

CO-CREATIVE YOUTH

Promote co-creative projects in recovery / repair / reuse sector & boost social and professional inclusion among youth

Intellectual Output 6:
Territory project
methodology guide



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Introduction

The Co-creative youth is an EU program for promoting co-creative projects in the field of recovery, repair, reuse and to gain a circular economy but also to encourage young people to see possibilities and make creative ideas in the sector. It is a challenge for EU both to tackle the socio-economic changes and to get all, especially young people, included in the society. The need of new jobs both in the low skilled sector but also for creative young people with high awareness of the environmental issues can be addressed by the Co-creative youth project.

The partners involved in this Project are:

- Office de l'environnement de la Corse (OEC) – France
- Agenzia per lo sviluppo empoiese valdelsa spa (ASEV) – Italie
- AID BW-EFT asbl – Belgium
- Instituto de Soldadura e Qualidade (ISQ) – Portugal
- Etudes et Chantiers Corsica (ECC)- France
- Consell de Mallorca – (Spain)
- Gästrike återvinnare (GA) – Sweden

This document aims to guide partners, project leaders and stakeholders in developing a local project on their respective territory, with considering the Co-creative youth project's aims. The main objectives are to:

- Learn how to structure a global approach to a territory in order to intervene in its development.
- Elaborate its own keys of reading of a territory to define the relevant contours of a project.
- Learn the methodology of project development anchored to territories.

- Develop a reading of the system of actors to intervene on a partnership context.
- Strengthen its capacity to lead and lead a partnership project.
- Encourage project leaders and stakeholders wishing to create economic or associative activities in recovery, repair, reuse sector and develop cooperation with other stakeholders within area of logistic, public, commercial or educational field.
- Understand players action and the need of cooperation between different stakeholders
- Promote waste prevention
- Introduce the concept co-design concepts or businesses.
- Find examples of territory projects carried out in the reuse, repair, recovery sector in the Co-creative youth project

This guide to the territory project methodology is to be established on the basis of:

1. Techniques and methodological references to build and animate the project on the territory
2. Collection of examples of territory project carried out by the Co-creative youth project partners
3. an overall analysis of the implementation of the projects and feedback from partners

The information provided in here are intended to promote prevention and waste management, increase awareness of eco-friendly products based on reuse, create businesses acting for the environment, develop a circular economy and make work possibilities for the young generation.

Methodological and technical references

1- Understand the importance of waste recycling on the territory

a. The place of the sector in the circular economy

The notion of circular economy is based on a broad consideration of the three "lifetimes" of the goods (and services) we consume:

- The production and supply of goods and services, notably through:
 - Ecodesign of goods and services,
 - Industrial and territorial ecology,
 - Economy of functionality (use of a service rather than the possession of a good).
- Consumption, in particular through:
 - Responsible purchasing,
 - Re-employment and repair.
- Waste management, notably through recycling, energy and/or material recovery of everything that could not be saved, optimized or reused, in the cycles described above.

Thus, the recovery, repair and reuse sector has its place in the circular economy.

b. Why develop initiatives in this sector on the territories?

The current context of economic crisis, ecological transition, urges us to optimize the use of resources through the development and implementation of cooperative projects in the territories. The challenge for local policy-

makers, in particular collectivities, relies on the support local initiatives and their involvement in this methodology of systematic cooperation to be implemented. The collectivity is the guarantor of the general interest in the territory: it defines the conditions for exploiting and valorising certain resources, it establishes dialogue between the stakeholders, and it can guide synergy projects to favour the participation of as many actors as possible. It can help to create synergies of environmental and social interest, responding to the interests of each stakeholder.

c. How can we create opportunities in waste recycling for local actors?

The development of co-creative projects in the recovery of waste necessarily involves cooperation between the different actors in a territory. Each actor must be able to find his / her place there and bring his / her skills and knowledge in order to be fully involved in the process of implementing the co-creative project.

Below you will find some levers to argue in favour of the participation of local actors, whether they be administrations, local authorities, economic actors ...:

- Foster the strategic planning and foresight of territories in concrete actions
- Reinforce the resilience of territories and anticipate ecological, economic, health and social risks
- Guaranteeing the general interest around the use of resources
- Boosting and making local eco-responsible economic development policies

- Enrich, through transversality and sustainability, the different competences and public policies of local authorities
 - Waste management: Co-creative youth project initiatives enable communities to:
 - Reduce the waste production at the source through an awareness and information function;
 - Optimize the use of waste in new resources and create innovative new local channels, notably through the setting up of the Open Innovation Laboratories;
 - Maximize the life of the outfalls by reducing the amount of waste destined for burial / incineration.
 - Training: Co-creative projects offer the opportunity to articulate the needs of economic actors with the local training offer, with a view to keeping young people and jobs on the territory. The main sectors covered by the Co-creative youth project in the sector of recovery, repair and reuse are jobs related to education / awareness of the environment, flow management, recovery / repair of waste, sales professions, etc. This training offer can be part of the territorialized job and skills management plan (GPECT).
- Strengthen knowledge of the waste prevention and management sector in its territory
- Participate in the creation - or maintenance - of non-delocalizable local jobs, linked to the social and solidarity economy and the circular economy
- Support innovation and collective intelligence on its territory
- Become an exemplary territory for waste management

These levers constitute arguments that will enable you to convince your interlocutors of the interest and the impact of the

implementation of co-creative projects in the sector of recovery, repair and reuse.

d. Conduct a diagnosis of the territory

The realization of a territorial diagnosis is carried out throughout the development process of a project: continuous improvement is one of the pillars of sustainable development. The aim of a territorial project that is part of a sustainable development approach is to improve the initial situation of a territory, step by step, in a process of continuous improvement based on a permanent innovation capacity of the project. It allows, beyond the mere collection of quantitative data, to integrate the analyzes, the expectations, the proposals of the actors and the citizens. The guidelines and actions decided upon at the end of the development of a territory project include the diagnostic elements in order to verify their coherence.

In order to help you make the diagnosis of your territory project, you will find below a non-exhaustive list of the questions to ask (even to yourself) you for an effective development of your project.

-
- Is there a territorial project to which the Co-creative youth project would bring added value?
 - Who has the skills to carry on the territory project?
 - Does a regulatory or organizational framework determine this competence?
 - What initiatives are being undertaken in the area before the start of the Co-creative youth project in the field:
 - Creation of recycling / revalorisation / reuse units?
 - Training applied to this topic?
 - Innovation and experimentation?

- Has an AFOM diagnosis of the territory been carried out in relation to the objectives of the Co-creative youth project?
 - Is there in the proposed territory a consideration of the three pillars of Sustainable Development: social, economic and environmental?
-

2- Develop a co-creative project in the field of recovery / repair / reuse in my territory

a. The actors of the territory

Any territorial sustainable development project requires the active participation and mobilization of relevant stakeholders. The objective is to co-build the project by integrating the vision and expertise of the various stakeholders. Participation is also meant to ensure greater acceptance of the project by ensuring that all stakeholders are aware of and have access to information on project objectives and its implementation.

Stakeholders can be on a number of scales: these can be international organizations, central and / or territorial administrations, economic actors, research and training actors, associations, dissemination agencies, civil society.

There are several levels of involvement for stakeholders:

- Informing and sensitizing the population and socio-economic actors of the territory without waiting for them to return;
- Consultation, where the information is bottom-up: it is a compendium of the opinion of the actors of the territory in order to inform decision-makers in their decision-making

- Concertation: it is a joint effort of elected representatives, technicians and inhabitants of the territory on a public project, with a view to its appropriation and acceptance by all
- Co-decision, which allows genuine sharing of decision-making power over the main options of the project, and even whether it is appropriate

The roles of the various actors can be grouped into five main functions: boosting, guiding, operating, financing and capitalizing. For each actor to be identified, it is thus necessary to associate one or more functions with it.

b. Articulating territorial scales and projects

Co-creative projects must not be part of the strategic project action plans as simple targeted experiments, but as actions serving the global territory project, valued and supported as such.

This allows multiple carriage within the collectivity, both technical and political, and is an effective means of engaging economic actors. For companies, this is a matter of territorial anchoring.

It is therefore necessary to identify the territorial projects with which to articulate its approach, and to identify the level of commitment that each can bring.

This articulation can be achieved in two different ways, either in terms of steering, in a logic of project impulse, or in terms of implementation, in support of initiatives already present and developed on the territory. These two angles of approach are complementary, and will have to be adapted according to the territory and the dynamics at work.

In a transversal way, the territory project must also take into account the principles of sustainable development in its articulation with the different scales.

c. Major phases of a co-creative project and actions to be taken

The coordination of a project of territory requires points of anchors, allowing to carry it out effectively. There are common principles for the elaboration and development of territorial projects in the field of sustainable development, in which waste valorisation is included. These principles are:

- Participation of stakeholders
- Organization of piloting
- The transversality of the approach
- Evaluation
- Continuous improvement strategy

In the same way, different tools will have to be mobilized according to the project, the territory and the dynamics in place, in an order to be defined and adapted to each situation:

- Training,
- Territorial diagnoses,
- Structuring a territorial animation,
- Etc.

These principles, these tools and their articulation must be considered at each of the major stages of the construction of a co-creative project on the territory. These steps are presented below.

The genesis of the initiative: it is during this phase that the idea will ripen around a small nucleus of people. It is also during this phase that actions to raise awareness / mobilization of key players in the territory must be carried out in order to obtain an overview of the future actors that can be mobilized for the co-construction of the project. These people may be elected representatives / agents, business leaders, researchers / academics or representatives of civil society who, together, can decide to launch the process of starting the project on the territory.

The operational launch of the approach:

during this phase, the formalization of a core of supporting and federating actors, identified upstream, takes place. This involves defining the priority actions to be implemented: communicating, training, characterizing actors, conducting territorial diagnostics (waste flows, opportunities for economic development, etc.). The concretization of synergies on the territory, the establishment of short-term mutualizations that can serve as illustrative examples are to be sought during this phase. They will be able to initiate a dynamic of cooperation between the first actors involved. Strategic thinking at the regional level, in particular, must be initiated during this phase.

The formalization of governance and the sustainability of the process:

this is mainly a phase in which the confidence of the actors is occurring. The perpetuation of the system set up takes place here: it is therefore necessary to define coordination and animation, to distribute roles and responsibilities among the actors involved. You must continue to deepen and implement synergies or pooling services or infrastructures, identify new opportunities and evaluate the initial results. It is essentially a phase of crystallization of trust between the actors.

The enlargement and dissemination of the approach:

this is a change of scale. The initial group of actors / holders of the project is open to new partners who integrate the approach. New synergies or mutualisations are in place, notably thanks to the animation system which allows the results to be disseminated. It is possible during this phase to broaden the territory where the project is located, to extend waste recycling activities to other matters / materials / flows, to train

larger/different publics, and to engage actions with the wider civil society.

How to effectively deploy my co-creative project on the theme of waste recycling in my territory?

In summary, the main keys are:

- Communicate, inform, raise awareness to mobilize local actors
- Establish training schemes, particularly for young people far from the labor market
- Organize the governance of my co-creative project and develop the cooperation of actors
- Research and develop territorial synergies between the actors
- Improve the accounting of flows on the territory
- Develop innovative strategies in the field of waste recycling in your territories
- Find ways to finance co-creative projects
- Secure experimentation
- Assess approaches and initiatives in the sector

d. Organize co-construction of the project with stakeholders

To carry out the territory project, it is necessary to set up a project dynamic with its partners.

To do this, it is necessary to distinguish between the two levels of project management: strategic steering, and operational steering. Strategic steering takes place within a partnership steering committee, it defines the strategic orientations and validates the decision-making. Operational steering takes place during the implementation of the project, it allows to determine the priority actions to be

implemented to fulfill the objectives of the strategic orientations.

As part of a co-creative territory project, the principle of co-construction must apply: each project stakeholder must be able to bring his / her vision, skills and willingness to invest for the success of the project.

Co-construction is a method that allows all the actors to work together, decentring in relation to their respective organizations, institutions and functions: the plurality of looks will generate demand and emulation. Thus, the stakeholders intervene as actors involved, free to make their own constructive reflection. Key principles are reciprocal listening and individual and collective responsibility. The production requirement is one of the first expectations of a meeting where coproduction work is taking place.

Step 1: Mobilize participants

A reflection must be carried out beforehand to identify the actors of the territory to be mobilized as participants. These actors can be administrations or local authorities, in charge of the implementation of waste prevention / management policy, economic actors involved in this sector, actors in training, professional integration, working with young people, associations interested in the theme of sustainable development and waste management / valorisation, etc. Depending on their roles, their skills, their resources ... they can take the place of:

- Involved partners, i.e. partners without whom the territorial project is impossible to put in place because they hold the institutional, professional or financial keys and are unavoidable (representatives of the public authorities, ...), because they are operators and constitute the driving force of the project, or because they are direct beneficiaries of the project.
- Associate partners, i.e. partners who are interested in the project, who may

contribute but whose presence does not affect its successful execution. These partners can, however, provide complementary human skills, financial support, specific expertise or an interesting outlook.

Step 2: Build a common strategic vision based on the diagnostic tools of the territory project

The diagnosis of the territory project must make it possible to construct a strategic vision shared by the different stakeholders of the territorial project. Each partner must be able, in the interest of co-construction of the project, to bring his point of view and enrich the various elements of the diagnosis. This confrontation between the diagnosis and the different points of view is an essential prerequisite for the creation of a common strategic vision. It will therefore be necessary to specify the system of actors, the added value of the project in relation to the projects / dynamics already in place on the territory, the responsibilities and roles of each one ...

Step 3: Deepen the project's assumptions and expand the partnership

The co-construction allows to deepen certain themes with mixed working groups (internal / external). It makes it possible to compare the points of view and to make decisions, aware of the positions and complementarities of each one. Thus, the opening of the partnership within working groups will make it possible to specifically target the themes of the project, in order to study more specifically certain aspects (positioning studies, feasibility and economic potential, etc.) or means to implement, ...

Co-construction, in any case, should clarify partnerships, reciprocal commitments, and prefigure the method and criteria for a shared evaluation.

In a transversal way to these steps, it is necessary to animate the partnership. To do this, it is necessary as soon as possible to

propose rules of operation of the partnership, to define the size of the working groups, the duration of the different workshops, the timetable of implementation of the project, the role of the pilot, ...

The essential rules for a successful co-construction work are:

To cooperate to establish a shared diagnosis on the project / situation to define collectively the actions to be implemented.

To differentiate the participation in a personal capacity or on behalf of a structure.

To exchange in an open way, to listen to each other, to respect the right to speak (right to be novice, to show initiative).

Systematically associate a critique with a suggestion.

For each participant to work on their own between the sessions, have its own thread, let the project be known around them and to collect information / comments.

To participate in all meetings, or propose contributions before or after the exchange.

To systematically validate the elements produced.

To designate referrals to provide a relay and testimony outside the working group.

e. Criteria for defining the territory where to develop your project

In order to guide you, and in connection with the questionnaire already established for [diagnosis of territory](#), you will find below a list of questions, non-exhaustive, to define your territory project.

-
- What is the relevant area of the project in terms of:
 - Geography?
 - Elements of territorial planning (patterns of territorial administrative organization, etc.)?

- Public and private actors organized on the territory working in the project sector Co-creative youth?
 - Can the local initiatives be accepted and participate in the implementation of the territory project?
-

The experiences of the Co-creative youth project

During the project lifetime, all partners defined with their stakeholders and local actors a project that answer to the needs and the opportunities of their territory. They mobilise all their efforts to implement their project and obtain the best impact on the local population and ensure its sustainability. The 6 territorial projects are described here below:

- Supporting local project of recycling centers in Corsica – France
- Creative recycle and integration – Italy
- Testing the Mixed Training Pathway - Portugal
- Co-cycling workshop in EASDIB (Art and Design School) - Spain
- The good life in Gävle 2030 – within the framework of the globe -Sweden
- Waste Upgrader in action - Belgium



a. Office de l'Environnement de la Corse and Etudes et Chantiers Corsica

<p><u>Name of the Local project:</u></p> <p>Supporting local project of recycling centers in Corsica</p>	<p><u>Contact:</u></p> <p>Office de l'Environnement de la Corse Uffiziu di l'Ambiente di a Corsica 14, Avenue Jean Nicoli 20250 Corte Tél : 04.95.45.04.00. Courriel : contact@oec.fr</p>
<p><u>Period:</u></p> <p>2nd of May 2018-23rd of July 2018</p>	<p><u>Target group:</u></p> <p>Local authorities, training institutes and associations, waste management entities, companies and social solidarity enterprises</p>
<p><u>Partners involved and their competencies and role in the project:</u></p> <ul style="list-style-type: none"> • Office de l'Environnement Corse as coordinator of the preparation phase. • Etudes et Chantiers as designer and coordinator of the training. • Fablab of Corte as coordinator and provider for the on-field part of the training. • Sud Corse Insertion as associated partner for the proposition of the territory project and as trainees provider for the training. • Recyclerie Calvi as associated partner for the proposition of the territory project and as trainee's provider for the training. • Iniziativa as associated partner for the proposition of the territory project and as trainee's provider for the training. <p>Furthermore, each associated partner has a different core activity for people in professional inclusion scheme:</p> <ul style="list-style-type: none"> • Recyclerie Calvi delivers mainly reusing material training • Sud Corse Insertion is putting in place a "garage solidaire" for including people through mechanics works • Iniziativa is more engaged in dismantling domestic electrical goods and sorting the waste 	
<p><u>Implementation context (territory, starting point, ...)</u></p> <p>A call for expressions of interest was launched during the think tanks and the associations Corsica Mobility Solidarity (Pays de Balagne), Iniziativa (Pays d'Ajaccio) and Etudes et Chantiers Corsica (Pays du Nebbiu) confirmed their interest in carry a co-creative project within their IFAs.</p> <p>Thanks to a broad geographically representation (the Office de l'Environnement based in Corte but with</p>	

offices in the whole region, Etudes et Chantiers Corsica based in Bastia but represented at national level, Recyclerie based in Calvi, Sud Corse Insertion based in Porto Vecchio, Iniziativa based in Ajaccio) the starting point of the project had a great potential.

The open innovation laboratory hosted the mixed training course, partly in Corte, a central location, with the collaboration of the University of Corsica's Fab Lab, and partly within the IFAs with the collaboration of local artists / craftsmen, to develop the creative spirit of young people.

Initially the territory defined for the testing was the North of Corsica but ECC and the associated partners weren't able to support the transportation costs.

For involving all the partners, it has finally decided to hold the decision meeting in Corte, the 22nd of March 2018, at the premises of the Office de l'Environnement and then to spend 2 completed training days at the Fablab in Corte.

The theoretical part of the training has been held at Etudes et Chantiers premises. More than 15 trainees attended physically the 7 training units and Etudes et Chantiers put in place a remote system by Skype, for the theoretical part of the training in order to teach to the associated partners

Brief description:

After the first meeting, once the partners decided how to put in place the territorial project, a detailed training programme was designed by Etudes et Chantiers that you can find below.

It consists in 7 separate modules with the main aim of creating an object.

Part 1: the prevention of professional risks

- Take responsibility for your own safety and ensure others' safety.
- Adapt your own behaviour in accordance with the rules of safety and ergonomics.
- Take responsibility for preparing the workstation in compliance with the conditions of safety and accessibility .
- Protect the work environment

Part 2: Perform the minor repair operations (Clean, disassemble, reassemble)

- Recognition and ownership of materials
- Match the cleaning tools and techniques with the goods to clean.
- Ensure the quality control of the repaired property according to the standards in force.

Exercise 1: Identify the wood species used in furniture design

Part 3: Eco-Design, Valorisation and introduction to design

Adapt a behaviour facilitating the creativity, the ability to push their limits, and to create in common with a craftsman, or an individual.

- What is Eco-design?

- The life cycle of raw materials
- FSC and PEFC eco-labels
- How to develop creativity?
- Awareness of reuse / reuse, recovery and eco-design.

Exercise 1: Tooling, timing, cost, plans, execution plan

Part 4: Initiation to sale

- The process of the sale
- Merchandising
- Price policy

Exercise 1: How to fix a prize?

Exercise 2: Practical situation - Reception of customers

Evaluation:

Monitoring of the implementation and evaluation of the results of the training using the method developed by the Belgian partner.

Each associated partner decided which material, which methodology for achieving the final object:

1. Sud Corse Insertion wanted to make a pin with a logo of their label carved through the laser machine for putting on recycled tires' bags. Material: plastic
2. Recyclerie Calvi wanted to make a noticeboard with the logo of their association carved trough the laser machine. Material: wood
3. Etudes et Chantiers wanted to make a fake moto saw by recovering floating woods then carving the logo and the name of the association into the object.



Testing phase:

The codesigning of the training and the training itself represented a testing phase for meeting the needs of the whole territory by leading a group of more than 10 trainees and 2 trainers plus the remote trainees and trainers by skype.

Further developments :

The feedback report of this first training represented a first base for a sustainable territory project: the results of the pilot training will be spread during the European week for waste reduction, during the multiplier event, during the Cocreative youth final Conference, and will be proposed to trainers and stakeholders to encourage the for duplicating the Cocreative training in the Corsican territory.

<u>Name of the Local project:</u> Creative recycle and integration	<u>Contact:</u> Name: Tiziano Cini Address: via delle Fiascaie 12, Empoli Mail: info@asev.it
<u>Period:</u> January 2018 – December 2018	<u>Target group:</u> Disadvantaged youth
<u>Partners involved and their competencies and role in the project:</u> <ul style="list-style-type: none"> • ASEV (representative of the educational and training sector) – to organise and coordinate the project and keep all partners connected; • Municipality of Empoli (the main policy maker of the area) – to give support and provide connections with the local stakeholders, to evaluate and to indicate the priorities, • Association Re.So (Recupero solidale) (social activities) – to share its experience and advise the activities. • Alia Servizi Ambientali S.p.A. (a Tuscany environmental service management company) – to give a support in the programming phase. 	
<u>Implementation context (territory, starting point, ...)</u> <p>The local project defined in Italy was focused on Creative recycle and integration. The territory for testing was defined during the Focus Groups organized with the main stakeholders of the area. After the SWOT analysis and discussions on ongoing prospective, it was decided to limit the territory for the project activities (including the Local Promotional Activities) to the city of Empoli.</p> <p>As a starting point it was decided to use the experience of one project of the association Re.So. (Recupero solidale) aimed to reduce the waste of merchandise in supermarkets and hypermarkets through the recovery of all those products that can no longer be sold, but which are in fact perfectly suited to consumption, targeting them in solidarity with local associations. The first idea was to make RE.SO work with the secondary schools of Empoli during the compulsory hours of so called ‘work-school alternation’.</p> <p>However, at the beginning of the second project year, taking into consideration that some long bureaucratic practices were needed in order to involve the schools in the project, it was decided to concentrate the territory project activities on another target, namely: young refugees. The choice was reinforced by the following considerations:</p> <ul style="list-style-type: none"> - there are a lot of associations on the territory which manage the centres of refugees reception and permanence. Asev is one of these organisations. - <u>Young refugees represent disadvantage group in the hosting society</u> and once they obtain the documents and permission to reside in Italy, they will face a difficult period of work searching, and 	

therefore the knowledge offered by the Co-creative course, abilities obtain during the creative laboratories, as well as understanding of the fact that waste recovery, waste management, reuse and recycling can become their new job/activity can help their socio-professional integration.

Brief description:

On the one hand, in order to transfer the knowledge of the Co-creative youth to the defined beneficiaries, it was decided to activate the theoretical course at ASEV's premises. On the other hand, in order to awaken the creative spirit of refugees, the laboratories/workshops on using waste to build design objects were organized directly at the place where the migrants reside.

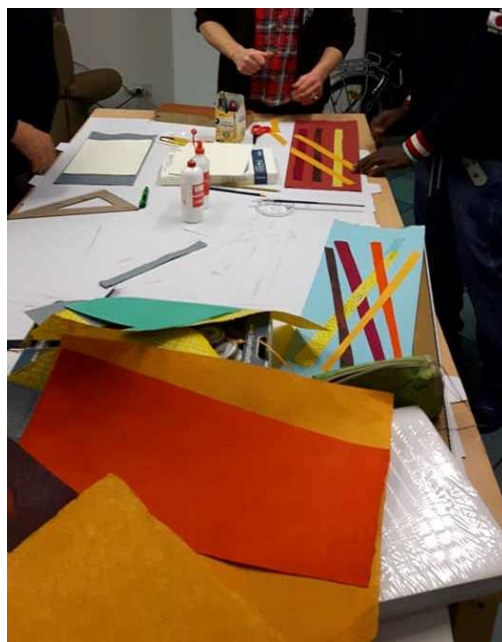
The main attention was dedicated to the laboratories, while the theoretical course was limited to the UNIT_1 of the Co-creative Training Repository and represented a part of pilot phase. However, the response from the participants to the theoretical part was very good.

Planning the activities for the laboratories, the opinion and wishes of the beneficiaries were taken into consideration, so that finally the workshops were organized as follows:

1. We started with some very **simple activities** in order:
 - to let the beneficiaries obtain an immediate positive result (their own small creation - product) that serve as a motivation and encouragement to proceed with something more difficult.

The slogan of this phase was: "I also can!". The material that we decided to use was paper.

Here are some creations of the refugees and the process of creation:



2. We proceeded with the presentation of the Italian **Good Practices**: examples of those who managed to create job for themselves and for others, starting from zero and having in mind just an idea on how to creatively reuse some particular kind of waste. The aim of this phase was:
 - to increase the enthusiasm and convince the participants that this kind of activity can really bring

income.

The slogan of this phase was: “It can be profitable!”

3. The next phase have seen the refugees divided in **groups of interest**, because it was very important that everyone could work with that material which he considered “interesting”, in other words with the **material that inspired him** and not others. Three groups were creating:

- one to sew
- one to work with wood
- one (for those who was unsure about own inspiration) to create some board games using paper and other available materials like wood, for example.

The slogan of this phase was: “We know what it was. Let’s imagine what it can become!”.

Here are some creations:





4. The last phase was dedicated to the selling. Using some manifestations and fairs that usually are organised before the National Holidays (such like Christmas), the refugees tried to sell their creations.


Further developments:

As a conclusion, we can affirm that the project was successful and reached the fixed aims. We would advise to adopt and exploit this example in other centres of refugees.

One further suggestion is to consider the initial idea of ASEV. In the future a project that connects RE.SO with secondary schools can be realized with help of the secondary schools authorities. The aim can be to establish a collaboration between social sector and the schools in order:

- from one hand, to promote environmental education process, to teach the school students a responsible behavior toward the resources and products, to transfer the experience of RE.SO from its operators to the young people by implementing training workshops;
- from other hand, to enrich / to «improve» the activities of RE.SO through the new and creative ideas and technological competences of young people.

c. Instituto de Soldadura e Qualidade

Name of the Local project: Co-creative Youth – Testing the Mixed Training Pathway in Portugal	Contact: Name: Lara Ramos Address: ISQ Training Mail: loramos@isq.pt
Period: January to September 2018	Target group: <ul style="list-style-type: none"> Young people – neets and / or students and trainees from apprenticeship classes;
Partners involved and their competencies and role in the project: <ul style="list-style-type: none"> municipalities of Lisbon (parrish of Arroios), Oeiras and Sines: these partners were our main stakeholders. They played a mediator role, disseminating project outcomes and / or establishing partnerships with local schools, vet schools and local communities, naming immigrants; ISQ and CECOIA – they are VET schools with apprenticeship classes. The idea is to test “the Co-Creative” curriculum with trainees, during the open labs period; Repair Café, Fab Labs and Circular Economy Portugal – partners in circular economy field. We used their premises for sharing good practices to stablish territorial projects in common. 	
Implementation context (territory, starting point, ...) <p>During the state of the art phase, one of the Portuguese focus groups was made with the Municipality of Lisbon – European Projects and Waste Management Divisions. From the contact with the Municipality of Lisbon ISQ had the opportunity to learn more about CEP – Circular Economy Portugal</p> <p>https://www.circulareconomy.pt/ - and the FAB LAB - http://fablablisboa.pt/ - and Repair Café projects - https://www.circulareconomy.pt/repair-cafe/ - both supported by the Municipality of Lisbon. After this, ISQ spoke with them directly and met them several times, presenting the Co-Creative project and trying to establish a partnership to implement the open innovation laboratories in their facilities. From these contacts ISQ was able to attend and present the Co-creative project at the <i>Circular Economy Mapping Week</i> (photos above) https://old.circulareconomyclub.com/circular-economy-mapping-week/lisbon-mapping-session-lindsey-wuisan/.</p> <div data-bbox="823 1319 1500 1644" data-label="Image">  </div>	

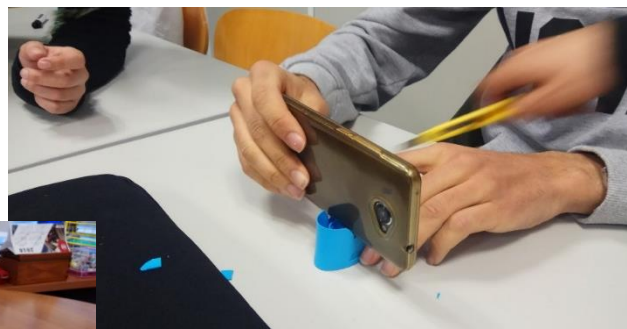


In the end, some adaptations were made and the open innovation laboratory was implemented at ISQ Training Facilities, with the support of Oeiras Municipality, where ISQ is located, and also contacted during the state of the art phase. Despite this, Fab Lab and Repair Café from Lisbon – located at the parish of Arroios (municipality of Lisbon) - were not forgotten and the partnership continued for good practices examples and extra-curricular sessions - awareness sessions - for Circular Economy.



Repair Café sessions

In the end the open innovation laboratories were delivered to two Apprenticeship Training Classes, from January to June 2018, reaching a total of 24 students from 18 and 25 years old. The practical work was implemented at ISQ Training Facilities at welding and electricity workshops and awareness sessions were based in Fab Lab and Repair Café examples.



Co-creative trainees & sessions

In the initial phase, the Co-Creative Youth project was also presented to CECO - <https://www.ceco.pt> – a VET school in Lisbon. The initial idea was also to implement the open laboratories in their facilities with their “Visual Merchandising” young students. The idea was to make them reusing plastics, papers and fabrics creatively to build their projects. Unfortunately, there were not enough applications at the time, and this open laboratory could not be implemented during the piloting period. Despite this, the project outcomes were shared with them and CECO is planning to implement some of the Co-Creative good practices in future “Visual Merchandising” training courses.



Brief description:

The territorial project was held at ISQ Training Facilities, located at Oeiras:

ISQ lead the face to face sessions testing phase with his apprenticeship students, namely, in “Welding Technician” and “Electronic and Telecommunications” classes. Both classes deal with different materials to be valorised: metals – in welding – and wires, plaques, plastics and metals – in “Electronic and Telecommunications” training.

ISQ was responsible for testing Unit Number 2 - Sorting and dismantling properties or sub-elements. This was very useful since their training classes and laboratories do that daily basis: dismantling, recycling and reuse materials is a major responsibility for ISQ. Materials can go from plastics, to metals - namely welding plaques – as also electric and electronical equipment. So, for ISQ it was quite interesting to receive some theoretical framework on how to perform these tasks.

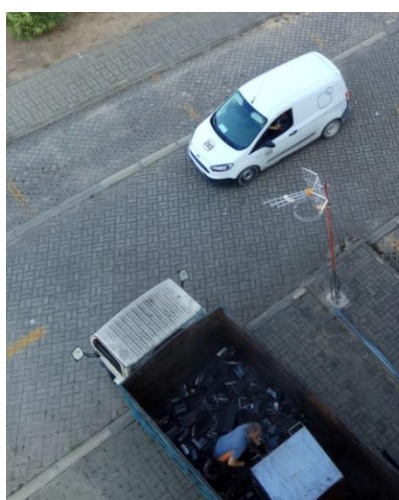
In the end, ISQ theoretical and practical trainers - by adapting all the Units contents to his own reality - were able to test all the Co-Creative Youth training units. From creating a Circular Economy and environmental awareness sessions for our students, passing through the sensitization of dismantling, cleaning and assorting materials and goods in order to be reused in future projects / training sessions. Although some of these practices are already implemented at ISQ, after Co-Creative project, students and staff turned to be more aware of the importance to perform this good practices in a better, standardized and effective way. In fact, all ISQ Training staff get to be involved: by the occasion of the EUROPEAN SUSTAINABLE DEVELOPMENT WEEK ISQ trainees developed an ECO-Eco for ISQ training facilities: a set of 10 major Eco-rules to be implemented at ISQ Training Department. So the impact was quite great!



ISQ Eco-code being written by Co-creative youth trainees



Dismantlement of goods at ISQ facilities



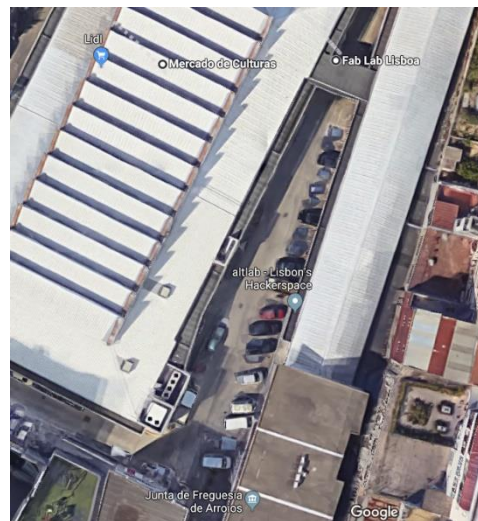
Collection of Welding plaques at ISQ Welding school

Further developments:

From this connexion with Arroios parish (municipality of Lisbon), where Fab Lab and Repair Café are located, a future territorial project is now being designed: a future new Co-Creative training having migrants, namely women's, as final users.

The project outcomes, namely the *Curriculum competences chart of a co-creative upgrader* and the *Promotion and networking platform*, were shared with the municipalities of Lisbon, particularly in the parish of Arroios, Oeiras and Sines (during our MEs).

From this connexion with Arroios parish (municipality of Lisbon Lisbon) ISQ was invited to make the Co-Creative final conference at their facilities – Mercado das Culturas (see Google map)– and design a future territory project: implementing



a future new Co-Creative training having migrants, namely women's, as final users. "Integration through education" and "Empower migrant women's" were the mottos. The general idea is to deliver the Co-creative training programme to these publics helping them to create their own circular economy micro-businesses, in the community.



d. Consell Insular de Mallorca

Name of the Local project: Co-cycling workshop in EASDIB (Art and Design School)	Contact: Consell de Mallorca Name: Margarita Socias Address: Mail: msocias2@conselldemallorca.net
Period: 19 th and 20 th February 2018	Target group: <ul style="list-style-type: none"> • Students, teachers • Companies, organizations • General public
Partners involved and their competencies and role in the project: <ul style="list-style-type: none"> • Art and Design School and High Polytechnic Institute of Palma: teachers and students worked together on their individual projects. • Fundacio Deixalles: they explained the social and environmental problems concerning waste generation • Ecoembes: The Spanish non profitable organization that cares for the environment through recycling and eco-designing packaging which operates at Nacional level, explained their work with packaging. 	
Implementation context (territory, starting point, ...) This project was born during the Focus group meetings organized by Consell de Mallorca from February to May 2017. Taking in account the Analysis of the State of Art implemented in Co-creative youth project, the stakeholders saw a good opportunity for further collaboration among their institutions (workers, teachers and students) to empower the upcycling design with raw materials provided by waste collection.	
Brief description: The Co-upcycling workshop has taken place during two days, with the participation of the Art and Design School, the high Polytechnic institute of Palma, Fundacó Deixalles and Ecoembes. The students from both schools were divided in 10 mixed working groups to carry out the activity. The main objective was to design plastic lamps made from waste. They mainly used 2 types of plastic: PET (polyethylene terephthalate) and HDPE (high density polyethylene) The speakers used the Pecha Kucha methodology to present the program and workshop to the students. Each speaker has 20 pictures to explain in 20 seconds each one (Total 6 min and 40 seconds). The Methodology "20 × 20" ensures a dynamic and systematic statement of the ideas which are more relevant for the audience. The program for the Co-upcycling workshop was as followed: <ul style="list-style-type: none"> - Introduction to the workshop - Environmental and social problems of waste generation - Ecoembes presentation - Plastic raw materials 	

- Co-creation and upcycling process
- Planning an illumination project
- Electrical assembly for illumination
- Create groups
- Start projects
- Analyze results
- Perform designs
- Projects presentations




Further developments :

This workshop is a first step for a further collaboration between the training sector, recyclers and organizations, to rethinking about the waste reduction and upcycling.

It is planned to set a future collaboration yearly, to perform similar workshops.

e. Gästrike återvinnare

<u>Name of the Territory project:</u> The good life in Gävle 2030 – within the framework of the globe.	<u>Contact:</u> Name: Eva Johansson Address: Gästrike återvinnare Mail: eva.h.johansson@gastrikeatervinnare.se
<u>Period:</u> September 2017 – august 2018	<u>Target group:</u> <ul style="list-style-type: none"> • Students, teachers, schools • Companies, organizations • Politicians, civil servants • The public
<u>Partners involved and their competencies and role in the project:</u> <ul style="list-style-type: none"> • Private companies and municipal companies: are working together with the students/schools in their individual projects : Region Gävleborg, Länsstyrelsen Gävleborg, Naturskyddsföreningen, Sandvikens Kommun, Sweco AB, Gavlefastigheter AB, Sodexo AB, BIG – Brottsförebyggarna I Gävle, Omställning Gästrikland, Högskolan i Gävle, Gästrike Vatten, Gävle Energi AB, WWF, Älvkarleby kommun, Sandvikens Kommun, Svenska Kyrkan, Gavlegårdarna, Gästrike återvinnare. • Municipality of Gävle: the head partner and our stake holder who will organize the practical issues on the final event – the counsel • Students/teachers/schools: developing ideas and practical examples of how a good sustainable life might look in 2030: Vasaskolan, Borgarskolan, Vallbacksskolan, Polhemsskolan, Stora Sätterskolan. • Politicians: discussions and debates with targets groups and the public 	
<u>Implementation context (territory, starting point, ...)</u> <div data-bbox="201 1610 831 2020">  </div> <p>This project started in the summer of 2017 when partners wished for a deeper understanding for local and global sustainable topics. The ambition is to involve actors of private, municipal and civil servant areas to work in synergies. The good life is implemented as part of Gävle Municipality's work on the global goals for sustainable development - Agenda 2030 and First Generation #firstgeneration (# GLOBALAGÄVLE), Gävle Municipality's Environmental Strategy Program and Education</p>	

Brief description:

Some of the participating partners in the project has come up with idea that the schools can apply to work with. During the whole process the partners have been a contributor and advisor in that particular class. For the best outcome the aim was to engage different actors in society working towards the same essential goal. To foresee how we can live a good sustainable life in the future there must be changes in how we live and consume products. The challenge lies in that whether it is reuse, remake, redesign or even inventing new products or ways of saving our resources.

The project foreseen that on the day of the counsel the students present their ideas and/or products. There will be a panel discussion involving politicians and important people in business in the field of environmental sustainability.

The territorial project is a creative project that will end with a final counsel at the University of Gävle 2018 which will be open to the public.

Evaluation of the Good Life in Gävle.

Students suggest how Gävle will look and work in 2030 - Advice for the initiative "The good life in Gävle 2030 - within the framework of a globe"

The initiative "The good life in Gävle 2030 - within the framework of a globe" has been going on for one year at three secondary schools and a high school in Gävle. On March 21, it was time for the students to present their project work on a future in a sustainable Gävle during a day at the university. During the day, teachers, politicians, officials and representatives from industry and associations also participated. In addition to the exhibition of students' work, the day also included group work, panel discussions and reflections.

The students' involvement in the questions is great. The students themselves say that the work has been fun and educational, that they have gained important insights and learned a lot about both the issues and how complex it is to work with social planning. It is also clear that students want to be involved in influencing their future.

The students have worked with a variety of areas: construction, housing, housing, segregation, green spaces, recreational halls, public accommodation, transport, school food, nutritional food, organic footprints and the sustainable automotive industry.

The students have worked with a variety of areas: construction, housing, housing, segregation, green spaces, recreational halls, public accommodation, transport, school food, nutritional food, organic footprints and the sustainable automotive industry.



"An important purpose of the counseling is to make students participate in shaping the future of Gävle and to involve them in dialogue with adults," says Sofia Lord, environmental strategy at Education Gävle. For the teachers, work began with planning in spring 2016 and the students have worked with the projects during the academic year. Ullrika Forsgren is a project leader for learning for sustainable development and has also worked with the initiative. She is fond of the good atmosphere during the day, and over the great interest of the adults who participate.

Klara Wirdby works as a community building strategy in Gävle municipality and is inspired by the commitment that young people show in their work. She emphasizes that young people's involvement and involvement in social development is long-term strategically important and an important issue for democracy. In their work, students learn to understand the planning process and what the authorities and administrations are for.

The students Hanna Sundin and Wilma Östlin from Borgarskolan have worked with segregation in their project. Among other things, they have looked at how the distribution looks like ownership rights and condominiums in districts like Andersberg and Hagaström and how to increase the mix of housing types. During the work, the students have raised their eyes because segregation is not only in socially vulnerable areas, but also in areas as Hagaström and Villastaden are segregated.

Karl Vestlund and Farhad Ahmadzai from Vasaskolan have worked with green spaces in the city planning.

Their conclusion is that it is important to preserve green spaces in the city center and not to build them. "With the project work, we have had a new way of looking at society," says Karl. "Before thinking about how important it is to have nature around it". Do young people today feel that they can affect social development? "Yes," Farhad says, "we can do that, and it is important that we make our voice heard for our future."

Emil van Kuijl, Jesper Larsson and Gustav Strand from Polhemskolan have planned a new residential area. They have planned to plan sustainable with, for example, solar cells, recycling rooms and a car pool for the area. The group has also thought about creating conditions for community and a pleasant outdoor environment with vegetation. "There is more to think than you think when planning a residential area," Emil says.

Emin Gadzo, Yahya Omar and Abbas AlFaham from Vallbacks School have looked closer at a sustainable automotive industry. Abbas points out that it should only be used for cars that do not emit fossil carbon dioxide, such as electric cars and biogas cars. The group proposes that in Gävle there should be a car industry that produces 100 percent environmentally friendly cars so that our climate is getting better. They

recommend an effort to develop skills for the manufacture of new, environmentally friendly cars.

Patrik Stenvard, chairman of the city council, listens and takes part in the students' work with interest. Patrik thinks the students are chopped and show great commitment. The students' work has also raised thoughts and new reflections at the municipal council's chairman. For example, creating opportunities for more collective living and the students' insights as to how important it is for sustainable school food. Patrik also encourages students to submit their views on the development of Gävle in the ongoing referral on the Gävle municipality in 2030.

Marcela Davila, Helena Ström and Karolina Häägg Franzén are some of the teachers who have worked with the students during the venture. They are very proud of their students today. What reflections do teachers do about the students' work in "The good life in Gävle 2030 - within the framework of a globe"?

"Seeing the joy and pride of the students today!" Helena replies emphatically. Karolina is impressed by how the students have developed and gained new knowledge and that they have grown and and broadened the perspectives. Sustainability issues are important for young people and they have become even more aware during the work. Marcela has noted that the students really want to participate in the community building and have many wise thoughts, not least about building conditions for community, for example in collective houses of all ages. Teachers from the different schools have begun talking about co-operation between schools next year so that the students meet and thus create even more integration and learning from each other.

Evelyn Klöverstedt, chairman of the board of education, said inauguration in the afternoon and Minister of Civil Affairs, Ardalan Shekarabi, sent a glaring video greeting to the students. The day also featured a group work where the students and the adults together made running notes from the future in Gävlebladet March 21, 2030. Some of all hopeful and creative headlines from the flyers were:

- Quality of life in Gävle - highest in the country!
- Environmental threat wiped out - Students at the Gavle 2017 Council team laid the foundations for today's sustainable society
- Housing for all - now the goal is achieved
- Climate threat no longer a threat
- Gävle's last petrol car is scrapped
- Four hours working day



The day ended with a panel call with reflections from both students and adults. The adults were impressed by the students' dedication and insight. The students Mari Al Adehesi and Bellisa Hemlin were glad that so many adults were there and listened, because young people have good things to say and want to be heard. Mari and Bellisa were also hopeful. "As long as we want to change, we can do anything."

My strongest reflection from the day is that we, adults, have a big responsibility to capture the young people's opinions and suggestions and take them into consideration in practice and practice. For the decisions and plans we put into practice today, young people will live with and take the consequences of in the future.

The purpose of the effort to make students participate in shaping the future Gävle and involving them in dialogue with adults is met. Both students and adults have gained insight and inspiration during an important, thoughtful and future-oriented day.

Further developments :

The process will continue during this year as well and the experience from the first year of the work 2017 will be very valuable even after the Co-creative project lifetime. Gästrike årtvinnare is engaged also this year 2018 so the CoCreative project will go on and hopefully be an ongoing part for us in the future and also give us possibility to attend other learning project within the Erasmus +.

f. AID Val de Senne Asbl

<p><u>Name of the Local project:</u></p> <p><i>Waste upgrader in action</i></p>	<p><u>Contact:</u></p> <p>AID Val de Senne Asbl Address: Rue de Bruxelles 189, 1480 Tubize Tél : +32 2 355 62 61 Mail : coordinationpedagogique@aidvaldesenne.be jp.giacometti@aidvaldesenne.be</p>
<p><u>Period:</u></p> <p>January to December 2018</p>	<p><u>Target group:</u></p> <p><i>Young people in difficulty due to lack of employment, financial difficulties, difficulties in entering the world of work</i></p> <p><i>Commercial companies that can become partners</i></p> <p><i>The public during the organization of workshops or during attendance at trade fairs dedicated to</i></p>

recovery and reuse

Partners involved and their competencies and role in the project:

The SFMQ (Service Francophone des Métiers et Qualification), for the definition of the profession and the training of generalist valoriste

Partner companies for the supply of recycled wood: Carpentry Diffusion,

The trainers Alain Mattez and Alain Van Hamme, for their know-how and pedagogical skills

Psychosocial referees Margaux Firre and Aurélie Delwiche for their attention to the trainees, and their patience

The French - Mathematical Refresher Trainer, Angélique Forthomme, for her pedagogical qualities and patience, also

The designer Denis Briard for his ideas during the development of the layout of our premises, based on recycled material

Mr Adrien Moscato, eco-designer who brought some interesting projects based on recycled objects (Coworking Challenge project)



Implementation context (territory, starting point, ...)

Economy zone rue de l'Atelier in Tubize

More broadly, Walloon Brabant and the French-speaking region of Belgium

Brief description:

AID Valorists have been trained to integrate concepts relating to waste management, treatment and treatment processes.

They put this knowledge into practice by collecting pallet wood from the companies present on the site, as well as from other companies active in wood (e. g. Menuiserie Diffusion, Charleroi) which have stock purposes or products not in conformity with sale, and wood from deconstruction.

The wood collected was transformed into finished products (e. g. creation of furniture, waste bins, etc.), intended for sale either to private individuals or professionals (store decoration), or also for rental (creation of a stand with a floor for events).





Testing phase:

In collaboration with a designer, furniture was built for a coworking site, for the layout of the trainers' room, for a stand for rent (event).

Thanks to the participation of the AID in the process of defining the profession of valuer, and the content of the general valuer training, we were able to integrate these elements into our curriculum, in order to give the trainees the best employability opportunities



Further developments :

The aim of our actions, and collaborations is to create a service that can be used in the economic activity zone of Tubize in order to raise awareness of the waste problem among other companies, while allowing them to find a low-cost solution, in the immediate vicinity (circular economy), for their wood waste, mainly but not exclusively.

Some of these are reused/reused by AID, in particular to create, with the help - sometimes - of a designer, new objects, intended for sale.

The project to fully equip a "zero waste" store - Le Colibris in Pont-à-Celles - is destined to be emulated, particularly in the sphere of organic stores, in the broad sense.

While maintaining our primary specificity, training, we have succeeded in integrating a range of products that are tangible proof that we can create something new from... what was considered waste.

We will now define a range of products, which can be produced in small series, while maintaining the possibility of working "on demand", either individually or for larger projects.

In addition to this, we are very keen to play a role in initiating ideas and spreading the principles of the circular economy and the 4Rs

How to make the project sustainable: the issues of territorial governance

Throughout the Co-creative Youth project, the transnational partners have demonstrated that they are territorial actors, with assets to be put forward in territorial development projects.

Thus, they learned that they move forward more easily if they equip themselves, by cooperating, with efficient methods and tools to animate their projects.

Actors of the social and solidarity economy (SSE), actors dedicated to social and professional insertion but also actors acting for plan and regional development or for



environment, all, participate in the current reflections on the development, they are part of dynamics of territory and contribute with others to conduct multi partnership projects.

For example, we have discovered, in this context, that these actors and more generally the actors of the SSE and the Inclusion via Employment in Corsica have much to contribute..

Mainly through transversal objectives (solidarity and participation in the same way as the economic objective), through their practices of mixed resources and cross logics of actors (their projects are part of the market, of public contracting and of volunteering or reciprocity), they show a real relevance for undertaking and animating differently at the heart of the new territorial dynamics for employment.

Thus, these local development practices reinforce themselves and evolve towards the territorial development which supposes to activate the social relations generating

1. Contributions of governance to territorial projects



a. A renewal of reflection on the general interest

innovation, to organize the territorial resources and to design a project.

How then can we move from the project to a sustainable approach?

Take into account the main contributions of new practices, that of governance for the management of territories.

By encouraging the project-based approach and giving more leeway to local actors, territorial governance raises the question of the notion of interest, which thus becomes a central point of political reflection. As a result, the expression of the interests (or needs, visions, etc.) of local actors is no longer only in the marginal space: it is gaining a central place.

The general interest is no longer dictated by a state / collectivity - represented by the elected-official of large state bodies - which would be above the partisan game and transcend particular interests.

In other words, we move from the notion of general interest, a superior principle valid throughout the territory and at all levels, to that of co-constructed collective interest.

Contextualized collective interest is thus constructed in an iterative way and forces

everyone, even the private sector, to face societal challenges and to justify their actions.

b. A better recognition of knowledge

In this perspective of co-construction, the local actors are not only carriers of needs and visions of things, but also of resources: experiences (ex of Co Creative), local roots, link with the population, skills ... Mobilize these resources - in particular to make interaction between the knowledge of the civil society and that of the technicians - or to inscribe the public action in a local history made of a succession of experiments, raise methodological challenges.

This "managerial" vision of the dialogue between the actors of the territory supposes a change of posture and practices of the elected officials and the technicians, with a new distribution of the roles between **State employees** and territorial agents. It sketches a more participatory democracy in the best of cases, even if it is sometimes applied in a constrained way because imposed by the regulation.

c. Valued cooperative attitudes

From the perspective of territorial governance, local development, preservation of the environment or management of local resources, as here reuse of waste, continue to be considered as belonging to the administration or common codes. However, this is no longer the sole responsibility of the State or a collectivity.

It is Rather a matter of coordinating the actions of multiple decision-makers, whether they act in the name of the general interest or of their particular interest.

d. Mobilization and strengthening of the territorial actors

Elles participent aussi à la structuration de ces acteurs, voire même suscitent leur émergence.

By giving voice to actors in the voluntary sector and in the private sector and by giving them the status of partners of the public authorities, participatory practices of governance encourage initiatives.

It impacts also the structuring of these actors, or generates their emergence.

e. A better consideration of the citizens

The "actors" of local development have long been summed up in collective actors: local authorities of course, but also representatives of the State, associations, professional organizations, etc. In recent years, under the effect of regulatory injunctions, taking into account the "citizen", the individual actor, begins to emerge and complicates this picture.

f. An evolution of the functioning of the institutions

Several successive reforms have led to notable developments in public action. This can now be characterized by a few keywords such as "contractualisation", "responsibility", "transparency and evaluation", "mutualisation" ...

These new principles, which are part of a logic of strengthening democracy, change significantly the decision-making process.

Thus, decision-making tends to involve a wider range of actors and to become a procedural process incorporating multiple phases until the actual decision-making, which naturally remains the responsibility of the elected representatives through collective bodies (municipal councils, Community Council, Union Council, General Council, Regional Council