER PAGE

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| **Project acronym:** | DESIRE |
| **Project full title:** | Designing the Irresistible Circular Society |
| **Call identifier:** | HORIZON-MISS-2021-NEB-01 |
| **Type of action:** | CSA |
| **Start date:** | 01.10.2022 |
| **End date:** | 30.11.2024 |
| **Grant Agreement no:** | 101079912 |

## [DESIRE Toolkit] - DELIVERABLE 2.3

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| **WP 2 - Task 2.3** | Drafting and finalising the Desire Toolkit and Principles |
| **Due date:** | September 2024, M24 |
| **Submission date**: | 30.09.2024 |
| **Dissemination level** | PU |
| **Deliverable Type** | Report |
| **Authors:** | Esther Collin Launbjerg, Christina Melander, Cecilie Bang Schulze, Danish Design Center (DDC) |
| **Reviewers:** | Olivia Thomassen Harre (WP3 leader), AAU, Emma Puerari, (WP3 leader) POL. |
| **Version:** | 3.0 |
| **Status:** | Final |

**VERSION HISTORY**

| No. | Date | Description | Author |
|-----|------|-------------|--------|
| 1.0 | September 13, 2024 | First draft | Cecilie Bang Schulze (DDC), Christina Melander (DDC), Esther Collin Launbjerg (DDC) |
| | September 13-24, 2024 | Peer-review | Emma Puerari, Polimi (WP4), Olivia Thomassen Harre, Aalborg University, (WP3), |
| | September 24-27, 2024 | Addressing peer review comments | Cecilie Bang Schulze (DDC), Christina Melander (DDC), Esther Collin Launbjerg (DDC) |
| 2.0 | September 27-30, 2024 | Quality check | Aase Højlund Nielsen (BLOXHUB) |
| 3.0 | September 30, 2024 | Final version by the consortium to be submitted to the EC | Aase Højlund Nielsen (BLOXHUB) |

**KEYWORDS**

- Movement
- Prototyping
- Democratic Engagement and civic participation
- Renovation
- Transformation
- Regenerative
- Aesthetics
- art
- co-creation

# D2.3 – Desire Toolkit

# 1. Introduction and approach

## 1.1 Introduction

Deliverable 2.3 – Desire toolkit is part of *WP2 Co-design of Principles and Tools* and refers to Task 2.3. The overall purpose of T2.3 is to draft and finalise the Desire Toolbox and Principles. This deliverable unfolds how the Toolbox has been developed, structured, and validated in order to support other actors in future transformation processes and secure the DESIRE project's overall impact. Furthermore, it will elaborate on the connection between the Desire Manifesto, the five Desire Principles (Movement, Aesthetics, Biodiversity, Circularity, and Belonging), and the Desire Toolbox as key project outputs. The process of co-creating, iterating, and connecting the key outputs are further elaborated in D2.1 - Desire Manifesto, D2.2 - Set of principles and transformation questions, and D2.5 - Desire toolkit - first prototype version. The work with developing the Desire Toolbox and the present deliverable is furthermore based on the work and deliverables being produced in *WP3 On-site demonstrations*, D3.2 - Desire site experiences and future plans and D3.3 - Narratives of Irresistible Circular Futures and *WP4 Evaluation and learning*, D4.2 - Monitoring and evaluation report and D4.3 - Innovation Biographies.

## 1.2 Overall approach

In the prior WP2 deliverables, we have referred to the mission-driven innovation process in the context of the Desire project. The model (Fig. 1) unfolds how the three decided DESIRE themes (*social housing*, *symbiotic relationships*, and *reconciling cities with nature*) frame our possible future and offer direction to the work of identifying and concretizing our desired futures - and how to take action on this.

*Fig. 1. Mission-driven innovation process in the context of the DESIRE project.*

desire an irresistible
circular society
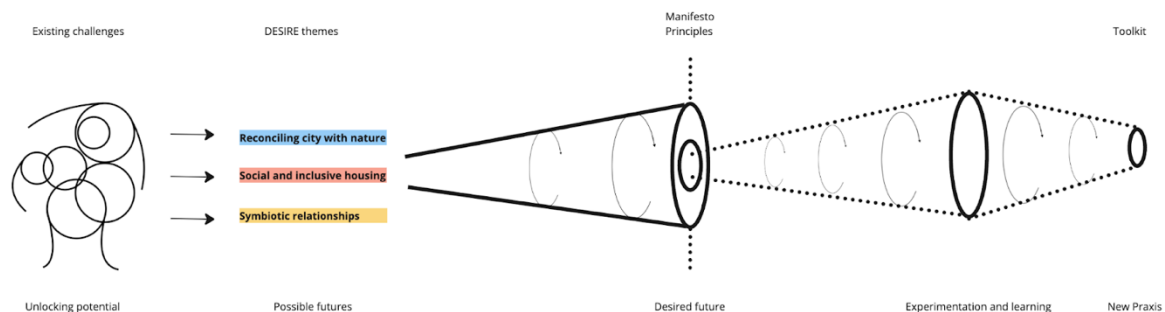
The manifesto and the principles present the direction and change needed. Together, they created the framework for experimenting at the local sites. These have of course been supported by a broad variety of tools and approaches that the local site teams have found fruitful and that have enabled the transformation process. The insights from the place-based locally run activities and experimentation have constituted the foundation for the work on developing the content for the final toolbox. These insights have been gathered across WP2, 3, and 4 and have unitedly contributed to the toolbox after being processed and translated into concrete pieces of advice, guiding questions, tools, and approaches that can enable replication of the Desire approach.

# 2. Introduction to the Desire Toolbox

## 2.1 What is the toolbox in the context of Desire Manifesto and Principles?

To design an irresistible circular society, we need to turn our hopes into clear ambitions and establish concrete actions to reach them. The Desire Toolbox aims to support this process.

As stated in prior WP2 deliverables, we define the Manifesto, Principles, and Toolbox as the project's heart, brain, and hands.

*Fig. 2. The heart, brain, and hands of Desire.*
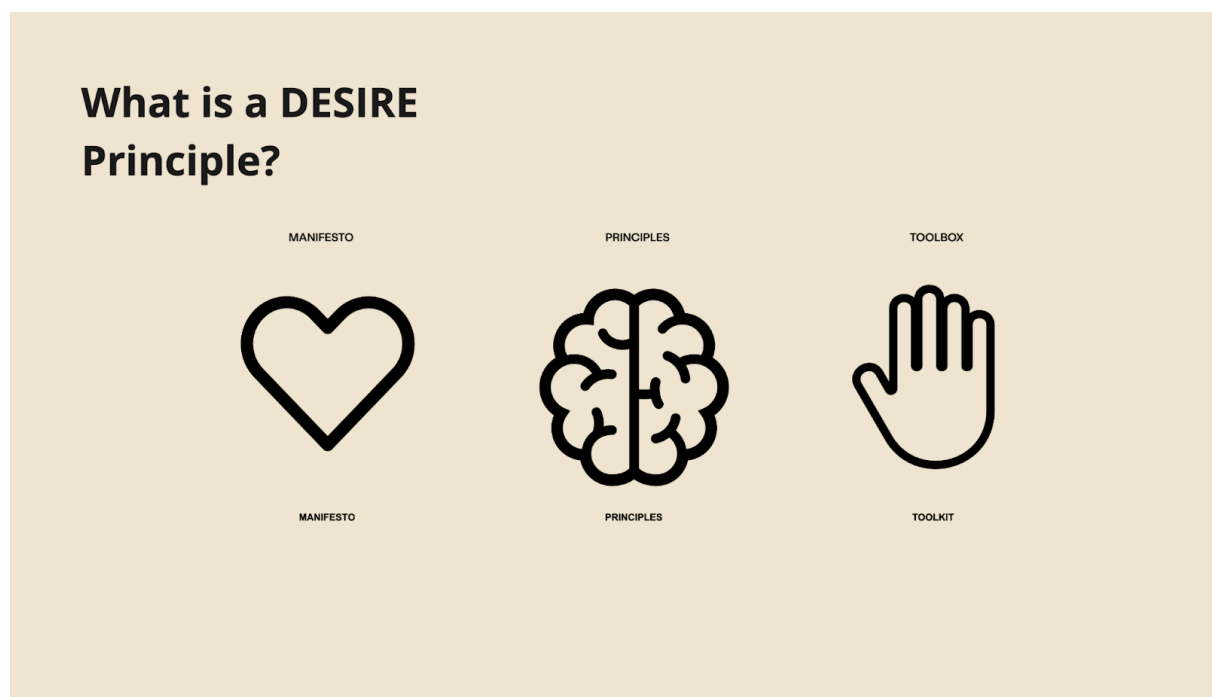
The heart (Manifesto) is what defines ambition and dreams and sets the frame for the movement and community in the future we wish for - and desire. The Manifesto supports the movement in keeping the right direction and maintaining high quality. The brain (Principles) is what concretises and operationalizes the paths that must be explored to achieve the desired transformation. In the lighthouse project, they have made the Manifesto operational and helped define questions, and approaches to make the local sites able to transform the principles into concrete and feasible practices for on-site application. Finally, the hands (Toolbox) are what collect and formalise the learnings achieved throughout the project to make them available, operational, and scalable. The toolbox is a replicable set of advice, considerations, tools, methods, and guidelines that can support new members of the movement to embark on a transformation process themselves.

## 2.2 What characterises a great toolbox?

We have conducted co-creation exercises among the whole Desire consortium that served as inspiration and gave input to what characterises a great toolbox. We have integrated this input in developing the first prototype as well as the final toolbox.

The main takeaways were:

- Adaptable, inspirational, and open-access tools should be searchable, instructional, question-driven, and preferably divided into meaningful categories or topics related to each tool's purpose.
- Applicability is crucial, and tools must be fit for purpose, clearly relevant to the context, and capable of facilitating better decisions and influencing impact.
- Clearly define the target audience, offering additional content, reflections, and examples beyond mere templates.
- Clarity, accessibility to examples, content clarity, and tool design are essential factors.
- The tools should complement each other, ensuring effective navigation towards the desired goals.
- Simplify complexity, use non-academic language, employ visual elements, and provide easy-to-print templates and video guidelines.
- Acknowledge that there's no perfect tool; they should support and guide the process without controlling or restricting it. Feel free to hack them for specificity.
- Design tools serve two purposes: either opening up possibilities for exploration or closing down options to facilitate decision-making.
- Emphasise the importance of tools being fit for their intended purpose.

This also serves as an inspiration and a design brief for launching the toolbox online. In finalising and making the Desire Toolbox accessible to the public we are collaborating with other WPs to secure a smooth integration of the toolbox in the Digital Learning Hub. In addition, we are exploring other platforms to disseminate the DESIRE Toolbox to reach an even larger audience, faster, and to ensure a longer lifespan.

## 2.3 Purpose of the Desire Toolbox

The overall purpose of the Desire Toolbox is to translate the guiding visions of the Desire Manifesto and the Desire Principles into practical, operational, and tangible tools that enable actors beyond the Desire project to work with the Desire approach when transforming places.

The toolbox consists of the Desire Manifesto, Desire Principles, Desire Transformation Themes, and curated tools, methods, and approaches. The toolbox targets the actors that play a role in the transformation of places, e.g. regions, municipalities, contractors, designers, architects, and/or artists.

The first phase of the Desire project focused on co-creating, anchoring, and translating the manifesto and principles to the local context of eight sites to contribute to designing an irresistible circular society. We have furthermore gone through all materials that have been produced in the project that sums up and elaborate on the learnings gathered throughout the project and conducted interviews with experts and all the sites. Reflections and learnings from the toolbox development process have led to four key insights that have been taken into consideration when developing and finalising the toolbox.

1. **The movement and the joint understanding of striving for irresistibility is the starting point.** The Desire Manifesto is the entrance point to the toolbox. It will be the first thing people read in navigating the toolbox and will set the tone and ambition for moving forward with the insights and approaches. It will serve as the first inspiration for other transformation processes and onboarding into the values of the DESIRE movement in terms of e.g. commitment, process, and business models.

2. **Support the principles' fit for a specific context.** A principle's applicability highly depends on a set of parameters such as geography, ownership, political commitment, finance, culture, etc. Therefore, they need to be supported by advice and reflection questions that can connect the principles to a specific context. This is what we have further developed and unfolded in the toolbox, which is also elaborated in section 4.

3. **The five DESIRE principles function as a DNA string.** We have concluded that to raise the ambition in future Desire-inspired transformation processes, all principles must be addressed to fully achieve irresistibility. This is what we commit to in the manifesto and this is what is crucial when striving for an irresistible future. Furthermore, we have experienced that the five Desire Principles co-exist in a symbiosis. Through exploring the local sites' experiences working with their selected principles, it has become clear that even when emphasising certain principles, the others will somehow be represented as well.

4. **Tools become even more valuable if they are supported by advice and reflection questions.** We have identified many implicit learnings that reach beyond the tools tested by the local sites. Based on these insights, we have extracted a set of advice and supporting questions to guide users in the best possible way. These create the foundation of the toolbox and point to which topics and themes are crucial to address in a transformation process striving for irresistibility. The advice and questions will hopefully serve as inspiration and further reflection among the ecosystem and actors e.g. facilitators and project managers, taking on these kinds of processes.

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# 3. Building the toolbox: Process and activities

## 3.1 Designing the toolbox

The purpose of this section is to give an understanding of the process of designing the Desire Toolbox. As stated in the proposal, the DESIRE project is built on a design-driven and co-creative process, and we have kept an open and experimental approach to the format of the toolbox while continuously gathering thoughts and insights on format and content from all sites and consortium partners. As described in Deliverable 2.5 (*DESIRE toolkit – first prototype version*), we have prototyped a toolbox as the offset for building the final DESIRE Toolbox. For this final part of creating the toolbox, we have focused our activities around in-depth interviews with each local site, followed by thematic analysis, clustering all input, and pointing us to the final structure of the toolbox. We will elaborate on these steps in the following sections.

### 3.1.1 Mapping tools, approaches, and learnings from site activities

Building on the first prototype of the toolbox presented in D2.5, we have gathered all inputs related to the tools used by sites and their practical implementation of the Desire principles. This information was collected from existing sources such as the presentations and discussions of the P2P sessions and outcome mapping facilitated by POLIMI (WP4 leader), and interviews on Narratives facilitated by AAU (WP3 leader). We compiled and mapped all existing knowledge into a Miro board, as shown below.

*Fig. 3. Miro board of tool mapping.*
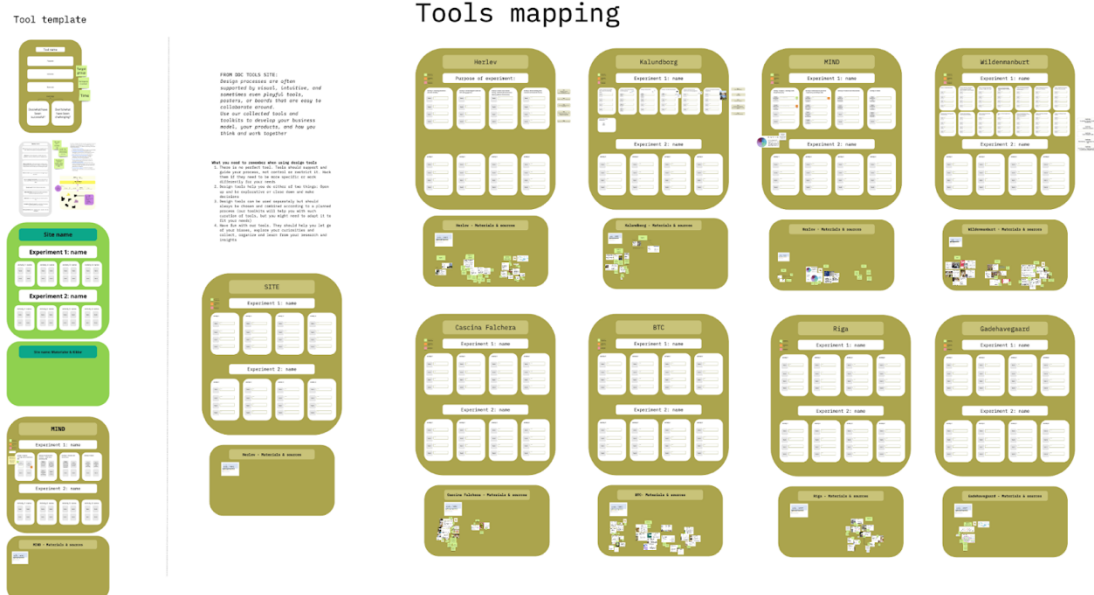
## 3.1.2 Brainstorming session w/ Danish Design Center

In December 2023, we held an internal brainstorming session with all our colleagues at the Danish Design Center on what the good tool and the good toolbox consists of. The purpose of this was to gain multiple qualitative insights on what makes a good toolbox.

*Fig. 4. Pictures from brainstorming session w/ DDC (keynote and post-its).*
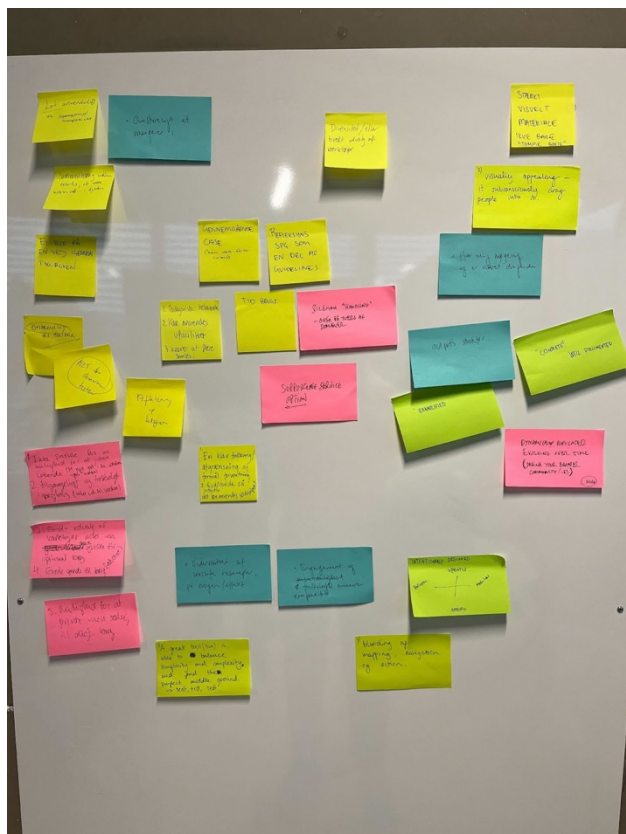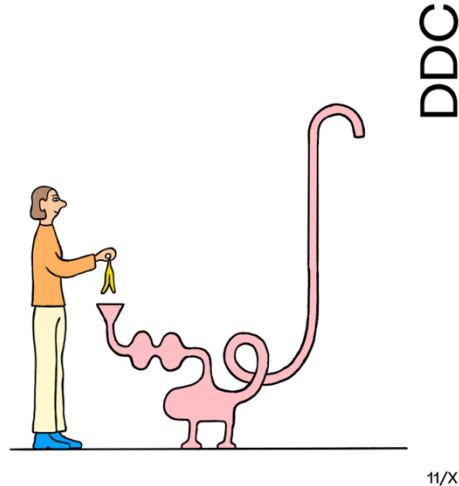




As we are a variety of design professionals with great experience in both applying and developing tools across many different projects and societal issues, the insights from this session were very useful for drafting the first tool templates and basic structure. Also, this session was used as a test

run of a similar exercise for our co-creation session on the Desire toolbox at the consortium meeting in Milan, in April 2024, which is unfolded in section 3.1.3. All input was made on post-its and digitised afterward. The insights from the session are listed below:

**The Good Toolbox:**

- Instructive and educational (like our own)

- Challenges, such as requiring multiple people/different skill sets

- The amount of information needed to understand the tool should be minimised

- Pathways are important

- Real-life examples – reality check?

- Specify how much time is needed

- An open and dynamic format like Miro – where you can see how others have used tools/solved tasks

- No need for facilitation (as a starting point)

    o Option to purchase facilitation

- Accessible and understandable language (avoid academic jargon)

- Strong visual design (it should look like effort was put into it)

- Usable both in print and digitally

- Non-static

- Engages users at different levels of complexity

- Middle ground between complexity and simplicity (found through continuous testing)

- Map, navigate, ?

- Purposefully design toolboxes for specific goals: should it be versatile? Should it provide a holistic process? —> Important to choose rather than being in between major approaches

- Should be complete (no slack in any part of it)

- Action-oriented (See the impact/actions right away)

- Create motivation and strong "aha" experiences

- Guided process (without being in the room)

- An onboarding feature that can be opted in or out

- Should be available as a PDF (we see users drop off on the web if they have to click through too many pages)

- Meet current needs of companies/organisations. Tools like the Ethics Compass and Circular Value Chain[1] perform well online almost every month, regardless of how much we promote them.

- What we may lack is a better understanding of what happens with users once they have downloaded a toolkit from us. What real impact do they create?

- Entry questions – help clarify what one is looking for

### 3.1.3 Workshop: Co-creating the legacy - how to design irresistible circular societies - the Desire Toolbox

During the consortium meeting in Milan in April 2024, we hosted a co-creation workshop aimed at exploring the key questions: What characterises a good toolbox? What makes a tool effective?

The workshop provided a collaborative space for dialogue across the consortium, enabling us to crowdsource insights and experiences from all members, particularly the sites. Following the consortium meeting, the sites shared relevant tools (e.g., playbooks, templates, guides, programs, participant lists, photos) that have been used or applied during their activities and experimentation. Our ambition is to foster ownership of the Desire Toolbox and help make the sites become its ambassadors. Finally, this is the first step toward creating a Desire legacy.

**Exercise 1: What is DESIRE legacy?**

Purpose: The focal point is the work of testing the principles, and the experiences they have gained, so the rest of the world can benefit from it.

*Co-creating the legacy:* What is the legacy?

- This is an experiment - what do we dream is the output?

- What would we like to take with us moving forward?

- What would we like to give to others?

- How is ownership distributed among the sites?

- How will learning - principles and tools - create values for "others"?

**Exercise 2: What is a good tool?**

Purpose: To get all consortium partners' input on what makes a good tool according to them. Also, getting site representatives in the right mindset for our following site interviews.

*Mixed groups across sites, experts, and WP leaders.*

*Example of a tool: ecosystem mapping  (see our D2.5 report for example)*

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[1] Tools created by DDC and accessible through their website

- How do we make it approachable, easy to understand, intuitive…?

- What information is needed? (e.g. how specific does it need to be in regard to purpose)

Write down what characterises a good tool and list examples if you have it and why it works well (remember to list the name of who used it).

Template:

- What characterises a good tool?

- Why is this important?

- Do you have an example of a good tool?

Wrap up: 3 main characteristics

**Sharing session I**

*Plenary:* Main takeaways from your discussion.

**Exercise 3: What is a good toolbox?**

Purpose: Purpose: To get all consortium partners' input on what makes a good toolbox according to them. Also, getting site representatives in the right mindset for our following site interviews.

*Mixed groups across sites, experts, and WP leaders.*

*Example of a toolbox: ecosystem mapping (see our D2.5 report for example)*

- How do we make it approachable?

Template

- What characterises a good tool?

- Why is this important?

- Do you have good examples of a good tool?

Wrap up: 3 main characteristics.

**Sharing session II**

*Plenary:* Main takeaways from your discussion.

Insights from the session: <u>See appendix</u>.

### 3.1.3.1 What did we learn?

During the workshop in Milan, we provided the space for the Desire consortium to discuss and elaborate on the Design legacy to grow confidence, mutual understanding, and a shared perception of what the Desire Toolbox should be across all partners.

Among others, we agreed to develop a Desire Toolbox instead of a Desire Toolkit.

*A toolkit can be defined as "when we put tools together to form a process or a collection of tools to attack a specific need or problem, we call them toolkits" or "refer to a set of tools or resources designed to perform a specific task or achieve a particular purpose". Thus, a toolkit is characterised as a "specific" process, a certain recipe toward one particular purpose, whereas a toolbox is in fact a "box" containing a wide range of tools that can be combined in various ways to fit various purposes and expected outcomes.*

Moreover, we learned that according to the consortium partners, great tools are questions-based, as open-ended questions are independent of context, why question-based tools "fit all". Furthermore, the best tools are accompanied by "tips and tricks" reflecting experiences of how the tools work in practice. Last but not least a need for a tool that operationalises the collective learnings across the sites (horizontal and transversal) were highlighted.

## 3.1.4 Site interviews: Principles and tools

A crucial part of developing the final toolbox involved conducting interviews with each site, specifically focusing on their key learnings from experimenting with applying the Desire Principles and the tools and approaches that supported this work, furthermore, we explored how these elements interconnect. Throughout May and June 2024, we conducted two-hour interviews with each site, focusing on their experiences with the tools and general tips and tricks for working with core elements of the Desire approach. The interviews were guided by a template shared via a Miro board. The Miro board presented all materials and insights from the sites that they shared in interviews and peer-to-peer sessions with other partners.

*Fig. 5. Miro board of site-interview guide and templates.*
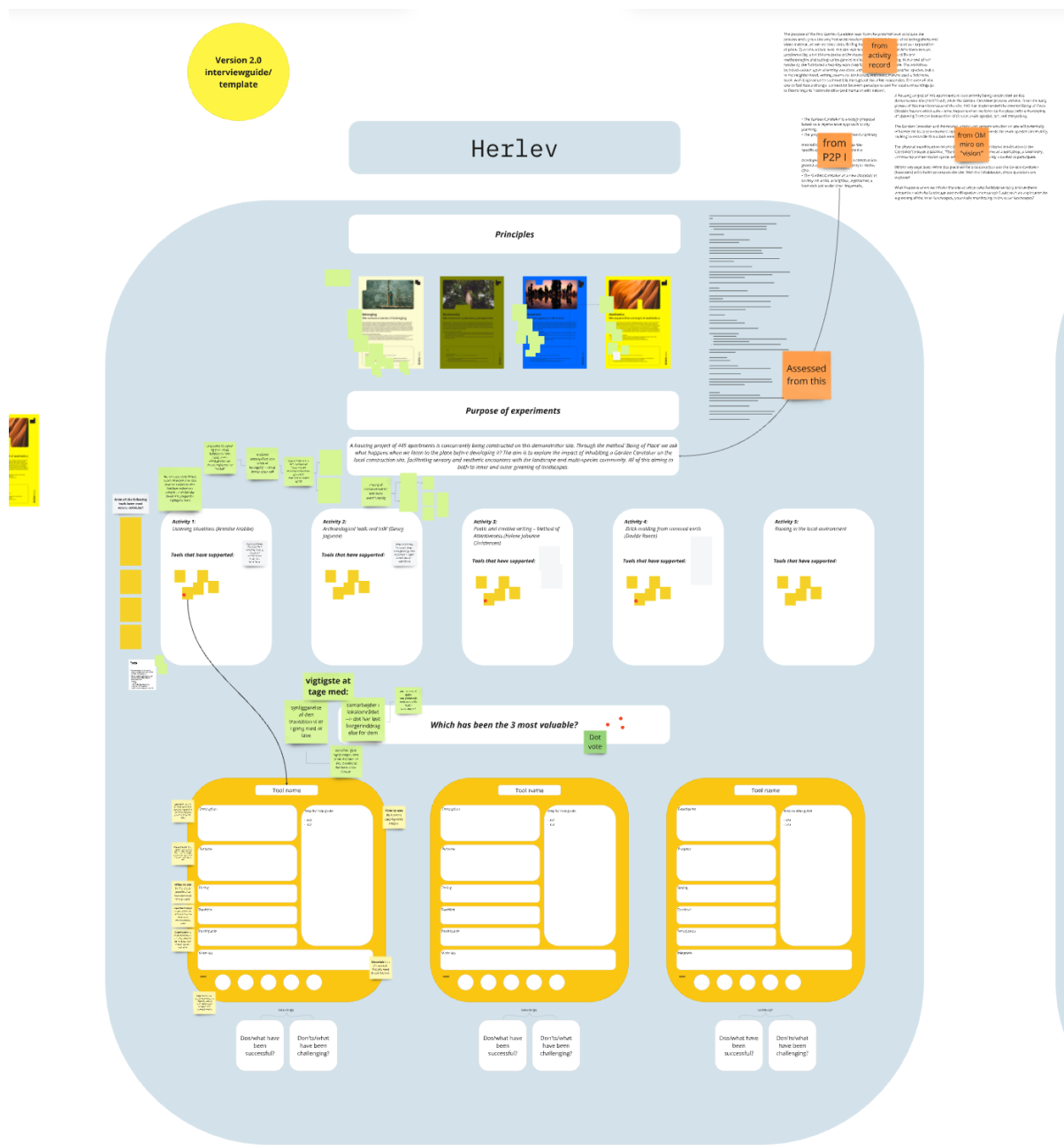
*Fig. 6. Miro board overview of all site-interview guides and templates.*



The interviews followed a three-step format but remained flexible to allow for the natural flow of conversation. The first part focused on the principles, examining how the sites have implemented them in practice and how they have supported site activities, and vice versa. The second part aimed to validate our tool mapping. The final section allowed sites to elaborate on their most significant successes and lessons learned, helping to capture the best tips and tricks for inclusion in the final toolbox. This highlighted how to successfully apply tools, methods, and approaches, and helped validate what the toolbox should include in order to best make the Desire tools tangible and useful to others.

## 3.1.5 Building the toolbox

Throughout the months of collecting insights on tools through both existing sources (e.g. peer-to-peer sessions as part of *WP4 Learning and evaluation*) and our site interviews, we have drafted and outlined a structure of the toolbox in a miro board, making continuous iterations as we went along.

*Fig. 7. Miro board of drafted toolbox structures.*
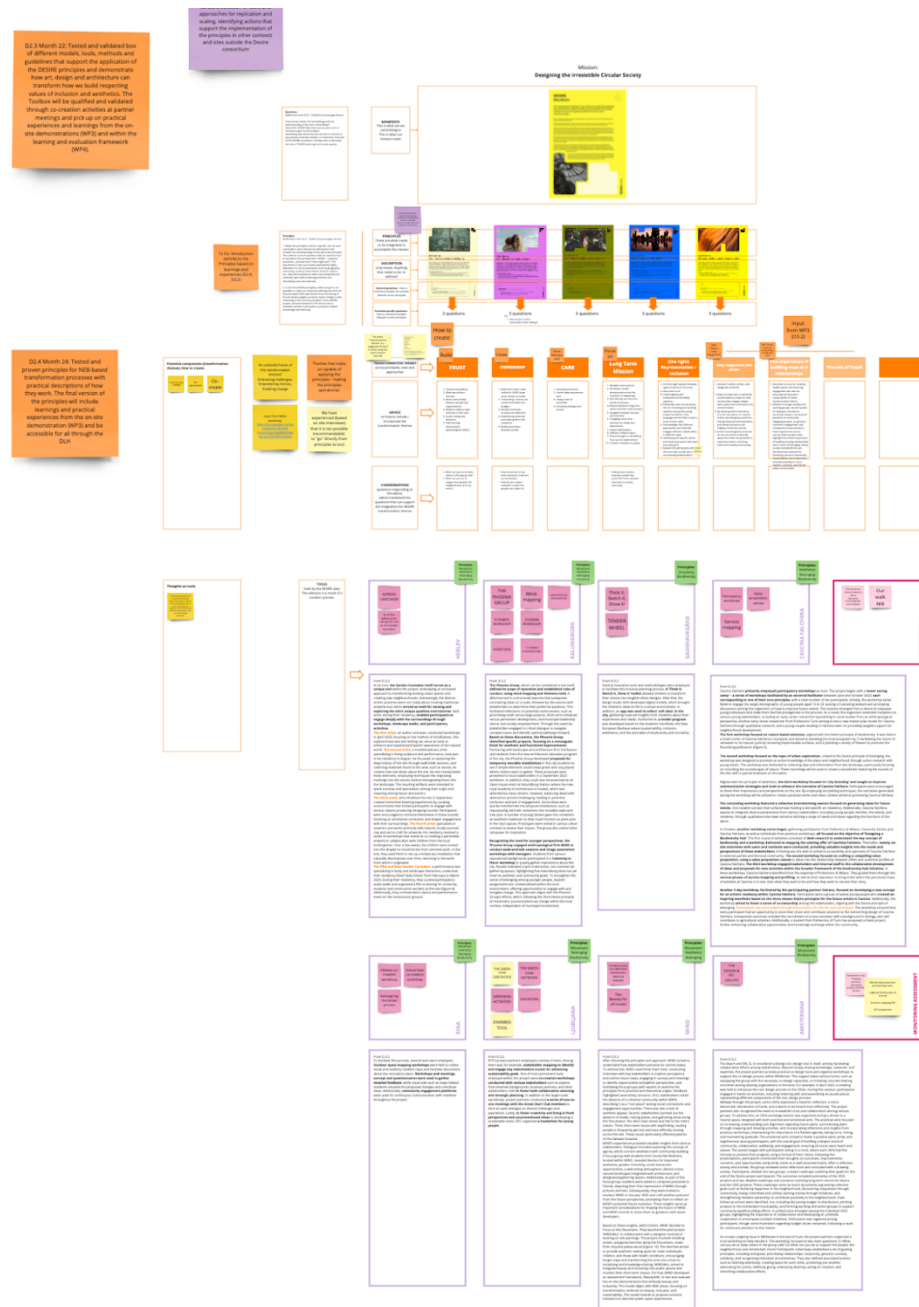


After finalising the site interviews, we began a thorough cross-clustering of themes across sites, to help structure all tools, tips, and tricks in a meaningful way. This work has led to a final structure of the toolbox, based on a series of iterations. The first prototype of the structure was present in D2.5 - *Desire toolkit - first prototype version*. The synergies between the work of WP2, 3, and 4 were once again highlighted through this final part of building the toolbox. To write and validate all tool descriptions, we have used the draft reports by WP3 on 'Narratives of Irresistible Circular Futures'

(D3.3) and by WP4 on 'Innovation biographies' (D4.3). Both WP3 and WP4 leaders POLIMI and AAU were invited to the Miro board to comment on and validate the work throughout the process.

*Fig. 8. Miroboard of drafted toolbox structures.*

# 4. The DESIRE Toolbox

## 4.1 Structure and content

The Desire Toolbox contains four overall elements:

**Desire Manifesto.** The manifest is the gate to the toolbox and the introduction to the movement that Desire wishes to establish. The manifesto is what sets the joint ambition and direction for the movement.

**Desire Principles.** The principles concretises and operationalises the paths that must be explored and applied to achieve the desired transformation. The principles make the manifesto operational and help define questions, approaches, and methodologies to enable sites to transform the principle into concrete and feasible practices for on-site application.

**DESIRE Transformation Themes**. During the Desire project and across all eight Desire sites, several lessons have been learned and identified as crucial in transformation processes and when designing irresistible circular societies. These lessons, experiences, and insights have been gathered into six themes. Each theme contains a set of advice and a number of questions. Altogether this is an operationalisation of our collective learnings and reflections (e.g. 'Narratives of Irresistible Circular Futures', 'Innovation Biographies', peer-to-peer sessions), and as such the Desire Transformation Themes act as a guide co-created by the entire Desire consortium.

**DESIRE Tools, methods, and approaches**. The sites in Desire have used a great variation of tools and approaches in their experimentation phase and in testing how to apply the Desire principles. The Desire Toolbox contains a selection of the tools that have been identified as especially valuable. The tools are divided into two types: methods & models and approaches. Furthermore, we have selected and integrated a set of tools and approaches developed and used by the WP leads and experts. All of these have been structured to fit the toolbox format.

## 4.1.1 Desire Transformation Themes

*Fig. 9. Miro board of drafted Desire Transformation Themes*
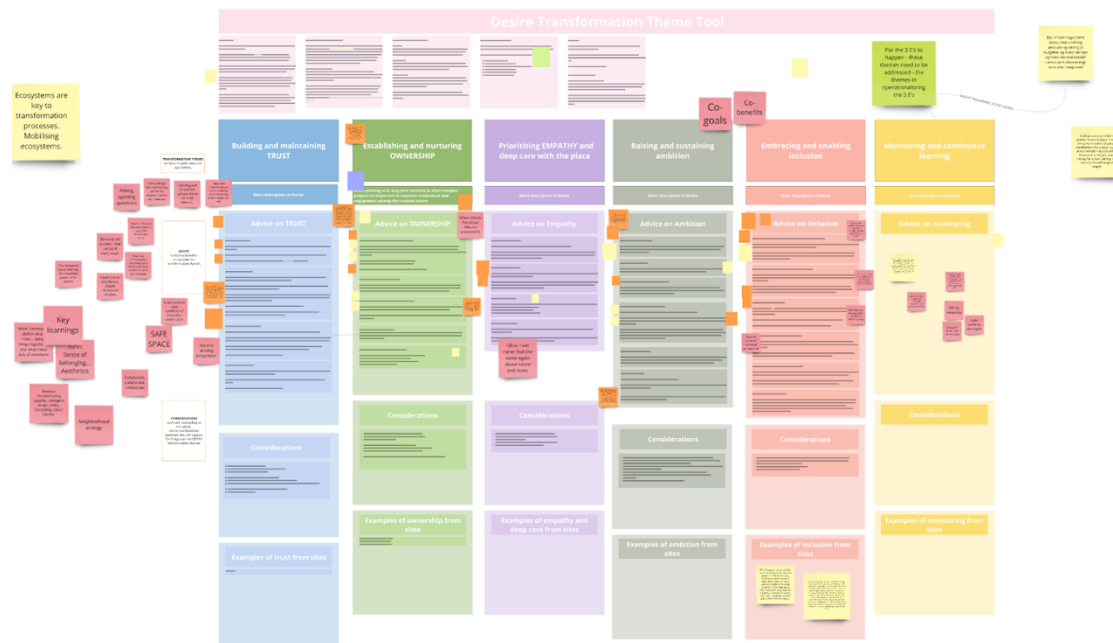


### 4.1.1.1 Introduction[2]

Transforming places into irresistible circular societies is an ambitious and difficult process.

We have developed this guide (a series of transformation themes) to help on that journey. The guide acts as an overarching narrative to support the Desire Principles and some of the more detailed and dynamic content and tools on the Desire Digital Learning Hub.

In particular, this guide starts at the very top and looks at the critical elements that need to be addressed from the beginning of any long-term transformation processes that depend on ecosystem engagement (multi-level engagement).

Summarised in six transformation themes, including 30 pieces of advice and a set of consideration questions, the Desire Transformation Themes represent the accumulated insights, observations, and reflections from experiments over two years and across eight sites in five European countries supported by knowledge institutions and private experts.

This collection of advice aims to offer learnings and support actions around the common themes we have identified and, we hope, enable a few shortcuts - or at least a more smooth process. Consider the Desire Transformation Themes as a consolidation of our lessons learned and some critical advice to assist in participatory, multi-level, and multi-disciplinary processes.

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[2] The following text support the access to the toolbox and will be integrated (partly) at the Digital Learning Hub.

**Who can benefit from these insights?**

The Desire Transformation Themes are intended to support a wide range of actors in the built environment - and beyond. In other words, these insights and lessons learned are intended for people and organisations that want to take a leading role in pushing for circularity in the process of transforming spaces and places in their country, region, or city - in an irresistible manner. It targets the enlightened group of leaders - Irresistible City Makers - who are seeking new and ambitious approaches to transformation and influence more radical change, faster.

**How should you use them?**

We have identified six overall themes. The themes are interdependent and are not presented in any particular order. In other words, they are not positioned as steps in a process you need to follow one by one, they are there to support you right from the start and when you see fit.

They have been written to inspire further thoughts and activities and to provide greater context. Each piece of advice is supported by a description that reflects insights from Desire site interviews and experiences and our observations during the Desire project. We have developed a set of questions that can support you in implementing the advice along with relevant links to Desire site examples, tools, and articles.

## 4.1.1.2 About the transformation themes

**What is it**

During the Desire project and across all eight sites several lessons have been learned and identified as crucial when designing irresistible circular societies. These lessons, experiences, and insights have been bundled into six themes.

**How they act**

We refer to these across-site lessons learned as transformation themes. The themes are not specifically related to the Desire Principles nor the tools that we recommend in the process of applying the Desire Principles. They act as a supplement.

**How they work**

The transformation themes are a supplement and support to the application of the Desire Principles and in the process of using the Desire tools, methods, and approaches.

Each transformation theme has been unfolded into some advice and considerations (questions) that can support implementing the advice. As such the Desire Transformation Themes act as a guiding tool.

The transformation themes and especially the advice are all interrelated, meaning they overlap, stating that the lessons learned and thus the advice support each other.

**Desire Transformation Themes**

During the Desire project and across all eight sites, six overall lessons have been learned that we identify as crucial when designing irresistible circular societies.

*The six lessons learned - the transformation themes - are:*

- Build and maintain trust

desire an irresistible circular society

- Establish and nurture ownership

- Prioritise empathy and deep care with the place

- Raise and sustain ambitions

- Embrace and enable inclusion

- Monitor and learn continuously

**How were they developed?**
Based on the comprehensive insights gathered through monitoring, assessing, and learning, we have looked at the insights and common themes that are transversal across the Desire sites. Moreover, we have aimed to operationalise the Desire learnings to support concrete actions.

Sources are Peer-to-peer sessions and Outcome mapping workshops (conducted within *WP4 Learning and Evaluation*), Logbooks (Miro boards – WP4), 'Innovations biographies' (draft version of D4.3), 'Site experiences and future plans' (D3.2), 'Narratives of Irresistible Circular Futures' (draft version of D3.3), and Tool interviews with each of the Desire sites (all described in deliverables produced by WP3 and WP4).

## 4.1.1.3 TRANSFORMATION THEMES

| Theme | ***Build and maintain TRUST*** |
|---|---|
| | *A key element of facilitating a transformation process most fruitfully and progressively is trust. Trust between and among actors, trust from and to political stakeholders and citizens as well trust in the process.* |
| Advice on TRUST | **Generate positive stories**<br><br>Positive storytelling is vital in creating common ground for all actors throughout a transformation process. Positive stories help transform the narrative, seeing possibilities instead of old barriers to open up new opportunities. Positive stories not only promote good practice outward but also help form a joint narrative and common understanding that evokes pride among stakeholders and all actors of the project.<br><br>**Create psychological safety**<br><br>Transformation of spaces, places, or cities, entails co-creation processes with a wide variety of actors, some more and some less used to working with these types of projects. This calls for an immense need to foster safe spaces for all actors.<br><br>The creation of safe environments is a powerful way to encourage stakeholders, partners, and citizens to speak their minds.<br><br>In these types of transformation processes, a citizen involved can potentially both be an inhabitant representing their personal stance and local community, while also |

| | |
|---|---|
| | working for a public entity representing a professional and public figure. This emphasises the need for a space to speak freely and not always be held accountable from a professional point of view. |
| | Safe environments can depend on "chatham rules" meaning what is being said in a room will never leave the room. In some cases documenting everything can indicate a lack of trust in people delivering, and the ability to conduct meetings without minutes can liberate people and enhance psychological safety. |
| | **Build relationships between people** |
| | It is crucial to understand that transformation processes are first and foremost driven by relationships between people, rather than organisations, institutional entities, and tasks. When building relationships between people, the completion of tasks will follow naturally. |
| | Understand that creating strong relations between people is a task in itself. Take the time to get to know each other, and do not underestimate the impact of listening to each other, peer-to-peer exchange, and "doing things" together. |
| | Relations, maybe even future friendships, are a strong foundation for embracing different incentives and motivations of actors and understanding the reasons for making certain decisions. Strong relationships strengthen tolerance and acceptance, which help facilitate more smooth coordination and collaboration between all actors. |
| | ***Avoid making fast decisions*** |
| | Ensure continuous incorporation of learnings and insights among all stakeholders and respect the importance of the process by not taking any crucial decisions too rapidly. |
| | Respect the local input and insights and make sure they are taken seriously and integrated into the planning process. Trusting the process in this way creates motivation and grows confidence. |
| Considerations when building and maintaining TRUST | • What is it about this place that makes us proud?<br><br>• What are some of the positive stories of this place in the past?<br><br>• What are the unique qualities of this place?<br><br>• What can we do to make others in the group feel safe?<br><br>• What can we do to support the people, the neighbourhood, and the city more?<br><br>• What matters to the different people that are involved? Formal project partners as well as citizens?<br><br>• What kind of activities can we do that foster strong friendships? |

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| | • What do we have in common? <br><br> • When is documentation (of a meeting etc.) necessary? <br><br> • How do we ensure time for exploring opportunities and make sure nothing is set in stone too soon? |
| Examples | The Wildemanburt site will serve as an example of this and will be further elaborated. |

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| Theme | ***Establish and nurture OWNERSHIP*** |
| | *When working with long time horizons in (often complex) projects it is important to maintain momentum and engagement among the involved actors in order to foster agency and ownership.* |
| Advice on OWNERSHIP | **Make the transformation process tangible and visible** <br><br> During the first long period of a transformation process, the transformation is exactly that: a process. Meetings, workshops, and conversations are all quite intangible and hard to visualise as results. Making the process as tangible and visual as possible is vital in keeping people connected to the process. What you see is what you get and that is difficult if there is nothing to show and engage with. <br><br> Visuals help remind people that a process is taking place. Making the process and progress visual and even something people can interact with, stimulates commitment and responsibility. Further, visuals create a common identity and a shared language. <br><br> **Identify incentives for all people involved** <br><br> Remember that motives and incentives are different. Creating and maintaining a sense of ownership relies heavily on people's motivation. To create and sustain a shared motivation, it is crucial to highlight individual motivations for the project and understand why different mechanisms are necessary. <br><br> **Establish networks and aim to make them self-sustained** <br><br> Empowering communities to become self-leading agents of change is essential for fostering meaningful and lasting urban transformation. When establishing a network, it should not only be done to build relationships and foster mutual understanding between people for the moment being but with a long-term aim of making the network self-sustained. |

desire *an irresistible circular society*

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| | Finding a common space to meet supports mutual tolerance and understanding. **Initiate realisable activities created by citizens** To foster citizen-ownership it is vital to support local citizens in creating and conducting activities themselves. When citizens feel proud they are empowered. Make initiatives realisable by creating low- or no-budget activities. When sustaining motivation for the movement it is pivotal to balance long-term dreams with realistic short-term outcomes. Encouraging locally realistic actions with concrete short-term outcomes is key – work with what you have. |
| Considerations when establishing and nurturing OWNERSHIP | <ul><li>How do we turn a top-down decision to bottom-up motivation?</li><li>How do we create and establish a scale that people can relate to?</li><li>How can we visualise our process?</li><li>What steps of your process are (or can be made) visible?</li><li>Can people see, hear, or touch the results of what they have taken part in?</li><li>What are the motivations and incentives of all people involved? How do they differ?</li><li>What are the common denominators of motivations and incentives?</li><li>Do we have a physical space to gather all stakeholders and actors?</li><li>How can residents take the lead and ownership in the development of the neighbourhood?</li><li>How can we support citizens in creating neighbourhood activities?</li></ul> |
| Examples | Tools we link to on the Digital Learning Hub, that exemplify how to build ownership: Kalundborg: THE PHOENIX GROUP Wildemanburt: The Design Do Groups Ljubljana: The Green Star Network |

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| | ***Prioritise EMPATHY and deep care for the place*** |

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| | *When engaging in a transformation process, regardless of your point of departure, you need to evoke empathy and care for people, places, organisations, and all species.* |
| Advice on EMPATHY | **Sense the place**<br><br>A crucial step in transforming places is to sense the place. Touch, feel, smell, listen, and see. Activating feelings and senses fosters a deeper connection with a place, which makes people better equipped to truly engage with the place. Sensing the history and the presence of a place enables you to dream and envision the future of this place.<br><br>Artistic and designerly practices play a crucial role in helping communities engage deeply with a place. Not art as art pieces, but art as an approach. And not just the place, but nature and different species. This approach is very impactful as it helps people to relate and connect to the needs of a place by evoking emotions and nostalgia.<br><br>**Engage with the non-humans**<br><br>What are the plants' or the birds' perspective? What if a lake had the same legal rights as humans? How would you treat a three if this was your family member?<br><br>Green spaces are crucial for the well-being of both human and non-human life. Nature cannot be separated from the process. There is a desire to reach a point where the relationship between residents and green areas is built on respect, acceptance, and well-being of multiple life forms. Therefore, ask yourself what the perspective of non-human species of the space, place, or city you are transforming would be. And incorporate those answers into your transformation process.<br><br>**Prioritise local anchoring**<br><br>When transforming places, you need actors who already hold deep care and empathy for the place. Prioritising the locals is therefore crucial. It is beneficial to collaborate with local organisations, companies, and institutions like kindergartens, elderly care centres, football clubs, etc. – entities that have local commitments.<br><br>When employing artistic approaches in the transformation process, choose a local artist that relates to the site. Identify and utilise site-specific assets and resources of the local area.<br><br>**Always look for potential**<br><br>Keep exploring your site and/or context to add to the possibilities of transforming the place, and be open to new opportunities that can appear along the way. To truly be empathic to your place at hand, you need to stay curious about the place. |

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| | Do not see this exploration as something exclusive to the beginning of a process – revisit and use these 'deep' touchdowns as something that can qualify and validate your process along the way. |
| Considerations on EMPATHY | • What senses are activated through the activities in our project?<br><br>• What emotions have we evoked/do we (want to) evoke in people?<br><br>• What species reside at our site?<br><br>• How can we include the perspectives of non-humans?<br><br>• What artistic methods are used through each phase of the project?<br><br>• Have we used an artist in any phase of the project?<br><br>• Who are the local entities that can be involved? |
| Examples | The Herlev site will serve as an example of this and will be further elaborated. |


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| | ***Raise and sustain AMBITION*** |
| | *When working with long-term transformations, reaching the visions and ambitions requires enabling and sustaining inspiration and motivation among actors.* |
| Advice on AMBITIONS | **Create a joint long-term vision**<br><br>When mobilising the ecosystem in taking part in a transformation, it is very beneficial to establish a joint long-term vision, with emphasis on 'joint'. Take the time to create a unified image of what success looks like, a shared vision of what to strive for - and collectively answer what a shared and preferred future looks and feels like. Thus co-create a joint vision and visualise it for everyone to see.<br><br>Understand the importance of timing. The stages of development are crucial for all stakeholders. The recognition from the involved stakeholders of where each part stands in the process leads to aligning efforts and setting realistic expectations, fostering better coordination and synergy towards common goals.<br><br>**Connect initiatives to policy**<br><br>Secure the relevance and interest of the right people at the right levels - both within the political layer and other important stakeholder spheres. |

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Make sure there is broad anchoring – not relying on one single person in an organisation. Having both the mom, the local soccer team, the start-up, and the municipality on board with your mission helps ensure connections and mobility between bottom-up agency and top-down policy.

**Balance long-term vision and short-term success**

Navigate consciously between visions and dream images on the one side and something short-sighted and concrete and within reach that can be implemented on the other side. In other words, this is the ability to switch between abstract and concrete in the transformation process going forward. The balance of the two is essential because the motivation of actors of the transformation relies both on the space to dream and create ambitious visions, but also on the concrete and tangible signs of progress. One cannot exist without the other.

**Pay attention to expectations and resistance**

It can be hard to grasp a long-term transition. When aiming high and being as ambitious as it requires to transform a place, expectations to speed, or improved quality of life most likely will grow accordingly. Pay attention to expectations, how they grow or change, and avoid disappointments.

Considering resistance and fatigue as integral parts helps stakeholders and involved communities gain greater awareness of risks or obstacles. It is not about 'bypassing the obstacle' but integrating different design strategies, adapting to sudden changes, including diverse perspectives, accommodating different project timelines, and considering partial results as meaningful results.

**Celebrate results and successes**

Demonstration that the transformation is happening is vital to keep momentum and commitment. It is important to stimulate the feeling (and the fact) that things are progressing and that success is not only achieved when reaching the vision, potentially many years from now. No success is too big or too small to be celebrated.

**Work with what you got**

Aiming high and working with what you have is not the contrary.

Map and make the most of local resources. Inclusion is not only about actors, it is also about including the existing natural resources and assets of a place.

Harmonise existing resources, skills, and activities by building on consolidated knowledge, systems, and learnings, and draw lessons from successes and challenges.

| Considerations on AMBITIONS | <ul><li>How can we explore different future scenarios before defining the shared goal to better understand the possible long-term contexts in which the transformation will be realised?</li><li>How can we get buy-in from the most important stakeholders - including political decision-makers - about the collective impact we want to achieve?</li><li>How do you create a business model that proves ROI? - from project economy to society economy.</li><li>How do we make the desired future not only measurable but also relatable and concrete?</li><li>How can we prepare for unexpected changes and have the room to adjust the focus when the context shifts?</li><li>How do we sustain the shared ambition among key stakeholders?</li><li>How do we best balance stimulating enthusiasm and realistic expectations?</li><li>How do we celebrate success and make this as visual as possible?</li><li>What resources do we have in terms of people, skills, existing activities, nature, knowledge, and systems?</li></ul> |
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| Examples | "How to be an irresistible city maker" - future game<br><br>Desire Manifesto (and Desire Principles) |

| | ***Embrace and enable INCLUSION*** |
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| | *Ensuring diverse representation and inclusion of actors, species, societal layers, and species is the essence of transforming places.* |
| Advice on INCLUSION | **Find the right representation and balance between types of participants**<br><br>Whether composing a participant list for meetings, events, or workshops, balancing the representation of all voices is crucial. Ensure that all angles are covered and all (local) voices are taken into consideration.<br><br>Balancing the right representation concerns e.g. including a variety of different professions, different citizen groups (culture, age, ethnicity, vulnerability), different skill sets, different mandates, and ensuring incorporating different perspectives into |

the journey. Following this, different approaches, methods, and formats for voicing opinions and expressing feelings thereby also need to be taken into consideration.

**Include the willing and able as well as the 'unusual suspects'**

A broad representation can help anchor your initiative and a more nuanced and fruitful outcome. This requires an explicit focus on how to include those usually not represented. Either the ones who are never asked to join or those who never show up.

The key is to actively target the "unusual suspects" and insist on including them. Understand that you need to reach different people in different ways. Some might need a handwritten letter to receive the message, whereas some might need to bring and feed their children when attending a workshop. Even when it seems like a difficult task, you will often be positively surprised when bringing these types of actors in.

**Bring forth and integrate deep knowledge expertise**

The success of activities can in many cases be attributed to the inclusion of experts from biotechnical, architectural, and biodiversity fields. Experts such as botanists are an example of valuable but often overlooked expertise. Ensure a diverse professional and technical representation. Engaging deep knowledge experts generates positive responses from other stakeholders in the green transformation process.

**Ensure power for the next generation(-s)**

Remember who we are doing this for. Involving and building capacity in the younger generations is crucial in circular transformation processes. The involvement of young people can help establish a new language and let them create a voice of their own.

Inviting young pupils into the co-design processes opens doors to rethinking design and tendering. Teenagers and young adults have proven to be excellent ambassadors for biodiversity. Furthermore, children's imagination can be a great resource to catalyse our collective imagination.

**Give voice to all - humans as well as non-humans**

Our planet calls for a multispecies perspective. For years, a design-driven approach has been a human-centred approach, but in our time and era, we need to go beyond the human perspective and put a much bigger emphasis on the species we are sharing this planet with.

One might argue that nature as such will speak in powerful ways - whether humans listen or not. All voices count and it requires time, effort, and designerly and artistic approaches to listen to all voices and gather and systemise all input.

**Eliminate current and unhealthy power structures**

| | Be aware that even with the right balance and representation of people (and non-humans) in the room, unhealthy power structures can be present and dominate in a way that prevents a fruitful and democratic process. |
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| | Find ways to identify this and put effort into supporting the ones in the room who do not speak their mind because they might feel less important or like their perspective is not as important and valid as others. |
| | **Create agency and empowerment** |
| | Everybody is an expert one way or the other, thus everybody can contribute. Make sure to have an eye out for that. Be aware that it is time and resource-consuming to engage stakeholders and communities. |
| | Citizens and stakeholders are different, so it requires different approaches and methods to engage. Also, do not just engage and then let go. When engaging citizens in transformation processes, remember to provide feedback. It is essential to acknowledge this and allocate resources for recruiting, engaging, and providing feedback. |
| Considerations on INCLUSION | <ul><li>Who are the actors and which roles exist in an impactful ecosystem?</li><li>Who are the scientific and technical experts we need to involve?</li><li>Who are the ones we tend to overlook, but we need in the room?</li><li>What different approaches do we use to address different types of people?</li><li>Do we have young voices represented in the process? In which phase(s), how many, and at what scale?</li><li>How do we listen and give voice to nature?</li><li>What part of our workshop formats gives all voices represented in the room a chance to speak up?</li><li>What local actors have we engaged in the work?</li><li>What kind of feedback do we give back to participants?</li><li>What kind of stereotypes have been dissolved?</li></ul> |
| Examples | The BTC site will serve as an example of this and will be further elaborated. |

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| | ***Monitor and secure continuous LEARNING*** |

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| | *Ensuring facilitation, documentation, and visualisation of learnings throughout all phases of a process/project is a crucial element in long-term transformations.* |
| Advice on LEARNING | **Secure a learning mechanism**<br><br>When working with long-term transformations, learning is something innate and continuous along the process, and therefore it is crucial to establish a learning mechanism from the start. Doing so creates room for iterations of your work and helps highlight progress and successes along the way.<br><br>Establishing a usable format for a learning mechanism is highly recommendable when working with transformation processes. It helps you capture dos, don'ts, challenges, and successes that might otherwise get lost over time or through layers of complexity.<br><br>A learning mechanism goes beyond classic evaluation, and focuses on "what we learn" and "what we learn about what we learn".<br><br>**Prioritise funding for learning**<br><br>Learnings are an embedded and inevitable part of a transformation process, but that does not mean they should be taken for granted. Facilitating, highlighting, and ensuring learning throughout the whole process is a huge and important task that needs allocated resources. Therefore, it is important to include means for this in the budget - money as well as time. And not only for the ones responsible for handling the learning activities but also for all the people involved who need to deliver learnings.<br><br>**Make documentation easy**<br><br>To grasp all the learnings of a long-term process, documentation of such a process is needed. Knowing what has happened is part of knowing what we need to either change or carry forward in our work. Make this part easy and doable.<br><br>When keeping a logbook of activities, refrain from making it too technical or complex; use easy and applicable templates and formats. Keeping track of activities (workshops, events, and participants) helps show and visualise the progress of the things that can otherwise be hard to show in numbers. This can also push for new ways of measuring and showcasing impact.<br><br>**Learn from your mistakes and ensure agility**<br><br>Transformation processes require room for flexibility, agility, and responsiveness in the face of evolving challenges and opportunities. While certain activities yield positive outcomes, others do not always produce the desired results. Ongoing monitoring, evaluation, and feedback mechanisms are crucial for identifying what works and what does not and for making informed decisions moving forward. You |

| | must ensure agility and openness are enabled in the mechanism to best capture learnings from your transformation process. |
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| | The themes or categories you find important as guidelines or measurements of learning might change throughout the project and transformation process. To ensure an agile transformation, it is crucial to create an agile learning mechanism. |
| | **Foster peer feedback**<br><br>A key element in the learning process is peer feedback. When working with a wide variety of actors and stakeholders, the facilitation of proper feedback sessions is fundamental for people to share and exchange learnings across actors, organisations, and sectors.<br><br>Feedback can have various formats, but is a key ingredient in transforming places. Learning is not only about keeping track of things and results but acts as a crucial element of co-creation, which helps relationship building and mobilises the movement. |
| Considerations on LEARNING | <ul><li>How might we detect and keep track of learnings throughout all phases?</li><li>How can we establish a learning mechanism in our project?</li><li>How big a budget is allocated for monitoring, assessment, and learning?</li><li>Who is responsible for these tasks?</li><li>Who needs to be involved? And when?</li><li>How can we get people excited about adding to their individual as well as shared learnings? How do we make it worthwhile?</li><li>How do we make sure to use and react to learning and finding?</li><li>How do we ensure learnings and findings serve as the foundation for change and agility?</li></ul> |
| Examples | |

## 4.2.3 Tools, methods, and approaches

In the following, we present examples of four tools and four approaches (listed in bolt), including the intended descriptions and categories for the final structure of the toolbox. The full list of tools and approaches we intend to include in the final toolbox on the Digital Learning Hub entails:

- **The Garden Caretaker**

- **The Phoenix Group**

- **Design and Do groups**

- **The Green Star Club**

- **Hackathon**

- **The Beauty for All model**

- The Tender Wheel

- **Think it, Sketch it, Show it!**

- **Listening to place**

- Outdoor-space mapping

- Co-creation workshops (multiple examples)

- The poetic postcard

- 1:1 MOBILE INTERVENTIONS

- Value position canvas

- Stakeholder mapping

- Monitoring, Assessment, and Learning: Logbook: Activity plan & record, Outcome mapping workshop, Peer-2-peer learning template

- Identifying the Irresistible City Makers

- The closing circle ritual

The tools and approaches listed in bold are included in this deliverable.

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## Hackatons

**Description - what is this tool?**
A hackathon is an event, typically lasting several days, where people come together to collaborate in order to solve a problem or identify new opportunities. The word hackathon is a combination of "hack" and "marathon," i.e., a marathon for hackers.
The Anatomy of a Hackathon
Hackathons can be focused on a particular theme, technology, or programming language, and can be open to anyone interested in participating, often including developers, designers, product managers, entrepreneurs, intrapreneurs, and project managers, collaborating towards a common goal. Many hackathons are competitive events where teams compete to create the best solution to a problem or set of problems in a fast paced environment. Typically, mentorship is available for teams as they experiment and iterate towards a viable solution. Each team then presents their solution to a panel of judges for prizes, recognition, and a chance for implementation by the sponsoring company. This can be a fun and exciting way to motivate participants and encourage them to push their limits.

**Purpose - Why should I use this tool?**
The goal of a hackathon is often to build a working prototype, or proof-of-concept, of a product or feature in a short amount of time, and to have fun, improve skill sets, and network while doing it.

**Duration - How much time is needed?**
Most hackathons last 48 hours. Sometimes less. It is not recommendable to exceed duration beyond 48 hours. Else consider conducting a design sprint

**Participants - Who should I invite?**

**Desire case**
In February 2024, BTC organised a hackathon titled 'Developing a common sustainable vision BTC City 2050'.

During the hackathon, 30 young people, divided into six groups, worked together for 48-hour to find ideas for innovative services based on sustainable principles within BTC City. Based on the chosen Desire principles, i.e., belonging, movement, and biodiversity, participants iteratively developed ideas, gathered feedback from visitors, and received advice from local and foreign mentors who supported the participants in developing their concepts.

At the end of the event, the teams presented their solutions to a jury of experts, who awarded prizes to the three best ideas. Reflecting on the process, BTC highlights the importance of prioritizing collective learning and collaboration over competition.

**Materials and helpful links**
https://www.brightidea.com/guide/hackathon/planning-a-hackathon/

**Tags**

## The Garden Caretaker

**What is this approach about**

The Garden Caretake is an artistic approach to deeply engage with a place with the purpose of sensing and exploring unique qualities and histories. At its core, the Garden Caretaker embody an art-based approach to transforming existing urban spaces and creating new neighbourhoods.

The term Garden Caretaker describes an individual who temporarily inhabits a specific location within the city. Using various artistic practices such as fictional writing, sculpting, landscape walks, performance, and music, they orchestrate, curate, and design a range of activities tailored to the site. These artistic activities are designed to foster a deeper connection between stakeholders and the natural environment, emphasizing the site-specific qualities and the symbiotic relationship between humans, flora, fauna, and the surrounding ecosystem.

**Example**

In the DESIRE project stakeholders involved included residents and workers of Herlev, educational institutions and daycare centres in the area, builders working on the site, the artistic community, the local multispecies ecosystem, and the Desire partners. Involving these multiple partners and stakeholders, the primary objective was to engage citizens and foster a multispecies community with a strong emphasis on biodiversity and relational aesthetics.

The diverse artistic practices were not solely about creating traditional artworks but rather served as tools for sensing and exploring the site's unique qualities and histories. Each artist, during their residency, enabled participants to engage deeply with the surroundings through workshops, landscape walks, and participatory activities.

**The first artist**, an author and poet, conducted workshops in April 2023, focusing on her method of mindfulness. She explored how text and writing can serve as tools to enhance and expand participants' awareness of the natural world.

**The second artist**, a multidisciplinary artist specialising in living sculpture and performance, took part in his residency in August. He focussed on exploring the deep history of the site through walk'n'talk sessions, and collecting materials found in the area, such as stones, he created new narratives about the site. He also manipulated these elements, employing techniques like engraving markings into the stones, before reintegrating them into the landscape. The resulting artifacts were intended to spark curiosity and speculation among their origin and meaning among future discoverers.

**The third artist**, who inhabited the site in September, created immersive listening experiences by curating environments that invited participants to engage with various objects producing intriguing sounds. Participants were encouraged to immerse themselves in these sounds, fostering an emotional connection and deeper engagement with their surroundings.

**The fourth artist** specializes in ceramics and works primarily with natural, locally-sourced clay and soil to craft his artworks. His residency involved a series of workshops that aimed at co-creating a perishable artwork in collaboration with children from the local kindergarten. Over a few weeks, the children were invited into the droplet to mould bricks from rammed earth. In the end, they used them to set up a temporary installation that naturally decomposes over time, returning to the earth from which it originated

**The fifth and final Garden Caretaker**, a performance duo specializing in body and landscape interaction, undertook their residency titled 'Daily Fiction' from February to March 2024. During their residency, they curated participatory audio walks and organized a film screening for university students and construction workers at the site (Figure 4). Additionally, they orchestrated a dan

The images above are examples of the drafted visualisation of a tool. The following unfolds the text parts of the tool.

## 4.2.3.1 Tool and methods

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| ***The Monitoring Assessment and Learning Tools*** | **Description - What is this tool?**<br><br>The Monitoring, Assessment, and Learning Tools have been crafted and tested within the Desire project to operationalize the development of a reflexive learning process), and to collect empirical data.<br><br>The Monitoring Assessment and Learning Tools have been evaluated, iterated, and further developed throughout the Desire project.<br><br>The monitoring, assessment, and learning tools consist of:<br><br>• The **Logbook** serves as a base to report and reflect on the activities run by the site(-s). The logbook includes:<br><br>   o The "Activity Plan" where the sites at specific moments in time throughout the project listed the activities they were planning to run<br><br>   o the "Activity Record" where the sites reported the activities that actually took place, their outputs, and the related reflections<br><br>   o The results of the Outcome Mapping Workshops (see below).<br><br>• The **Outcome Mapping Workshops consist** of three specific workshop sessions that took place at the beginning of the experimentation phase, at a mid-term moment, and at the final stage. Nb. more can be added if the project lasts longer than two years. In the Desire project, these sessions were facilitated by researchers from POLIMI to monitor and assess the process at the sites and project level as well as to support the sites with their reflections.<br><br>• The **Peer-to-Peer learning template** is the support tool for the sites to prepare for the Peer-to-peer learning sessions. These templates and sessions have been developed to sustain learning by interaction. |
| | **Purpose - Why should we use this tool?**<br><br>The Monitoring, Assessment, and Learning Tools are developed to support the development and application of different learning modes that can help sustain the diffusion and replication of knowledge within and beyond the consortium. Each tool serves a different purpose and can be applied in different modes. |
| | **Duration - How much time is needed?**<br><br>- |

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| | **Participation - Who do we need to invite?**<br><br>- |
| | **Desire case**<br>'Innovations biographies' (D4.3) |
| | **Materials and helpful links**<br><br>In D4.1 - *Learning and Evaluation Framework* and D4.2 - *Monitoring and Evaluation Report* there is a detailed explanation of how these tools were developed and applied.<br><br>Templates will be added to the final toolbox. |

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| *Hackathons* | **Description - What is this tool?**<br><br>A hackathon is an event, typically lasting several days, where people come together to collaborate to solve a problem or identify new opportunities. The word hackathon is a combination of "hack" and "marathon," i.e., a marathon for hackers.<br><br>The Anatomy of a Hackathon<br><br>Hackathons can be focused on a particular theme, technology, or programming language and can be open to anyone interested in participating, often including developers, designers, product managers, entrepreneurs, intrapreneurs, and project managers, collaborating towards a common goal. Many hackathons are competitive events where teams compete to create the best solution to a problem or set of problems in a fast-paced environment. Typically, mentorship is available for teams as they experiment and iterate toward a viable solution. Each team then presents its solution to a panel of judges for prizes, recognition, and a chance for implementation by the sponsoring company. This can be a fun and exciting way to motivate participants and encourage them to push their limits. |
| | **Purpose - Why should we use this tool?**<br><br>The goal of a hackathon is often to build a working prototype, or proof-of-concept, of a product or feature in a short amount of time, and to have fun, improve skill sets, and network while doing it. |

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**Duration - How much time is needed?**

Most hackathons last 48 hours. Sometimes less. It is not recommended to exceed a duration beyond 48 hours. Else consider conducting a design sprint.

**Participation - Who do we need to invite?**

**Desire case**

In February 2024, BTC (Slovenian partner in the Desire consortium) organised a hackathon titled 'Developing a common sustainable vision BTC City 2050'.

During the hackathon, 30 young people, divided into six groups, worked together for 48 hours to find ideas for innovative services based on sustainable principles within BTC City. Based on the chosen Desire principles, i.e., belonging, movement, and biodiversity, participants iteratively developed ideas, gathered feedback from visitors and received advice from local and foreign mentors who supported the participants in developing their concepts.

At the end of the event, the teams presented their solutions to a jury of experts, who awarded prizes for the three best ideas. Reflecting on the process, BTC highlights the importance of prioritising collective learning and collaboration over competition.

**Materials and helpful links**

https://www.brightidea.com/guide/hackathon/what-is-a-hackathon/

https://www.brightidea.com/guide/hackathon/planning-a-hackathon/

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| *Beauty for All (B4All)* | **Description - What is this tool?**<br><br>The Beauty for All (B4All) is a model for strategising and evaluating the transformation of public places towards beauty, inclusiveness, and sustainability. This framework aims to help decision-makers embed beauty and inclusiveness when innovating urban spaces.<br><br>A tool applicable in urban contexts characterised by a temporary nature, to assess and monitor changes in public space over time (even in a provisional situation). It can be used as a more broad or superficial guidance for a process or to orient towards more specific goals and outputs – e.g. supporting funders, politicians, and investors, where to put their focus. |
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**Purpose - Why should we use this tool?**

You should use this tool to support strategic, decision-making, and design processes. It should be perceived as a guide that identifies potential directions for intervention. Its structure allows urban contexts to tailor the indicators to their needs, leveraging existing metrics. The tool is helpful for:

- Collaboratively identifying, from the initial stages of the process, strategic priorities and concrete actions to support a transformation of public space that fosters beauty, inclusivity, and sustainability.

- Evaluating and monitoring ongoing public space transformations towards a scenario that implies an accessible and sustainable concept of beauty.

- Supporting a systemic view of change through concrete actions backed by qualitative and quantitative data.

**Duration - How much time is needed?**

The Beauty for All model can act as a guiding point throughout *all phases* of your project. For unfolding project-specific outcome indicators for all components of the B4ALL model it is recommended to have a workshop for all relevant project partners to set the guidelines of the work.

**Participants - Who should we invite?**

Consider who is essential to involve in defining what components to focus on, and to unfold and describe outcome indicators. Which project partners, political stakeholders, everyday users need to be included?

**Desire case - Example of application of this tool in the Desire project**

The Beauty for All model was developed as part of the Desire project through activities on the Italian site of the Milano Innovation District "MIND".

MIND is an innovation district in the early phase of designing the waste management system of a +350.000 sqm green and public space. A challenge of the site regards making the construction supply chain more digital and green, while at the same time including the 70,000 daily user community to promote environmentally friendly behaviours. The aim is to utilise the creative resources of the local communities and stakeholders to turn projects into a city-wide undertaking.

The vision of transforming MIND into a beautiful and inclusive place has led to identifying values and dimensions that characterise the aesthetic dimension of public space. This pertains not only to a relationship with the artistic dimension or the physical qualities of spaces but also to social dimensions.

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As part of this process the Beauty for All model was developed, outlining the principles of beauty and inclusivity in public spaces, accompanied by a system of indicators. The model includes eleven output indicators that describe the public space experience and are easily understandable by non-experts. These indicators were validated through a focus group that included start-ups, technology experts, an artist, and representatives from physically impaired communities and neighbouring areas.

The model and its corresponding indicators were then articulated, identifying possible uses, potentialities, and limitations. Sharing a set of easily accessible guidelines with various stakeholders to guide strategic choices, support operational decisions, as well as direct public procurement actions, was highlighted as highly important through this work.

**An example of a tangible outcome of the approach** is the artistic experiment that was conducted by placing four benches at strategic locations on the site, linking to one of the 'Beauty for All' framework indicators. An artefact, realised as a mobile polygonal yellow bench made from recycled yellow wood, was created to serve as a marker of local identity. The benches aimed to provide aesthetic resting spots for older individuals, children, and those with health conditions, encouraging longer stays and transforming the area into a hub for socialising and knowledge-sharing.

**Materials and helpful links**

Templates will be added to the final toolbox at the Digital Learning Hub.

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| ***Think it, Sketch it, Show it!*** | **Description - What is this tool?**<br><br>The *Think it, Sketch it, Show it!* tool is a 6-step toolkit on co-designing with young people. It demystifies tools and processes commonly used by designers, the co-design process takes young people through the creation of ideas from conception to final designs. |
| | **Purpose - Why should we use this tool?**<br><br>You should use this tool to involve young people in your design process, enabling their creativity and giving them a voice.<br><br>Involving young people in a design workshop is a strategic approach to building valuable insights and design principles that can contribute to the creation of future-proof solutions. Within co-design processes, young people have a space to express their needs, explore their ideas, and have them translated into engaging design projects and visuals. |

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| | **Duration - How much time is needed?**<br><br>Recommended time: 2-5 days for the on-site workshops + an additional 3-10 days for visual production. |
| | **Participants - Who should we invite?**<br><br>Young people (designed for and tested on 12-17 old students, but can be applied for a wider age range).<br><br>Teachers, and a design team. |
| | **Desire case - Example of application of this tool in the Desire project**<br><br>This tool was developed for the case of a biodiverse and circular park for Gadehavegård 2030.<br><br>Gadehavegård is a 30,000 m2 park area in Høje-Taastrup, 20 km from Copenhagen, which will be established in the area of a housing association to function as a new recreational park with natural rainwater basins to support local biodiversity.<br><br>The *Think it, Sketch it, Show it!* tool was developed to support a co-design process with the focus of including young voices. 40 eight eighth-grade students from the Ole Rømer School in Gadehavegaard were divided into teams of three, chose a name and designed a logo for their design team, and participated in the co-design of ideas for the future park area.<br><br>All models and visualisations were developed by a professional designer team from GXN to form student concepts, sketches, and models. The goal was to represent these as faithfully as possible, showing the students that their ideas merited proper treatment.<br><br>The activities and design process ended with an exhibition of the 12 projects, where each team presented their ideas to a wider audience made up of the Mayor of Taastrup, representatives from Domea, members of the Gadehavegård Residents' Council, municipal experts, and parents.<br><br>The results and insights were included in the further process of developing the park of Gadehavegård. |
| | **Materials and helpful links**<br><br>You will need paper, pencils, markers, a projector, tables, scissors and post-its. You can find more information on GXN's website https://gxn.3xn.com/project/new-eu-bauhaus and the specific guidelines (and templates) can be found in the attached |

| | pdf **https://grafisk.3xn.dk/files/temp/Think_it__Sketch_it__Show_it_Co-Design_Toolkit_GXN_v2.pdf**. |
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| ***Listening to Place*** | **Description - What is this tool?**

'Listening to Place' is an exercise that fosters bodily- and sensory experiences. You can incorporate the approach in workshops or site activities when striving for sensory aesthetics. It can be difficult to listen with your eyes open, and with this exercise, you have to close them and stay quiet in order to listen to the place. Sensory experience is essential when fostering connectedness and belonging to a place.

The exercise is built on the tools and approaches of one of the Desire Experts, Really Regenerative Centre CIC, that has a long and profound track record in bringing people and places together to activate potential. |
| | **Purpose - Why should we use this tool?**

You should use this tool to engage participants through site visits and discussions to understand their sensory experiences and aspirations. Perspectives from the exercise capture essential sensory aspects that can help guide a vision for a site, space, or area, and it is important to integrate these insights into the strategic planning of your project. |
| | **Duration - How much time is needed?**

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| | **Participants - Who should we/you invite?**

Can be used for many participant groups. Mainly directed towards users, residents, and citizens that will use your project-specific space or area (e.g. students of a campus site). |
| | **Desire case - Example of application of this tool in the Desire project**

The 'Listening to Place' tool was used in the Desire project on the site of Kalundborg to highlight sensory aesthetic dimensions of the site through the voices of students (the site users).

In Kalundborg, a smaller city located 100 km west of Copenhagen and characterised by its unique industrial symbiosis and large biotech industry, a new |

campus is being developed as part of the Copenhagen-based Det Kongelige Akademi | Royal Danish Academy. The development of the new campus is regarded as an opportunity to rethink a broad range of themes of relevance to a sustainable and circular society. Through the Desire project, it was explored how the new education can be integrated in Kalundborg in a meaningful way, by listening to the voices of the Kalundborg citizens and adding new value to the city while respecting the existing community.

Recognizing the need for younger perspectives, the architectural education engaged anthropological firm BARK to conduct walk-and-talk sessions and image association workshops with teenagers. Students from various educational backgrounds participated in a 'Listening to Place' workshop to quietly gather impressions about the city. Results indicated a lack of attractive, non-commercial gathering spaces, highlighting that Kalundborg does not yet meet its aesthetic and community goals. To strengthen the sense of belonging among younger people, student assignments are contextualised within the local environment, offering opportunities to engage with and instigate change.

**Materials and helpful links**

Helpful link
https://reallyregenerative.org/power-of-place/

## 4.2.3.2 Approaches

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| ***The Garden Caretaker*** | **What is this approach about?**<br><br>The Garden Caretaker is an artistic approach to deeply engage with a place, with the purpose of sensing and exploring unique qualities and histories. At its core, the Garden Caretaker embodies an art-based approach to transforming existing urban spaces and creating new neighbourhoods.<br><br>The term Garden Caretaker describes an individual who temporarily inhabits a specific location within the city. Using various artistic practices such as fictional writing, sculpting, landscape walks, performance, and music, they orchestrate, curate, and design a range of activities tailored to the site. These artistic activities are designed to foster a deeper connection between stakeholders and the natural environment, emphasising the site-specific qualities and the symbiotic relationship between humans, flora, fauna, and the surrounding ecosystem. |
| | **Case description**<br><br>In the Desire project, stakeholders involved residents and workers of Herlev, educational institutions and daycare centres in the area, builders working on the site, the artistic community, the local multispecies ecosystem, and the Desire |

partners. Involving these multiple partners and stakeholders, the primary objective was to engage citizens and foster a multispecies community with a strong emphasis on biodiversity and relational aesthetics.

The diverse artistic practices were not solely about creating traditional artworks but rather served as tools for sensing and exploring the site's unique qualities and histories. Each artist, during their residency, enabled participants to engage deeply with the surroundings through workshops, landscape walks, and participatory activities.

*The first artist*, an author and poet, conducted workshops in April 2023, focusing on her method of mindfulness. She explored how text and writing can serve as tools to enhance and expand participants' awareness of the natural world.

*The second artist*, a multidisciplinary artist specialising in living sculpture and performance, took part in his residency in August. He focussed on exploring the deep history of the site through walk'n'talk sessions, and collecting materials found in the area, such as stones, he created new narratives about the site. He also manipulated these elements, employing techniques like engraving markings into the stones, before reintegrating them into the landscape. The resulting artifacts were intended to spark curiosity and speculation about their origin and meaning among future discoverers.

*The third artist*, who inhabited the site in September, created immersive listening experiences by curating environments that invited participants to engage with various objects producing intriguing sounds. Participants were encouraged to immerse themselves in these sounds, fostering an emotional connection and deeper engagement with their surroundings.

*The fourth artist* specialises in ceramics and works primarily with natural, locally-sourced clay and soil to craft his artworks. His residency involved a series of workshops that aimed at co-creating a perishable artwork in collaboration with children from the local kindergarten. Over a few weeks, the children were invited into the droplet to mold bricks from rammed earth. In the end, they used them to set up a temporary installation that naturally decomposes over time, returning to the earth from which it originated

*The fifth and final Garden Caretaker*, a performance duo specialising in body and landscape interaction, undertook their residency titled 'Daily Fiction' from February to March 2024. During their residency, they curated participatory audio walks and organised a film screening for university students and construction workers at the site Additionally, they orchestrated a dance and performance event on the construction ground.

**What is this approach about?**

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| **The Phoenix Group** | The Phoenix Group exemplifies an approach to creating a bottom-up agency through a locally established action group that wants to develop the city. It is a bottom-up steering group that aims to engage more citizens of the local communities as well as local institutions in the development of the city.

The group is initiated with a specific approach of being open-minded and focusing on trust building as its initial aim. Defining its scope of operation and establishing rules of conduct, using design-driven methods like mind-mapping and dilemma tools. |
| | **Case description**

Through the Desire project, the site of Kalundborg has seen the formation of the citizen-driven Phoenix Group, from which principles of future development have emerged rather than being imposed top-down. As part of Desire, the initial step towards forging these connections involved convening local stakeholders who collectively wish to initiate change in Kalundborg and recognize the potential for collaboration with the Royal Academy in workshops and through field trips.

In Kalundborg, a smaller city located 100 km west of Copenhagen and characterised by its unique industrial symbiosis and large biotech industry, a new campus is being developed as part of the Copenhagen-based Det Kongelige Akademi | Royal Danish Academy. The development of the new campus is regarded as an opportunity to rethink a broad range of themes of relevance to a sustainable and circular society. Through the Desire project, it is explored how the new education can be integrated in Kalundborg in a meaningful way, by listening to the voices of the Kalundborg citizens and adding new value to the city while respecting the existing community.

A group of local citizens with an interest in engaging in the cultural and physical development of the city was gathered. The group had a broad composition of citizens with various backgrounds. The main scope for the group was to define some central matters of concern and develop corresponding ideas for reactions to these concerns. In the first experimentation period the process was facilitated by the Desire team but then gradually shifted to a more autonomous procedure led by the group itself. The group created a manifesto stating central values and principles and named itself 'The Phoenix Group' to be associated with a force of a new beginning for Kalundborg.

The Phoenix Group, engaged in promoting culture and unity, has welcomed new members and applied for funding for art and architecture projects, with the Desire team facilitating the process and supporting the group by involving professionals from the design and visualisation fields.

Throughout the Desire project, the Phoenix Group has organised several events and experimented with different ways of community engagement. In collaboration with students from a new architecture education program in the city, they experiment with movable installations to see if simple, yet effective elements can create green city spaces and cosy places where citizens want to |

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gather. Their proactive stance ensures that movement between the different sectors is not just possible but encouraged and sustained, leading to continuous development and innovation.

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| ***Design and Do groups*** | **What is this approach about?**<br><br>The Design and Do groups are a case of resident-led working groups. Through forming these work groups, a project gains a leading force that works towards a co-created neighbourhood. It incorporates the values of all its citizens, in which citizens get to know each other and work for a better, communal, neighbourhood.<br><br>By sharing experiences through practices and meetings, citizens learn to acknowledge the value of each other's activities and understand the context in which they are working, developing a sense of belonging to the place. |
| | **Case description**<br><br>Through the Desire project, the Wildemanbuurt site has worked to support citizen-led community projects such as urban farming and waste handling. The aim is to explore the qualities of the area to create a more inclusive and sustainable environment while giving the residents a sense of ownership, belonging, and agency in the process.<br><br>The Wildemanbuurt is a social housing area in Amsterdam. A vulnerable neighbourhood housing around 5000 people of 75 different nationalities, the area is marked by criminality, poverty, and low trust in institutions. For the same reasons, in Dutch media, the Wildemanbuurt is often mentioned as a problem area. But the Wildemanbuurt is so much more than that; it is an area where people come together and make things work despite the challenges they face. The aim is to cultivate a neighbourhood that is co-created, reflecting the values and aspirations of all its residents.<br><br>Through two initial events of the project exploring neighbourhood issues together with the residents, various resident-led thematic working groups were formed, called 'Design & Do groups'. A few examples of themes are provided below.<br><br>*The 'Green and Happy' group* works to revitalise a community garden with resident and occasional municipal collaboration. The 'Tea Garden' ODG transformed a grey area into a green meeting space to foster collaboration among stakeholders.<br><br>*The 'Peaceful Neighborhood' group*, invited the youth organisation 'Y.O.U.' (Young Osdorp United) to collaborate with residents in creating a more social, sustainable, and safe neighbourhood. |

*The 'Healthy Connections' group* aims to shift from a 'me' to a 'we' mentality, hosting a 'Health Café' and launching a local newspaper.

In April 2023, a meeting was organised to outline a civic design process as a framework for collaboration among the ODGs. Notably, every activity that is running within the ODG's generated new ideas and initiatives, raising questions about how all these spin-offs can be supported.

A key element of the Design and Do groups was to have a design team facilitate a collaborative co-design process. The Beach and SW-SL (two Amsterdam-based organisations part of the Desire consortium) actively facilitated collaborative efforts among stakeholders. Beyond simply sharing knowledge, networks, and expertise, the project partners provide practical co-design tools and organise workshops to support the co-design process within Wildeman.

Midway through the project, some groups expressed a need for reflection, a more democratic distribution of funds, and a desire to be heard more effectively. The project partners also recognized the need to re-establish trust and collaboration among various groups. To address this, an exchange session was organised during a dinner in a neutral space, designed with both practical and emotional aims.

Outcomes included:
*Two detailed roadmaps* and scenarios outlining long-term visions for Desire and the Design and Do groups' projects. These roadmaps serve as vision documents expressing collective goals such as fostering happiness in the neighbourhood, discovering uniqueness through connectivity, being committed and unified, earning money through initiatives, and strengthening resident ownership to contribute positively to the neighbourhood.

*Clear follow-up actions* were identified, too, including discussing budget redistribution, pitching projects to the Amsterdam municipality, and forming working and action groups to support community wealth-building efforts.

*A unified voice emerged* among the individual ODG groups, highlighting the importance of collaboration and developing an umbrella cooperation to encompass multiple initiatives. Enthusiasm was regained among participants, though some frustration regarding budget issues remained, indicating a need for continued attention to this matter.

Design and Do groups is a case of how work groups can act as a useful resource to tackle local challenges together in consultation with those affected: the residents. Starting from the local context and local actors developing and in the lead of codesign interventions. Operating as independently as possible, based on their agenda and assignment, where a project team supports the codesign process, connecting with relevant networks and to the objectives for the benefit of the Desire project.

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| **The Green Star Club** | **What is this approach about?**<br><br>The Green Star Club exemplifies a facilitated network, fostering engagement in open dialogues and knowledge-sharing.<br><br>The Green Star certificate is created by CER Sustainable Business Network (partner in the Desire consortium). It is an initiative that encourages and incentivises businesses to adopt ESG principles and take climate action in their business operations. Recipients of the certificate have established a Green Star Club to share common challenges and opportunities, exchange knowledge, and seek potential ideas, innovations, and partnerships.<br><br>Through the local companies' aim towards gaining the Green Star certificate, the need for a space for sharing experiences and exchanging learnings quickly arose. The companies that engaged in gaining green star points soon experienced the benefits of collectively gathering their insights and creating a network/community for reaching the same goals within the vision of becoming greener. |
| | **Case description**<br><br>Through the Desire project, the site of BTC City (partner in the Desire consortium), started to initiate various initiatives to promote more environmentally friendly practices and collaborative partnerships. Among these initiatives are the cultivation of a green community through initiatives such as the 'Green Star Club', which aims to foster engagement, collaboration, and awareness among stakeholders and contribute to shaping a collective sustainability vision for BTC.<br><br>BTC City Ljubljana is one of the largest business-, shopping-, entertainment-, and cultural centres in Central Europe, attracting around 21 million visitors annually. The area, originally a warehouse, covers 475,000 square metres and comprises 32 buildings offering space for 450 shops, 70 dining establishments, and various cultural and leisure facilities. BTC faces various climate change challenges, including heat islands; traffic congestion; limited public transport accessibility; building energy inefficiency; waste management; and a lack of green social spaces.<br><br>BTC City found it difficult to engage partners in forward-looking initiatives, as their attention remained focused on immediate problems. From June to September 2023, BTC held eight one-on-one meetings with members of the Green Star Club to engage in dialogues about common challenges and opportunities. BTC listened to partners' concerns and aspirations and sought common ground for future projects to strengthen cohesion within the green community.<br><br>As the project progressed, the sustainable vision was discussed and reflected upon the challenges identified by the stakeholders. Regular meetings of the Green Star Club and open dialogue sessions with Green Community partners of BTC fostered the exchange of ideas, leading to the discovery of new projects and initiatives, while promoting a project and its purpose. |

# 5. Next steps

## 5.1 Launching and anchoring the toolbox and expanding the movement

The toolbox will be further adjusted and aligned with the development of the Desire Digital Learning Hub. It is crucial that the toolbox becomes accessible to our target groups on the Digital Learning Hub in the most inclusive and intuitive way possible. This will be the focus of our work in the last phase of the project through dialogue with BLOXHUB (PM and responsible for the transformation of the Desire website into a Digital Learning Hub) and Urgent Agency (subcontracted to perform the Digital Learning Hub transformation).

Furthermore, we are exploring the potential for the toolbox living on other platforms as well, eg. the Danish Design Centers website.

Concerning the project exploitation efforts, we will explore how the toolbox can play a role in the further expansion of the movement. This could e.g. be in relation to the establishment of the Irresistible Cities Lab (ICL), part of the exploitation activities of Desire. ICL activities aim to share actionable knowledge on bridging the gap between policy formation and the implementation of policy. The focus is on sharing and accessing practical and accessible ideas and getting qualified feedback on thoughts and ideas before implementing new initiatives and solutions. This is expected to qualify decisions and accelerate the making of our future sustainable urban environment. Hopefully, the toolbox can also engage this forum and initiate further action, reflection, and sharing of insights among the network.