



Socially Engaged Universities

Pilot Study Synthesis

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Executive Summary

Background

There are increasing calls for universities across the globe to be more socially relevant and responsible by addressing the needs of society, both locally and globally. The Erasmus+ funded project Socially Engaged Universities (SEU) is aiming to explore different models of community university partnerships (CUPs) and to share experience and expertise of how European Universities can work with and for their local communities through “Third Mission” activities in addition to their core teaching and research tasks.

This report is the third output from SEU and describes five pilot projects delivered by the SEU partners in partnership with their municipality or a local community. Each project has been co-designed and delivered from inception with non-academic partners, to bring about mutual benefit for all parties.

Belgium

In Belgium, the neutral position of Ghent University played an important facilitating role in a project which succeeded in initiating a dialogue between the key stakeholders involved in tackling the problems related to youths in the Keizerpark in Ledberg, a submunicipality of Ghent. The project produced an informative brochure which has contributed to a better understanding of the functioning of each partner organization, and a greater understanding and respect for each other's work. The project also led to an improved social connection, and a positive and open attitude between the various partners which bodes well for an improved future collaboration.

Germany

In Germany, a collaboration between the University of Magdeburg and the City of Magdeburg aimed to learn more about the phenomenon of "staying away" or “non-participation” from the cultural events and activities in the city. This investigation of Magdeburg’s cultural landscape involved students from the Cultural Engineering course who combined qualitative and quantitative social science research to generate new knowledge which was used as a basis for a series of public discussion and feedback events. The findings of the investigation will feed into the cultural plans of Magdeburg as well as the City’s Cultural Strategy *Magdeburg 2030* after the attempt to become *European Capital of Culture 2025*.

Italy

In Italy, SEU supported an existing project “Parma: mountain of quality”, a programme which aims to preserve biodiversity and reduce anthropic desertification amongst sixty family-managed farms in the Province of Parma, in the Emilia Romagna Region. The label “*Parma: mountains of quality*” aims to help communicate the quality of the organic products produced by farmers in this mountain area who aim to be socially and economically sustainable. The collaboration between SEU and *Parma: Mountains of quality*, aimed to strengthen the cooperation between the University, and the project’s stakeholders and beneficiaries, through building the knowledge base. Students from the University of Parma participated in the field research and completed their internships and theses on this subject.

Delft

In Delft, the SEU project also aimed to add value to an existing project. The *Delft City Deal on Education* consists of the municipality of Delft, The Hague University of Applied Sciences (THUAS), Delft University of Technology (TUD) and Inholland University of Applied Sciences. The City Deal on

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Education in the Netherlands, provides innovative ways for cities, research universities and universities of applied sciences to collaborate on an equal basis in finding solutions for major social and urban challenges. In Delft, the position of a knowledge broker was established in the neighborhood of Tanthof, with the aim of creating connections between the community of Tanthof, the universities and the municipality, connecting them around societal issues to create new knowledge and possible (policy) solutions to societal community challenges. The SEU project reflected on the role of the knowledge broker in its first year by interviewing various stakeholders to assess the benefits and challenges that were experienced.

UK

Finally, in the UK, a formal collaboration between the University of Exeter and Tidelines, a community project which has been building relationships with local organisations, schools and environmental groups since 2018, aimed to explore creative approaches to community engagement, with a view of creating a Community Environmental Hub focused on the Exmouth and Exe Estuary environment. The purpose of the Community Environmental Hub was to enable and encourage dialogue about how the estuary works, how changes are affecting biodiversity along the estuary. The SEU Tidelines collaboration has built relationships with communities along the Exe Estuary as well as within the University of Exeter, and is facilitating students and researchers to support the communities to respond to the challenges they face.

Summary

In a year plagued by a global pandemic, COVID-19 impacted all of the SEU collaborations and meant that most interactions between stakeholders were conducted via online platforms such as zoom. Without doubt, COVID-19 impacted the progress of all projects, and the lack of in-person meetings hindered the development and richness of the relationships between the various actors. Difficulties in planning and scheduling also mired the ability of some projects to achieve their objectives. Nonetheless, huge steps were gained in strengthening relationships, and improving trust which have helped the project partners identify opportunities for future working better together.

A common challenge amongst the projects was a disconnection or lack of trust between the universities and their partner organisations. In some cases, an intermediary or brokerage role was seen as key to building these relationships and helping partners to build the confidence and trust required for collaboration. Perhaps unsurprisingly, the projects which were most successful in achieving their objectives were those that worked with, and added value to, established projects or relationships.

Benefit for the universities in these pilot projects was largely achieved through the involvement of students and the integration of under- or post-graduate research projects. Most projects have an ambition to continue the relationship with their community, and identifying opportunities for further embedding mutually beneficial student projects into the partnership is seen as a vehicle for some projects to achieve long term impact beyond the SEU funding.

Background

Across Europe and beyond, there is increased public interest in the impact of universities on their localities and regions. There are growing calls for universities to address economic challenges, and to be more socially relevant and responsible by addressing the needs of society, both locally and globally. The central aim of the Erasmus+ funded project Socially Engaged Universities (SEU), is to explore different models of community university partnerships (CUPs) and to share experience and know-how of the relationship between European Universities and their civic and civil societies.

Our first output, the State of the Art Review, captured the state of the art of partnerships between universities and their Communities. Part One of the review drew on a 2016 systematic review of the literature describing community academic partnerships (CAPs) (Drahota et al., 2016), a 2017 review on community university partnerships (CUPs) (Harney & Wills, 2017), and more recent publications in both the academic and grey literature. Part Two of the review focussed on each of the partner countries, Belgium, Italy, Germany, the Netherlands and the UK, and described how regional and national context and policies support or hinder partnerships between universities and their communities. We also described some of the unique partnerships between academic institutions and their communities in each partner country, trying to understand how partnerships demonstrate and evaluate the impact of their activities on all stakeholders and the wider society. In agreement with some earlier publications, this output reported that trust between partners was one of the most commonly recurring themes of Community University Partnerships, while one of the biggest challenges is maintaining the sustainability of partnerships dependent upon short-term funding.

Our second output, the Case Study Compendium explored in depth a series of innovations carried out within each of the partner institutions of the SEU project. For each innovation, a detailed Case Study was produced which examined what worked well, what the challenges were, and what lessons could be learned. Through exploring the practicalities of what works and what does not work, we advanced our understanding of the conditions and infrastructure required to support mutually beneficial, sustainable community university partnerships.

This document, the third output from the SEU project, describes the projects designed and delivered by each partner institution in partnership with their municipality or a local community. Each project draws on the findings of the first two outputs and aims to address a locally identified challenge. We describe each of these projects in turn, and discuss the collaborative approach, and the benefits and challenges of working in partnership. One additional challenge encountered by all of the partners was the unforeseen, and totally unprecedented global pandemic caused by COVID-19. Each partner describes the innovative approaches used to ensure that the projects continued, albeit in an altered form.

Belgium: Youth in the Keizerspark, Ghent

Context

The city of Ghent has been experiencing nuisance in various neighbourhoods caused by adolescents and young adults for some time now. In the Keizerpark in Ledeborg, a submunicipality of Ghent, various employees of the city of Ghent have recently noted the rise issue of drug dealing by youth has become worse. Youths often spent time in the streets and in the park to have fun but also to escape from parental authority. There have always been complaints about drug-related nuisance in the park yet lately these objections have evolved from complaints about drug use to complaints about dealing drugs. This evolution alarms various stakeholders and people who work with youths in the public sphere. Most of the time, these youths are born and raised in poor living situations. At the park, they feel they can be who they want to be. These young people are often vulnerable on several dimensions (economically, emotionally, and in terms of their social networks and lack of social support), and sometimes view dealing drugs as a way out of a precarious economic situation (Stad Gent: Departement Samenleven, Welzijn en Gezondheid, 2019).

In order to tackle these problems, the City of Ghent and Ghent University (UGent), among others, started a collaboration aimed at the specific case of the Keizerspark. A preliminary analysis points to specific barriers, such as different professional mandates and the use of jargon, that hamper the collaboration between the partners that are directly involved when an incident happens in the Keizerspark. Ghent University, in consultation with staff members of the City of Ghent, invited the diverse partners to participate in the pilot project: a representative from the youth wellbeing department, youth assistance service, the police and a public prosecutor. After a number of exploratory discussions, the partners decided to focus on the difficulties in the collaboration between the stakeholders and not on the young people themselves. It was decided that the first problem that should be tackled was the lack of communication, trust, and collaboration between involved partners that are active in the Keizerspark and/or who closely work with the youths that frequent the park.

Aims

The pilot project set several short- and long term objectives:

1. A short term goal was set out to improve the collaboration between the different stakeholders involved to more effectively tackle social problems regarding the youth at the Keizerspark. A more effective collaboration should eventually lead to achieving the first aim (a reduction of nuisance in the Keizerspark).
2. In the long term, the project aims to reduce the nuisance caused by young people in the Keizerspark as well as improve their wellbeing.

In order to improve the collaboration between partners a co-creation trajectory was set up and a brochure was developed to facilitate insight into the workings of partner organizations. This was perceived as a necessary first step for a sustainable, forward-looking and problem-solving collaboration between the various stakeholders. To address the need for a more sustainable long-term collaboration, a plan for the future was developed by the end of the summer of 2020.

Belgium: Youth in the Keizerspark, Ghent

Process

The decision to work on this specific topic with these particular stakeholders, was the result of a broad call sent out by UGent for partners outside academia to collaborate with UGent on tackling specific societal challenges.

Recruitment

The coordinator of the PSYNC interdisciplinary research consortium 'Working together for mental health' sent out a call on 31 May 2019 to different stakeholders asking them to submit proposals on specific societal challenges that can help researchers address by valorizing scientific knowledge. On 2 July 2019, the City of Ghent submitted a case on young people in the Keizerspark. PSYNC selected this case because it fitted in nicely with one of the central objectives of the Erasmus+ project Socially Engaged Universities (i.e. to develop collaboration between the city, local communities and the university).

In order to facilitate the progress of the project and achieve our objectives more effectively, we called upon Apollo 18, an "Innovation-by-Design" agency. They suggested the organization of three co-creation sessions through which the project group could look for possible steps towards a solution through consultation and interaction. In consultation with all partners, we would particularly focus on the following specific question: "How can we create new forms of collaboration between different actors in order to achieve an integrated approach towards young people in the public space?"

The City of Ghent can be perceived as 'the client' within this pilot project. UGent and Apollo 18 are the implementing parties and process supervisors. Table 1 shows a description of the members of this core team. This group was present at each project meeting. Furthermore, specific skilled UGent staff provided ad hoc expertise during the exploratory talks: Dr. Jan Naert (expert on youth welfare within the Department of Orthopedagogics at the Faculty of Psychology & Educational Sciences) and Prof. Dr. Freya Vander Laenen (expert in juvenile delinquency at the Faculty of Law and Criminology).

Exploratory conversations

A first exploratory meeting between UGent and the City of Ghent took place on February 6, 2020. The problems in the Keizerspark and the concerns about the young people were discussed. The partners also discussed the different challenges during this conversation, such as the need to expose systemic barriers, building meaningful relationships with the youngsters and the role of repressive measures by police and the public prosecutor's office. During this meeting the project partners decided to involve key stakeholders such as police, public prosecutors, youth welfare workers and representatives from mental health care facilities. Given the short time frame in which the partners had to achieve results during the pilot project, it turned out to be not realistic to involve young people as well. Important arguments in this decision were the focus on collaboration between the stakeholders (the problem was framed as a lack of collaboration between the stakeholders rather than the young people themselves). Also there was fear that when we would involve youth we would raise expectations that would be difficult to meet.

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Table 1. Description of the core team in the pilot project

Name (role)	Organization	Department
1. Alexis Dewaele (researcher, academic supervisor)	UGent	Department of Experimental Clinical and Health Psychology at the Faculty of Psychology & Educational Sciences.
2. Ine De Neve (researcher, project coordinator)		
3. Emelien Lauwerier (researcher, academic supervisor)		
4. Amber Cauchie (Master's student)		
5. Noël Klima (academic supervisor)	UGent	Department of Criminology, Criminal Law and Social Law at the Faculty of Law and Criminology.
6. Nele Descheemaeker (project partner)	City of Ghent	Social Director Ledeborg within the Department of Welfare and Equal Opportunities - Department of Living Together, Welfare and Health
7. Diète Glas (project partner)		Policy Officer for Youth Prevention within the Prevention for Safety Department - Department of Living, Welfare and Health.
8. Filip De Sager (project partner)		Drug coordinator within the Prevention for Safety Department - Department of Living, Welfare and Health.
9. Saskia Westerduin (project facilitator)	Apollo 18	Innovation-by-Design agency

After this first meeting, everyone was assigned a specific task as a preparation for the next conversation:

Academics needed to collect relevant literature regarding the challenge;

Project partners were asked to think about and then send in a central question that capture the key aim of the pilot project: "How can we make sure that...?";

A list of key stakeholders had to be made to invite persons to contribute to the project and challenge.

The aim of the second exploratory meeting on 3 March 2020 was to frame and re-frame submitted "How-to" questions in order to identify a clear project focus. We identified two central questions and discussed them in two different groups, using an assignment (Figure 1) on large sheets of paper. The results was the identification of two main questions that could or should be addressed:

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1. How can we build bridges between youth welfare workers and the system of institutions and associations that are involved in the lives of the young people that we want to support without creating opposing views and strategies?
2. How can we motivate young people to leave their criminogenic network?

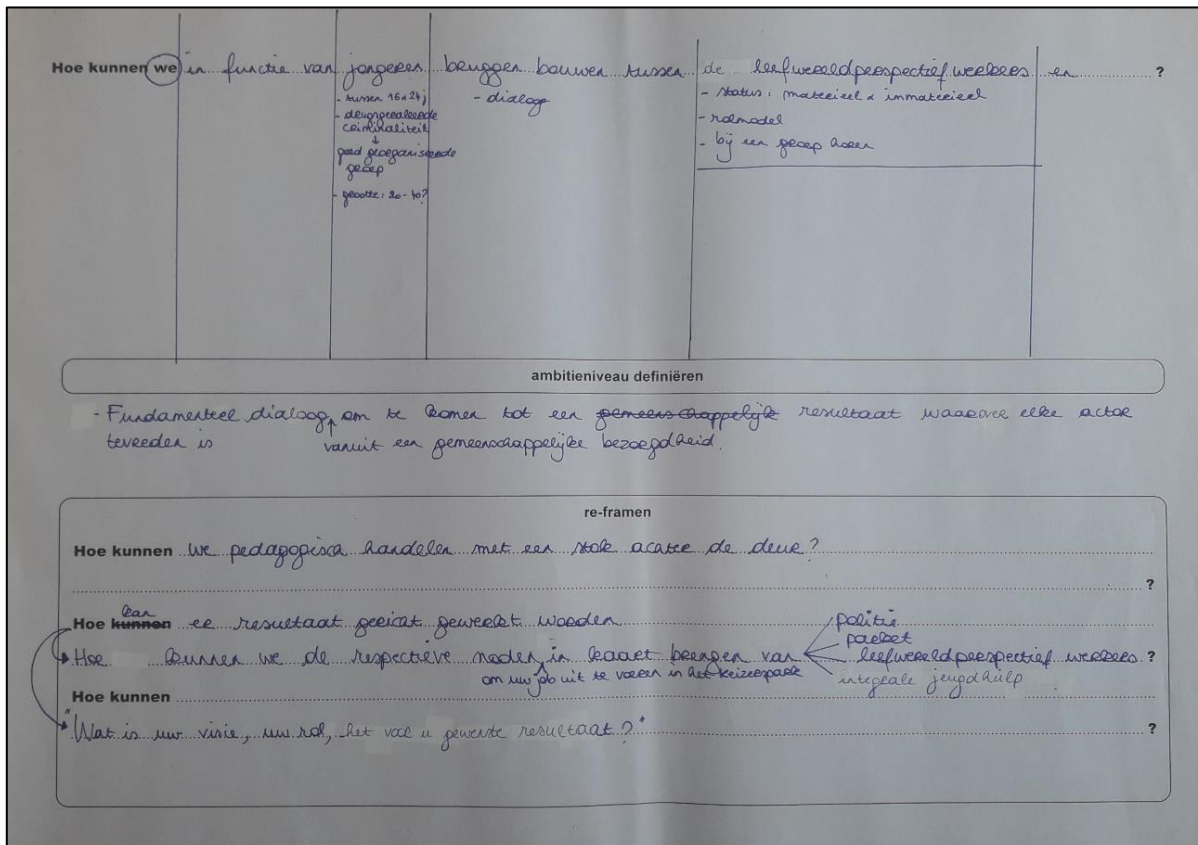


Figure 1. Guided assignment during second exploratory conversation

The consensus of this exercise was as follows:

All the partners involved are concerned about young people in the public space and thus share a common challenge;

Improved communication between different services will indirectly, but positively, influence the nuisance caused by young people in the Keizerspark. In the first phase, the focus could be on intersectoral consultation. In a later phase, we can communicate more directly to the young people about the different services that are supplied by the different stakeholders;

The problem is therefore not a nuisance caused by young people in the public space, but a lack of communication between the various parties involved.

In the end, the partners placed one question at the centre of the pilot project: "How can we map out the respective needs of the police, public prosecutors, youth welfare workers and representatives from mental health care facilities so the aforementioned would do their work properly in the Keizerspark? With this question in mind we wanted to arrive towards formulating recommendations regarding working methods that stakeholders could use to tackle the common challenge. After the

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second exploratory conversation, we planned three co-creation sessions with all essential stakeholders (see Table 2 for an overview). In total (core team + stakeholders) 14 people participated in the pilot project.

Table 2. Stakeholders involved in the pilot project

Name (role)	Organization	Department
10. Sven Van Eenaeme (stakeholder, youth inspector)	Ghent policy	Area Gentbrugge – Ledeborg, responsible for social investigation.
11. Ann Vanisterbecq (stakeholder, public prosecutor)	Federal Government	East Flanders Public Prosecutor's Office, Ghent Section, Youth Section.
12. Robbe Baudu (stakeholder, youth welfare workers)	Vzw Jong	Area Ledeborg - Oud Gentbrugge, Keizerspark.
13. Monica Raspatelli (stakeholder, youth welfare workers)		
14. Marc Tack (stakeholder, youth counsellor)	CGG Eclips	Drug prevention and addiction.

Co-creation sessions

Because of the COVID-19 outbreak all three co-creation sessions had to take place online at the following moments in 2020: 21 April, 5 May and 2 July. In preparation for the first session, stakeholders had to write a trajectory (journey) about a fictive case in the Keizerspark where nuisance was caused by young people. In this trajectory, each stakeholder described what would happen when exactly and how they themselves would be involved. At the start of the **first co-creation session**, Amber Cauchie presented a state of affairs on "Young people in public space" based on the most recent scientific insights. After this presentation, each stakeholder explained his trajectory by answering the questions below (Figure 2):

- How is the organization informed about a specific problem? How are you notified about incidents in the Keizerspark?
- What would the organization do to address an incident that happened?
- What is the expected result of the action? What do you or does your organization want to achieve with the action?
- Which parties will be involved and in what way?
- Are there any barriers/problems/thresholds that you or your organization may encounter to address a specific incident, such as the one described in the case study?

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Journey stakeholders					
	Naam stakeholder & organisatie:				
	Sven Van Eenaeme (jeugdinspecteur)				
Casus 2					
<p>Bas werd veroordeeld voor het verhandelen van drugs, afpersing en fysiek geweld. Na maanden verblijf in een correctionele instelling is Bas terug aanwezig in het Keizerspark (waar hij destijds ook dealde) en hij lijkt er met een grote groep jongeren op te trekken. Binnen deze groep zijn een aantal jongeren gekend voor strafbare feiten vaak in combinatie met het opgroeien in de context van een problematische opvoedingsituatie. Op een dag doen boze ouders aangifte bij de politie: hun dochter zou seksueel geïntimideerd geweest zijn door een aantal jongeren in het Keizerspark. Op basis van de beschrijving van een aantal van deze jongeren denkt de politiebeambte Bas en nog een tweetal andere jongeren uit het groepje te herkennen.</p>					
TIJDSLIJN ↓	VERTREKPUNT	ACTIES	OUTPUT	BETROKKEN PARTIJEN	BARRIERES/PROBLEMEN/DREMPELS
Vul de nodige tijdstippen zelf in.	Hoe wordt u of uw organisatie op de hoogte gebracht van een specifiek probleem, zoals in de casus?	Wat zou u of uw organisatie ondernemen om een specifiek probleem aan te pakken, zoals in de casus?	Wat is het verwachte resultaat van de actie? Wat wenst u of uw organisatie met de actie te bereiken?	Welke partijen worden betrokken? En op welke manier ?	Zijn er barrières/problemen/drempels waar u of u organisatie tegen aan lopen om een specifiek probleem aan te pakken, zoals in de casus?
moment 0	Aangifte ten burele	Identificatie jongeren, nagaan politionele bestanden, antecedenten, context	Juist beeld schetsen van de jongeren en de context, aanpak in iedere belang	Jongeren zelf, ouders, JAC, Awel, jeugdinspecteurs, slachtofferbejegening	context, gezinssituatie, taal, cultuur
dag 1	Briefing, dagrapporten	hercontactname jongeren (slachtoffer en dader)	update toestand	idem	
dag 2	Briefing, dagrapporten				

Figure 2. Written out journey from police youth inspector

After going through each journey, we discussed the current collaborations and the associated difficulties or barriers. On the basis of this discussion we identified three important themes:

1. The importance of group dynamics: Who takes the lead in youth criminogenic networks? What if the leader drops out? How does the group restructure itself and can you respond to this with an intervention?
2. The continuum between, on the one hand, disclosing information about young people and repressive action to protect society and, on the other hand, building a bond of trust with young people and supporting them.
3. The collaboration between sectors depends on the 'entrance' through which citizens report a complaint. After all, this entrance determines the intervention (e.g. repressive vs. a more helping approach). In addition, the capacity or responsibility also plays an important role: who is allowed to undertake action in certain circumstances? For example, youth welfare workers cannot act repressively even if this would be desirable)?

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In the weeks following this co-creation session, the partners had the opportunity to choose themes they found relevant to further address during the sessions, as well as appropriate "How can we...?" questions. After collecting the themes and questions, all partners could vote to select the most important question that was supported by a majority. Figure 3 shows the scoring on the different questions.

Figure 3. Scoring "How can we...?" questions

Vraag	UGent (2)	Stad Gent (3)	Politie (1)	Parket (1)	Hulpverlening (1)	Welzijnswerk VZW Jong (1)	Totaal gem
1 Hoe kunnen we op een positieve manier ingrijpen in groepsdynamieken?	5	5	8	10	8	8	7,33
2 Hoe kunnen we de groepsdynamiek sturen naar een meer positief doel, betekenis, waarde voor de jongeren? (bv. leiders voorbereiden op rekruteren voor jeugdwerking, train de trainers, etc.)	6,33	4,33	7	9	9	10	7,61
3 Hoe kunnen we de omgevingsfactoren die invloed hebben op de groepsdynamiek identificeren en beïnvloeden (bv. faciliteiten, bouwkundige aanpassingen, buurt, sociale omgeving van individuen)?	5,33	10	8	8	8	9	8,05
4 Hoe kunnen we de samenwerking tussen verschillende partijen formaliseren, met aandacht voor het inlossen van de verwachtingen van alle partijen?	8	8,5	8	6	9	7	7,75
5 Hoe zou een protocol er kunnen uitzien rond ketenaanpak inzake het Keizerspark?	7,33	7	6	10	7	8	7,55
6 Hoe kunnen we nieuwe vormen van samenwerken tussen verschillende actoren creëren om een integrale aanpak t.o.v. jongeren in de openbare ruimte te bewerkstelligen?	7,33	10	7	10	10	8	8,72
7 Hoe kunnen we jongeren betrekken bij het afbakenen van informatie die al dan niet mag worden vrijgegeven?	3	3	9	7	7	8	6,16
8 Hoe kan er een directe lijn met de jeugdinspecteur gecreëerd worden?	6,33	2,66	10	7	6	7	6,50

The **second co-creation session** started with a presentation of the pilot project "Square Football" brought by UGent researcher Emelien Lauwerier. Within this pilot project, children and youngsters from disadvantaged groups in the Ghent neighborhood of "New Ghent-Steenakker" were involved in playing soccer games and organizing soccer tournaments. The session continued with a focus on the most popular question: "How can we create new forms of collaboration between different actors to achieve an integral approach towards young people in the public space?".

Subsequently, each stakeholder could, in turn, indicate how the collaboration was going with another stakeholder. Important problems were identified such as difficulties in communication between the stakeholders, the use of professional jargon as a barrier towards efficient communication, and the ignorance about the functioning of other organizations. It was suggested that developing a brief and simple overview of the functioning of each organization could create clarity for all partners. Other discussed proposals that could contribute to a better collaboration were the sharing of information via a sustainable communication platform, the development of a vision text and of a protocol that would structure collaboration, and getting access to scientific information that offers a new perspective on the problem.

Between the second and third session we worked on an informative brochure based on the journeys in order to clarify the working methods of each partner organization. We contacted each stakeholder separately to get additional information about how their organization exactly worked.

During **the third co-creation session** we evaluated the brochure and the expectations for the future. The brochure was finished before the third co-creation session. It contains the following information on each organization:

- A brief introduction on the organization and its mission;

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- The working methods explained through an organization chart;
- How the organization receives information in case of an incident in the Keizerspark;
- What the organization would do in case of such an incident;
- Coordinates of relevant contact persons within the organization.

All stakeholders experienced the brochure as a useful and informative tool, but also pointed out that it in itself will not contribute to better collaboration. The development of a plan for future sustained collaboration was deemed necessary. The partners wish to continue the collaboration within the framework of this pilot project. Everyone agreed that planning a quarterly meeting to enable better collaboration is both desirable and feasible.

Resources & Support

The SEU project offered the possibility of recruiting a project coordinator for 50% during the period from October 2019 to July 2020. During the remainder of the SEU project (until the end of April 2021), the UGent staff involved will continue to facilitate the process. The facilitator, Apollo 18, delivered 20 working hours and was financed by the City of Ghent. The student Amber Cauchie is also responsible for the process evaluation within the framework of her master's thesis (Title: Analyzing pathways to impact: What are enablers and barriers in the development of innovation in an academia-stakeholder collaboration? A case study approach). The results of this study will show which barriers and facilitating factors played a role in this specific case and in the collaboration between researchers and stakeholders in general.

Challenges

This pilot project faced a number of specific challenges:

- Representation by partners from various stakeholder organizations

It was not easy to reach a large group of stakeholders and involve them in the project. We contacted 13 stakeholders within 4 different partner organizations. In the end, a total of 5 stakeholders participated in the pilot project. Some stakeholders could not participate due to busy schedules and high time pressure. Given that some partners represent large organizations (e.g. City of Ghent, the Ghent police, the public prosecutor's Office), it is difficult for some members to represent their organization both horizontally (all employees on the same hierarchical level) as well as vertically (employees on different hierarchical levels). If we want to achieve more ambitious objectives in the long term, we need to be able to guarantee a much broader representation of stakeholder groups.

- Defining the objective

Defining a clear, measurable and achievable objective within a short period of time was a challenge. The various stakeholders work in different ways with young people in the Keizerspark and each had their own idea about a possible solution. At the start of the project it was already clear that both short- and long-term objectives had to be set. A finished product within this short period of time could hardly meet specific objectives such as reducing nuisance caused by young people in the Keizerspark. In the end, the development of an informative brochure in the short term seemed the most feasible and meaningful although not entirely satisfying for achieving the more ambitious aim of reducing the nuisance caused by young people in the Keizerspark.

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- COVID-19 & online meetings

The COVID-19 crisis could not be foreseen by anyone and forced us to organize every meeting online. The social and physical aspect was less present and brought about a different group dynamic. The possible impact of physical proximity on building a relationship of trust should not be underestimated. The informal character of physical encounters may play an important role in creating interpersonal closeness. However, the online meetings also had a number of clear advantages. The imposed system (e.g. clear agreements on who speaks and when, sharing information via the chat function) and a clear agenda ensured a clear structure and equal participation by the participants. The availability of a video recording is also an advantage: In addition to the content of the conversations, there is also a recording of potentially meaningful non-verbal communication.

- Clarifying the organizational working methods in a straightforward fashion

It soon became clear that the stakeholders had little insight into the functioning of each organization. Moreover, technical jargon made collaboration difficult. That is why the partners decided to make an informative and easy to read brochure. This provided the important challenge to gain insight into the functioning of each organization. For some small-scale organizations such as vzw Jong, this was a relatively simple task. For a complexly structured federal organization such as the East Flanders Public Prosecutor's Office, this was quite difficult. The translation of legal terminology into comprehensible language was a balancing act (How to express something simply without harming reality?).

Results

We display the results achieved on the basis of the objectives set:

1. A reduction of nuisance caused by young people in the Keizerspark

The project has not (yet) been able to realize a measurable impact in terms of nuisance caused by young people in the Keizerspark.

2. Improved collaboration between the various stakeholders involved

The project was partly able to achieve this objective. It has not (yet) been possible to get the partners involved to collaborate better in the context of the specific case (this was also impossible given that the COVID-19 pandemic prevented them from developing initiatives in the field), but all partners expressed having experienced a positive dynamic and feelings of respect for each other. The third co-creation session showed that during the process there was a strong connection between different parties. The partners now also easily contact each other outside of the planned co-creation sessions of the pilot project.

3. Developing a brochure to facilitate an understanding into the functioning of each partner organizations

We achieved this short-term objective (by summer 2020). The informative brochure gives an overview of the working methods of each partner organization and contact details of relevant staff. With this brochure, we tried to convey information that would help us understand how each partner organization works. In addition, the brochure makes it easier for stakeholders to contact each other

Belgium: Youth in the Keizerspark, Ghent

and to share the information with new colleagues at their own organization. It is a first step towards sustainable, future-oriented and problem-solving collaboration between the various stakeholders.

4. Developing a plan for collaboration in the future

During the last co-creation session, the project team decided to organize quarterly consultations with the entire project group. In this way, the accumulated positive dynamics will be the driving force for a future collaboration. In the future the focus will be on:

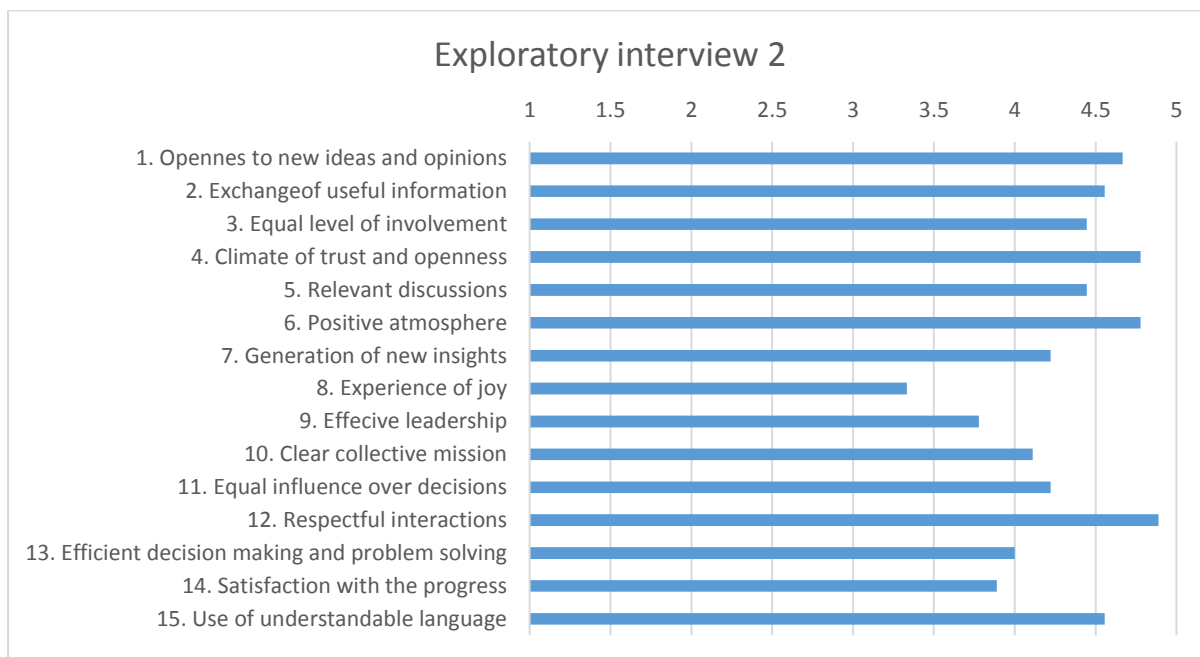
- Effective collaboration in the context of specific incidents (e.g. working out a protocol to realize this);
- The efficient sharing of information with each other via a sustainable means of communication (the partners started information sharing via an online platform during the pilot project);
- Writing a vision text to define objectives;
- Improved exchange of information with academics in order to be able to make evidence informed decisions.

Evaluation

Besides the facilitation of the process by Apollo 18, we made use of an "Impact literacy workbook". This tool helped the core group to steer the project in the right direction and to evaluate things temporarily. We did not experience the tool as Apollo 18 took on that role. The tool did however help to determine priorities and keep track of the process. In the appendix you can find a chart that is used to map the challenge one wants to address, the steps to address the challenge, and the eventual impact of the actions taken.

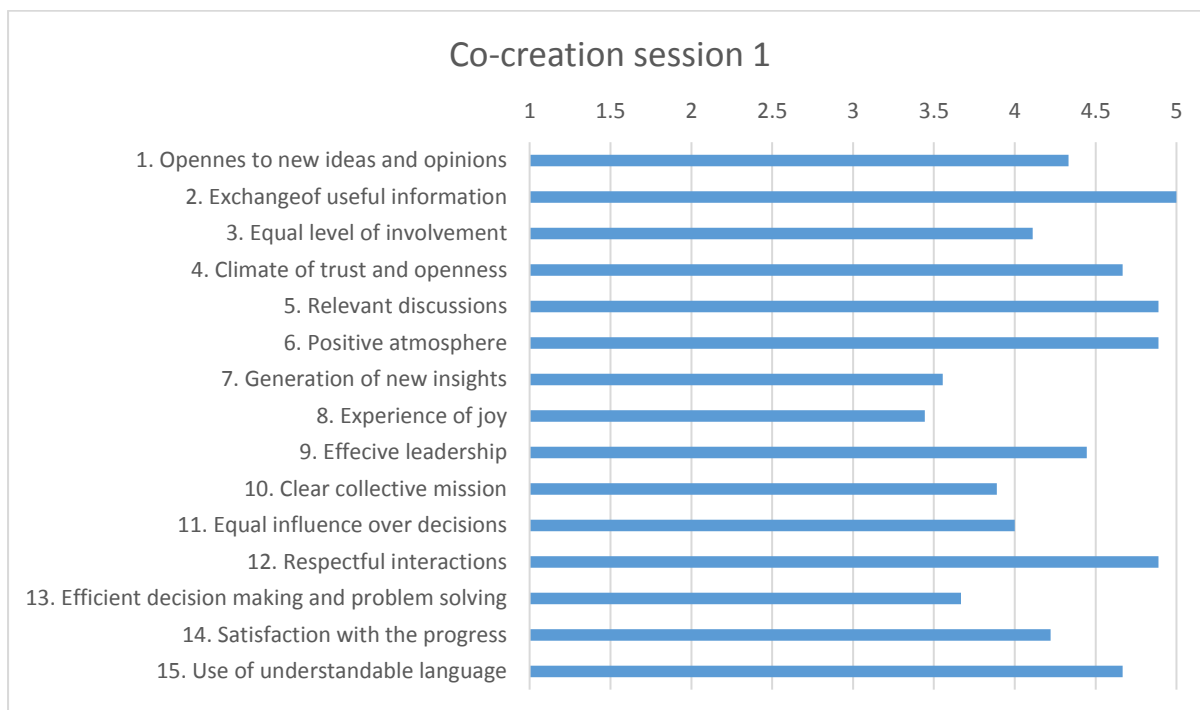
Using a co-creation tool, we were able to monitor and evaluate the co-creation process. After each meeting we asked the participants to answer a short set of questions. The participants scored 15 questions on a 5-point scale (1 I don't agree at all - 5 I completely agree). At the end of the questionnaire, there were two additional open questions that asked for elements that facilitated or hindered the specific co-creation session. After the second exploratory interview (on 3 March 2020), 9 of the 11 members of the core team filled in the co-creation questionnaire. The average scores per question are shown in Graph 1. Several participants indicated that a clear guidance and assignment facilitated the session. Some considered the use of specialist jargon as an obstacle.

Belgium: Youth in the Keizerspark, Ghent



Graph 1. Average score per question after exploratory interview 2.

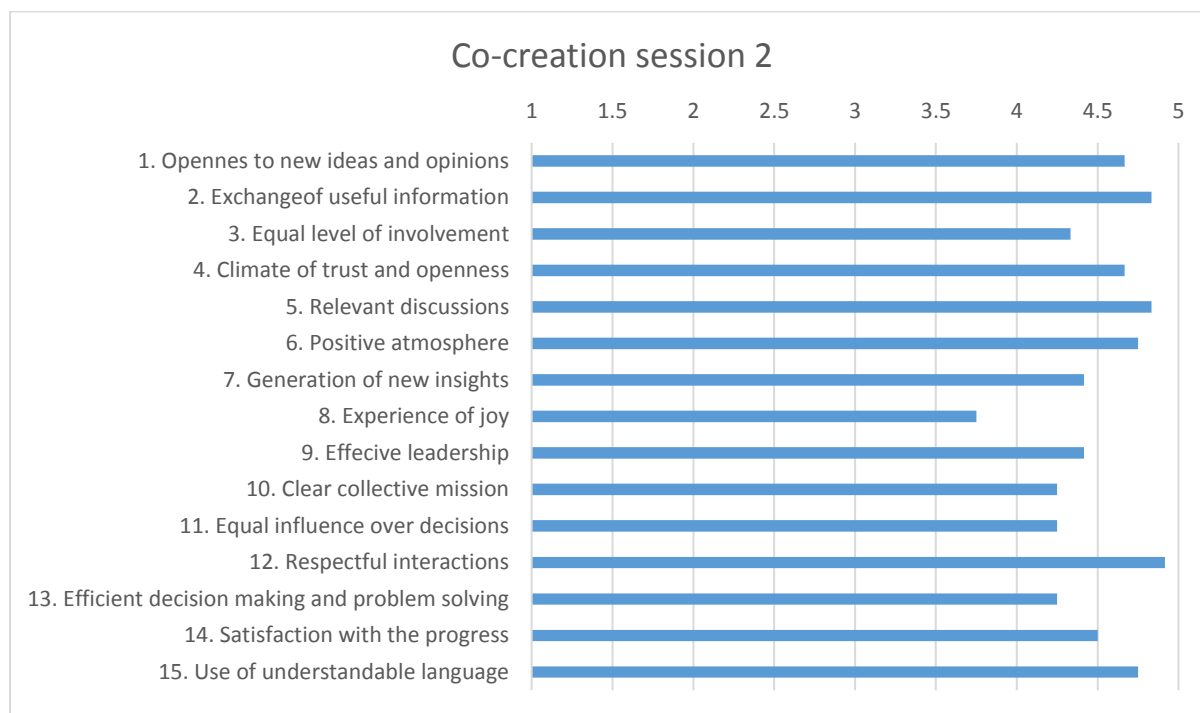
After the first co-creation session with invited stakeholders (21 April 2020), 9 out of 14 participants completed the co-creation questionnaire. The average scores per question are shown in Graph 2. Several participants indicated via the open questions that the preparatory assignment, the structured agenda and waiting for each other's turn facilitated the session. Some regarded the fact that the meeting was online as an obstacle.



Graph 2. Average score per question after co-creation session 1.

Belgium: Youth in the Keizerspark, Ghent

After the second co-creation session (5 May 2020), 12 of the 14 participants completed the co-creation questionnaire. The average scores per question are available in Graph 3. Several participants indicated through the open questions that the respectful and constructive atmosphere facilitated the session. An important obstacle within this session were the technical problems. Several participants described that professional secrecy and the different ways of working are obstacles that make a smooth collaboration difficult.



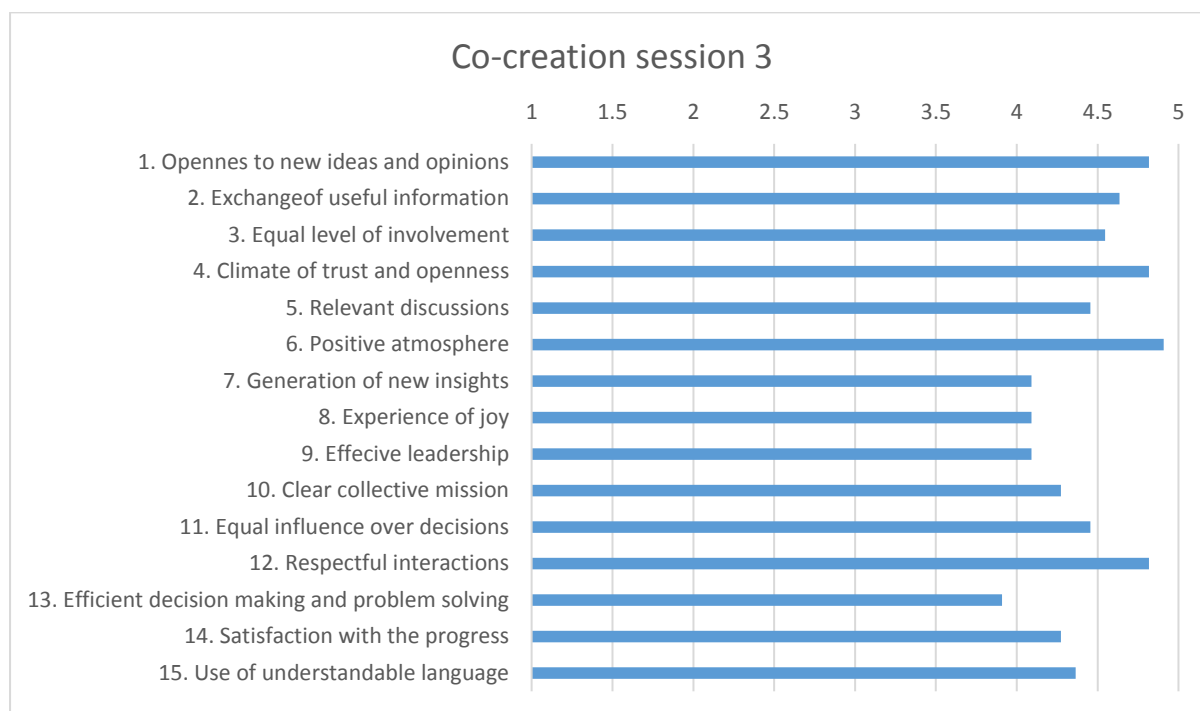
Graph 3. Average score per question after co-creation session 2.

After the third co-creation session (2 July 2020), 11 of the 12 participants completed the co-creation questionnaire. The average scores per question are shown in Graph 4. Several participants indicated through the open questions that the common goal, the positive dynamics and the finished brochure facilitated the session. Several participants experienced the fact that some stakeholders 'came late' to the meeting as an obstacle within this session.

Summary

The pilot project succeeded in bringing different parties together and initiating a dialogue. The neutral position of the employees of Ghent University played an important facilitating role in this. The informative brochure, the most important outcome of the pilot project, contributed to a better understanding of the functioning of each partner organization. This resulted in greater understanding and respect for each other's work. The social and emotional connection between the various partners also created fertile ground for an improved future collaboration. During this short-term pilot project, the partners were able to develop a positive dynamic and open attitude towards each other.

Belgium: Youth in the Keizerspark, Ghent



Graph 6. Average score per question after co-creation session 3.

The COVID-19 crisis created an unexpected challenge within the project. Every co-creation session had to be organized online. Nevertheless, a positive dynamic was created during these online meetings. If these had taken place physically, the dynamics might have been different. Bringing the different partners together with a busy agenda and focusing on a (future) objective took a lot of time. In addition, it was a challenge to deliver and finish a useful brochure in the limited time available. Finally, the project also faced a substantive challenge: During the elaboration of the brochure, a lot of time went into understanding specialist jargon and the organizational structure of the East Flanders Public Prosecutor's Office. However, this step was necessary and eventually contributed to a positive collaboration and progressive insight.

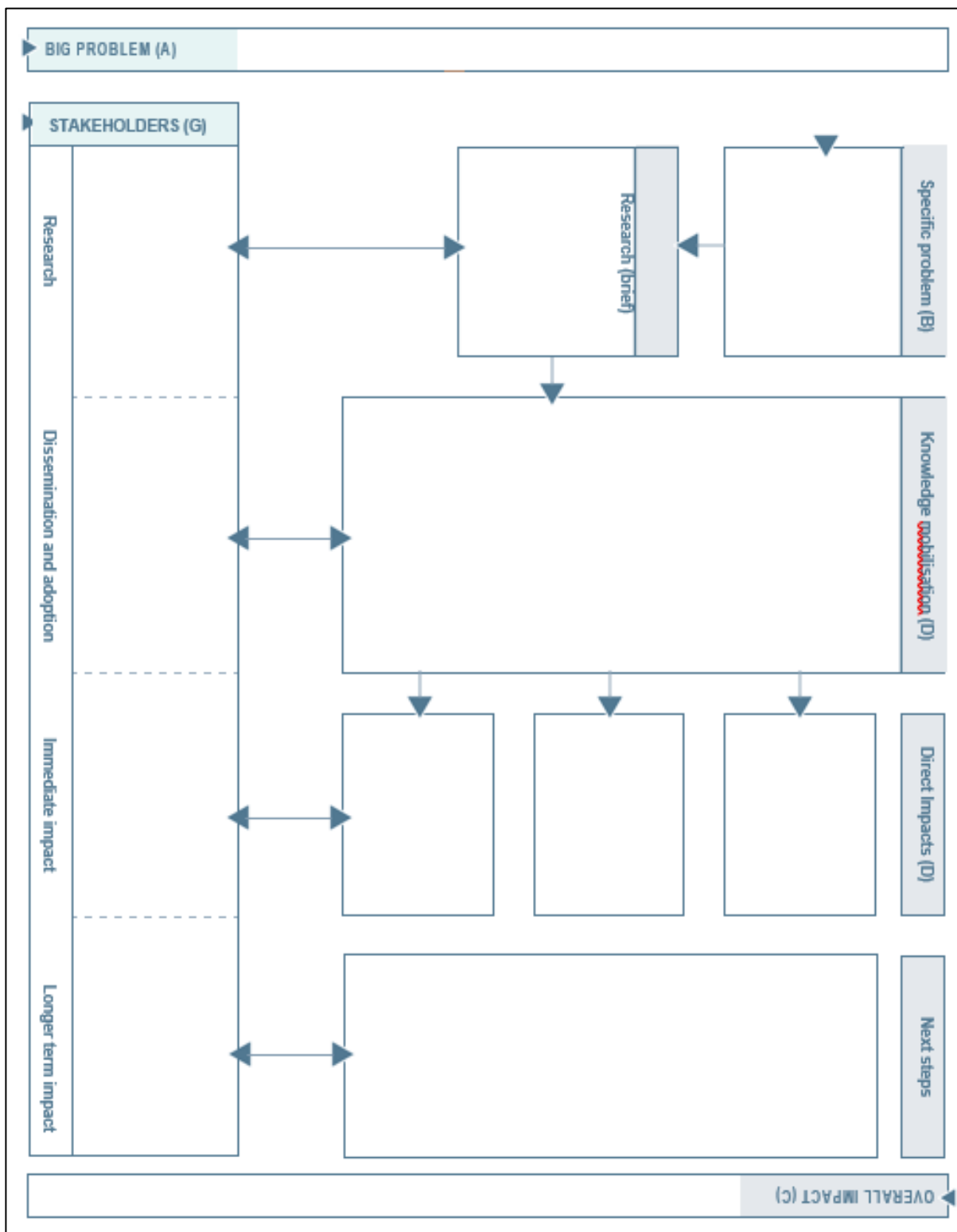
Generating an impact with the various partners with regard to the shared challenge (nuisance caused by young people in Ghent's Keizerspark), the causes of which are relatively complex, was not possible within this short period of time. However, we did succeed in creating a positive dynamic between the various partners and a climate of trust. These form the necessary fertile ground to realize a sustainable collaboration with impact. The brochure gathered information about the working methods of each partner organization. This generated mutual understanding, but it was also an action that brought the various partners together around a common objective. Despite the COVID-19 crisis, it turned out to be possible to organize fruitful co-creation sessions online, although working with online platforms also involves specific challenges.

The project team will evaluate whether it makes sense to replicate the informative brochure for other neighbourhoods in the city of Ghent in function of the case "Young people in the Keizerspark". In this start-up phase, however, the partners consider it more important to further strengthen and develop the collaboration on the basis of what is now a very positive and open dynamic. A quarterly consultation that will start in September 2020 should make this possible. In the near future, Ghent University will continue to play a neutral, mediating and facilitating role in this process.

Belgium: Youth in the Keizerspark, Ghent

Appendices

Appendix 1. Impact literacy tool



Belgium: Youth in the Keizerspark, Ghent

Appendix 2. Co-creation tool

	Not at All	Not Really	Un-decided	Some-what	Very Much
1. Openness to new ideas and opinions (i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Exchange of useful information (c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Equal level of involvement (i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Climate of trust and openness (e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Relevant discussions (c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Positive atmosphere (e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Generation of new insights (c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Experience of joy (e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Effective leadership (i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Clear collective mission (c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Equal influence over decisions (i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Respectful interactions (e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Efficient decision making and problem solving (i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Satisfaction with the progress (e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Use of understandable language (c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Belgium: Youth in the Keizerspark, Ghent

What was the most important facilitating element during this co-creation session? Briefly describe why. Note that this can be an element other than the ones mentioned above!

What was the most important obstructive element during this co-creation session? Briefly describe why. Note that this can be an element other than the ones mentioned above!

Any additional comments:

Samenwerkings- verbanden in functie van jongeren in het Keizerspark van Ledeberg



Een inblik bij jeugdwerk, Stad
Gent, de politie & het parket van Gent



Naar een betere samenwerking

Deze tool kwam tot stand binnen het Europese [Erasmus+](#) project "Socially Engaged Universities".

Het project heeft als doel om maatschappelijke problemen aan te pakken door diverse partners beter te laten samenwerken. Zo ontstond een samenwerking tussen onder andere Stad Gent en de Universiteit Gent, gericht op de casus 'Jongeren in het Keizerspark'.

In dat specifieke park is er soms overlast die sommige jongeren veroorzaken. Een voorafgaande analyse wijst uit dat het moeilijk is om die problemen aan te pakken door barrières in de samenwerking tussen de diverse direct betrokken partners (Stad Gent, jeugdwerk, politie en parket).



Over wat voor problemen gaat het? Een voorbeeld.



Tijdens de zomer bevinden een drietal jongeren in het Keizerspark zich steeds op dezelfde plaats. Een bezorgde gepensioneerde buur die steeds een wandeling maakt op de middag vermoedt dat de jongeren drugs verkopen. Hij ziet immers andere jongeren (vaak alleen of per twee) kort een bezoekje brengen aan de vermoede 'dealers' waarna ze schijnbaar geld of drugs uitwisselen. De buur was tevens ook getuige van een heftige ruzie waarbij een meisje het plots op een lopen zette. De vermoede dealers vallen ook soms jongere kinderen lastig die in het park spelen. Dit heeft er al verschillende keren toe geleid dat ouders in discussie gaan met de drie jongeren. Eén keer kwam het daarbij tot een handgemeen tussen een jonge vader een één van de jongens.



Welke instanties of organisaties zijn betrokken bij mogelijke incidenten in het Keizerspark?



Jeugdwelzijnswerk: VZW Jong Gebiedsteam Ledeberg - Nieuw Gent

Jeugdhuis "Keizerpand" gevestigd in het Keizerspark



Stad Gent: Departement Samenleven, Welzijn en Gezondheid

Dienst Welzijn en Gelijke kansen
Dienst Preventie en Veiligheid



Politie

Commissariaat Gentbrugge-Ledeberg



Parket Oost-Vlaanderen, afdeling Gent

Sectie jeugd



Over VZW JONG

Vzw Jong is het Gentse, particuliere jeugdwerk met deelwerkingen in verschillende buurten van de negentiende-eeuwse stadsgordel en Nieuw Gent. Vzw Jong stelt zich tot doel de persoonlijke en maatschappelijke emancipatie en participatie van kinderen en jongeren te bevorderen. Daartoe organiseert vzw Jong dagelijks activiteiten voor diverse groepen kinderen en jongeren in hun vrije tijd. Vzw Jong komt op voor de belangen van kinderen en jongeren in hun contacten met andere verenigingen, voorzieningen en overheden, zodat ze op alle terreinen in de samenleving kunnen meetellen. Als jeugdwerk heeft vzw Jong bijzondere aandacht voor de meest kwetsbaren.



Jeugdwerkers en zeker trajectbegeleiders (met een meer individuele aanpak en trajecten) stimuleren de zelfredzaamheid van de jongeren en vergroten daarbij hun maatschappelijke betrokkenheid.

VZW Jong heeft contact met andere organisaties in functie van de noden van de doelgroep. Zo hebben ze contact met YAR, 4Hobo, De Werf en verschillende jeugdinstituten binnen Gent.

Hoe werkt VZW JONG?

In functie van de casus Keizerspark

Het volledige organogram kan u [hier](#) raadplegen



Projectteams

Trajectbegeleiding

Een trajectbegeleider werkt vanuit een individuele aanpak met jongeren en laat hen stap voor stap terugkeren in de maatschappij via een traject. De begeleiding is erop gericht om het sociaal isolement van jongeren te doorbreken. De coördinator trajectbegeleiding ziet erop toe dat het traject vlot verloopt en grijpt in indien nodig.

Trajectbegeleiders en jeugdwerkers werken nauw samen en zijn even sterk verbonden met de jongeren in het Keizerspark.

Gebiedsteams

Gebiedsteam
Ledeberg/Nieuw-Gent

Elk gebiedsteam beschikt over een "Speel-o-theek" voor gezinnen en jonge kinderen (0-6 jaar), een kinder- en speelpleinwerking (3-12 jaar) & een tiener- en jongerenwerking. De kinder- en jeugdwerkers proberen tegemoet te komen aan de noden van de deelnemers. De jeugdwerkers werken vanuit een collectieve aanpak met jongeren en staan de jongeren bij in groep. De gebiedscoördinator stuurt het geheel aan.



Hoe krijgen jeugdwelzijnswerkers en trajectbegeleiders info over een incident?



Observatie door jeugdwerker



Signalen van collega jeugdwerker bv. kinderwerking

Hoe gaan ze op zoek naar meer info?



Gesprek aangaan met jongeren en tieners (wat zijn geruchten?)



Gesprek met rechtstreek of onrechtstreeks (bv. vriend van) betrokken jongeren



Gesprek met buurtbewoners en partners

Wat doen de jeugdwelzijnswerkers bij een incident?



Communiceren met jongeren

- Proberen de situatie te bedaren en bemiddelen
- Ze verwijzen naar de huisregels en de mogelijke gevolgen (bv. schorsing en individueel traject)



Externe hulp invoeren

- Signaal doorgeven aan externe partners (bv. sociaal regisseur)
- Externe experts uitnodigen om een vorming te geven
- Bij getuige handgemeen wordt er gebruik gemaakt van de methodiek "de kapstok van agressie en veiligheid". Indien situatie niet te bedaren valt, politie contacteren
- Doorverwijzen naar en samenwerken met organisaties die hulp kunnen bieden (bv. Bleekweide of YAR)



Intern overleg

- Gesprek op teamniveau aan de hand van de casusmethodiek en bespreking
- Gebiedscoördinator contacteren en informeren

Contacteer VZW JONG

In functie van de case in het Keizerspark



Coördinator trajectbegeleiding
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Jeugdwelzijnswerkers Tiener- en
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Over Stad Gent

Kindvriendelijkheid staat centraal in de missie van stad Gent: "Gent is een open, solidaire, wijze en kindvriendelijke stad." Alle beleidsdomeinen engageerden zich binnen het actieplan 'Gent, kind- en jeugd vriendelijke stad'. Daarnaast blijft de stad ook inspelen op opportuniteiten en nieuwe uitdagingen.

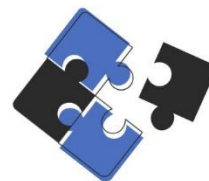
Het managementteam coördineert de stads- en OCMW-diensten bij het beleid: de beleidsvoorbereiding, de beleidsuitvoering en de beleidsevaluatie. Het managementteam bewaakt onder meer de eenheid in werking; de kwaliteit van de organisatie; de werking van onze diensten en de interne communicatie. Daarnaast vormt het managementteam ook een belangrijke schakel tussen de administratie en de politieke bestuurders van de stad.

Binnen Stad Gent zijn er 9 departementen waaronder het Departement Samenleven, Welzijn & Gezondheid. Binnen dit departement zijn de diensten Welzijn en Gelijke Kansen & de Dienst Preventie voor Veiligheid relevant voor het pilootproject. Beide diensten staan in voor het welzijn van jongeren maar ook voor de veiligheid in de stad.

Hoe werkt Stad Gent?

In functie van de casus Keizerspark

Het volledige organogram kan u [hier](#) raadplegen



Algemeen directeur

Departement Samenleven,
Welzijn & Gezondheid

Dienst Welzijn en Gelijke
Kansen

Dienst Preventie voor
Veiligheid

De uitdagingen op het vlak van samenleven en welzijn in een wijk zijn vaak complex van aard. Een duurzame oplossing schuilt in een gecoördineerde en integrale aanpak vanuit verschillende diensten en organisaties. Dit is precies de taak die de 6 sociaal regisseurs op zich nemen: vanuit signalen uit de wijk sleutelen ze aan een langetermijnoplossing door de samenwerking tussen de verschillende diensten en organisaties op wijkniveau op elkaar af te stemmen en te versterken.

Deze dienst staat in voor de stadsbrede aanpak van samenlevings-, veiligheids- en leefbaarheidsproblemen veroorzaakt door overlast, criminaliteit of onveiligheidsgevoelens. Beleidsmedewerkers zoals de drugscoördinator proberen op casusoverschrijdend niveau deze problemen in kaart te brengen en aan te pakken.



Hoe krijgen de medewerkers van Stad Gent info over een incident?

Signaal van derden: jeugdwelzijnswerk, politie of buurtbewoners

Hieronder staat een voorbeeldscenario beschreven



De jeugdwelzijnswerkers, trajectbegeleiders of coördinatoren van VZW JONG brengen de sociaal regisseur van de wijk op de hoogte

In zijn/haar wijk is de sociaal regisseur op het vlak van samenleving en welzijn hét aanspreekpunt voor wijkgebonden diensten en organisaties. Gegevens van de 6 sociaal regisseurs van Stad Gent kan u [hier](#) raadplegen.



Casusoverschrijdende signalen worden via de sociaal regisseur doorgegeven aan medewerkers van Stad Gent, afhankelijk van de aard van het signaal/probleem

- Zijn er jongeren bij betrokken?
- Zijn er druggerelateerde problemen?
- Gaat het over complexe overlast?

Wat doet Stad Gent bij een incident?



Intern overleg

Er vindt overleg plaats tussen de sociaal regisseur (wijkniveau) en de medewerkers op stadsniveau over het plan van aanpak



Betrokken partijen bevragen

De bevoegde personen van Stad Gent zullen de betrokken partijen afzonderlijk bevragen over het incident (buurtbewoners, politie, jongerenwerkers, ...) om zicht te krijgen op de problematiek of het fenomeen zoals ervaren door de diverse partijen



Een gezamenlijk denkproces

Er vindt een uitwisseling plaats over de verschillende kenniselementen m.b.t. de specifieke situatie om verwachtingen van verschillende partijen scherp te krijgen en mogelijke samenwerking te faciliteren



Ondersteuning bieden

Zowel quick wins als structurele hulp.

- Ondersteunen van de jongeren en jongerenwerkers
- Het netwerk rond de jongeren nagaan.
- Info doorgeven aan politie



Casusoverschrijdend denken

Nagaan wat er beleidsmatig nodig is om die specifieke situatie structureel te kunnen verbeteren

Contacteer Stad Gent

Departement Samenleven, Welzijn en Gezondheid

In functie van de case in het Keizerspark



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Over de Politiezone Gent

De Belgische politie bestaat uit twee niveaus: de federale en de lokale politie.



De lokale politie bestaat uit 185 politiezones, waarvan Politiezone Gent er één is. Hun taak is het verzekeren van de basispolitiezorg op het lokale niveau, georganiseerd in zeven basisfuncties: wijkwerking, onthaal, interventie, slachtofferbejegening, lokale recherche, handhaving openbare orde en verkeer.

Hoe werkt politiezone Gent?

In functie van de casus Keizerspark

Elke wijkdienst bestaat uit een kernteam met de buurtinspecteur. Zij onderhouden nauwe contacten met de buurt, treden bemiddelend op en zijn zichtbaar aanwezig in de wijk. Een buurtinspecteur voert administratieve en gerechtelijke opdrachten uit zoals: controleren van adresveranderingen, signaleren van incidenten in de wijk, ...

Wijkdienst

Elke wijkdienst bestaat ook uit een steunteam waaronder volgende teams tewerkgesteld zijn:

- Een wijkzorgteam staat bv. in voor verkeersoverlast
- Een gerechtelijk team staat bv. in voor het videoverhoor van een minderjarige. Binnen het gerechtelijke team horen de jeugdinspecteurs. Zij leggen en onderhouden contact met jongeren.
- Een maatschappelijke cel staat in voor het opvolgen van gezinnen

Het volledige organogram kan u [hier](#) raadplegen



KORPSCHEF

Directie Operaties

Dienst Zonale Sturing (DZS)

De DZS krijgt alle info uit Gent. De coördinator DZS heeft de algemene leiding over alle diensten. Hij of zij beslist over de urgentie van de zaak en stuurt de info en gekoppelde opdrachten door naar de juiste dienst.

Lokale Recherchedienst

De Lokale Recherchedienst krijgt haar opdrachten vanuit de eigen organisatie, het parket of andere politiediensten. Deze dienst werkt onderzoeksmatig. De verschillende teams werken veelal (tweedelijns) verder aan dossiers waarvan de basis gelegd werd door interne en externe partners (zoals de interventiedienst of wijkdienst). Zo werken ze specifiek rond diefstallen, drugs, jongerencriminaliteit, ...

Interventiedienst

De Interventiedienst staat 24 uur per dag paraat voor de eerste hulpverlening bij dringende noodoproepen (via 101 of 112).



Hoe krijgt de politie info over een indicent?



Aangifte door burger

- Registratie van aangifte en doorsturen naar parket; dossier blijft meestal binnen het wijkcommissariaat
- Indien slachtoffer of dader in andere wijk woont gebeurt er interne overdracht naar ander wijkcommissaria(a)t(en); dossier kan opgesplitst worden over 2 wijken.



Aangifte via meldpunt of sociale media

Deze aangifte gaat naar de Dienst Zonale Sturing (ZSP)



Aangifte via 101 of 102

Deze info gaat naar de Coördinator Permanente Sturing (CPS)

Wat doet de politie bij een incident?



Dienst Zonale Sturing (ZSP)

- ontvangt alle info & intake
- beslist over urgentie

→ Niet dringend: overdracht

In overleg met de CPS gebeurt er een overdracht naar:

- Wijkdienst bv. druggebruik: wijkcommissaris stuurt info door naar buurtinspecteur (altijd) en/of jeugdinspecteur (-18) die ter plaatse gaan of
- Lokale recherche (bv. drugs dealen)

→ Dringend: CPS beslist



Coördinator permanente sturing (CPS)

- beslist of er een interventie moet plaatsvinden
- beslist welke info ze doorsturen naar parket

→ Interventiedienst stuurt ploegen op terrein

→ Info naar parket

Dit gebeurt via het Gerechtelijk Administratief Centrum (GAC). Het GAC is een schakel tussen politie en parket en beslist of het gaat over een gerechtelijk dossier of verkeersdossier & stuurt door naar juiste instantie binnen parket. Een opdracht van parket aan politie gaat ook via het GAC (bv. onderzoek naar de dader).

Contacteer Politiezone Gent

In functie van de case in het Keizerspark



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Over het Parket van Oost-Vlaanderen

Het parket van Oost-Vlaanderen bestaat uit drie afdelingen: Dendermonde, Gent (zie foto) en Oudenaarde. Er werken 86 magistraten (benoemde ambtenaren binnen de rechterlijke macht), 9 parketjuristen, 3 criminologen en 237 administratieve medewerkers.

Iedere afdeling staat onder de dagelijkse leiding van de procureur des Konings en de hoofdsecretaris die in elke afdeling ondersteuning krijgen van een afdelingsprocureur en een afdelingssecretaris.

Het parket Oost-Vlaanderen bestaat uit verschillende fenomeengerichte teams zoals algemene en zware criminaliteit, verkeer, jeugd- gezin en burgerlijke zaken, bijzondere wetgeving (o.a. drugs), ...





**openbaar
ministerie**

Over het Parket: situering



Het parket, ook wel de procureur des Konings, het openbaar ministerie of openbare aanklager genoemd, maakt deel uit van justitie, net zoals de rechtbank. Deze twee staan en werken echter los van elkaar. Het openbaar ministerie wordt ook wel de "staande magistratuur" genoemd aangezien de parketmagistraat rechtstaat tijdens zijn vordering. De parketmagistraat zit steeds links van de rechter. Rechts van de rechter zit de griffier die alles noteert. De rechter zit in het midden en zal uiteindelijk beslissen welke maatregel of straf er opgelegd zal worden.


Het openbaar ministerie vertegenwoordigt de samenleving in de rechtbank. Haar voornaamste taak is het opsporen en vervolgen van misdrijven. De magistraten van het openbaar ministerie leiden het strafonderzoek, sporen de daders op en vorderen in de rechtbank een straf tegen de verdachten.

Indien het tot een rechtszaak komt zal de parketmagistraat tijdens deze zitting alle verzamelde info over de verdachte uitspreken en een geschikte straf vorderen.

Hoe werkt het Parket Oost-Vlaanderen, afdeling Gent?

In functie van de casus Keizerspark

Het volledige organogram kan u [hier](#) raadplegen



**AFDELINGSPROCUREUR
GENT**

Teamleider Jeugd, Gezin en Burgerlijk (-18)
 Teamleider Crim (algemene & zware criminaliteit +18)
 Team Bijzondere wetgeving (drugzaken +18)

Parketjuristen


De parketjurist biedt juridische ondersteuning aan de parketmagistraat.

Parketmagistraten

Wanneer het gaat over een (jeugd)dossier komt dit, via de politie, terecht bij een (jeugd)magistraat. Hij of zij brengt het probleem in kaart, afhankelijk van de leeftijd en/of situatie. Na verder onderzoek beslist de (jeugd)magistraat of het dossier voor de (jeugd)rechter moet worden gebracht of dat het dossier op een andere manier kan worden afgehandeld.

Parketcriminologen

De parketcriminoloog geeft bijstand aan de parketmagistraten van het Team Jeugd, Gezin en Burgerlijk, en dat zowel op beleidsmatig vlak als bij de behandeling van individuele dossiers. Zij is onder andere het aanspreekpunt voor buitengerechtelijke diensten.



Hoe werkt het Parket Oost-Vlaanderen, afdeling Gent?

In functie van de casus Keizerspark

Sociale dienst jeugdrechtbank

De jeugdrechter wordt bijgestaan door de sociale dienst jeugdrechtbank. Deze dienst heeft de opdracht onderzoeken van maatschappelijke aard uit te voeren, voorstellen van jeugdhulp te formuleren naar de jeugdrechter en ervoor te zorgen dat de opgelegde maatregelen uitgevoerd kunnen worden.

Vorderen van/dagvaarden voor de (jeugd)rechter

Indien de (jeugd)magistraat een dossier doorstuurt naar de (jeugd)rechter betekent dit dat het parket (= de magistraat) de feiten te ernstig vindt en zelf het mandaat niet heeft om een geschikte maatregel op te leggen. De parketmagistraat vraagt aan de rechter om een (zware) maatregel of sanctie op te leggen.



Schema strafprocedure bij meerderjarigen

De taak van het parket staat aangegeven in het oranje. De volgende stappen behoren toe aan de bevoegde rechtbank. Indien het over minderjarigen gaat wordt er niet gesproken over een straf, maar over een maatregel of sanctie.



Hoe krijgt het parket info over een incident?

Voornamelijk via politie

De politie stelt de feiten vast en maakt een proces verbaal (PV) op. Indien nodig en/of mogelijk nemen ze de verdachte mee naar het politiekantoor om te verhoren.

→ De politie werkt in de praktijk door op het terrein te gaan en zaken vast te stellen.

Via het gerechtelijk administratief centrum (GAC) van de politie gaat het dossier (PV en eventueel verhoor) naar de juiste instantie binnen het parket. Bij dringende gevallen zal de politie telefonisch contact opnemen of mailen naar de bevoegde magistraat binnen het parket om de belangrijke info door te geven.

→ Het parket maakt de juridische vertaalslag en beslist op basis van het dossier of verder onderzoek nodig is.

Rechtstreeks schrijven door een burger

Dit komt zelden voor.



Wat doet een parketmagistraat bij een incident?

+18

De parketmagistraat leidt het opsporingsonderzoek en geeft een passend gevolg aan misdrijven. Indien nodig kan het parket een onderzoeksrechter vorderen.

De Parket Podcast is een informatieve podcast met duiding over en door het parket van Oost-Vlaanderen.

Beluister de afleveringen op [SoundCloud](#) of [Spotify](#).

Verder kan u [hier](#) een overzicht raadplegen van de strafrechtelijke procedure bij meerderjarigen.

-18
Jeugddelinquentie

Minderjarigen (+12) vallen onder het [Decreet Jeugddelinquentierecht](#). U kan [hier](#) een vereenvoudigde video van het decreet raadplegen.

De parketmagistraat kan verder onderzoek voeren (via politie) en vervolgens beslissen om de zaak af te handelen op parketniveau:

- Seponeren (met of zonder voorwaarden)
- Positief project
- Herstelbemiddeling
- Waarschuwingsbrief
- Herinnering aan de wet

Bij ernstige feiten kan het parket beslissen om de zaak voor de jeugdrechter te brengen. Een overzicht en inhoud van alle reactiemogelijkheden van een rechter kan u [hier](#) raadplegen.

-18 in een VOS**

**verontrustende opvoedingssituatie

Minderjarigen in een verontrustende opvoedingssituatie vallen onder het [Decreet Integrale Jeugdhulp](#). U kan [hier](#) een vereenvoudigde video van het decreet raadplegen.

Een jeugdmagistraat kan verder onderzoek voeren (via politie) en volgende beslissingen nemen:

- Vrijwillige hulpverlening sensibiliseren (zie appendix)
- Aanmelding gemandateerde voorziening (zie appendix)
- Politieeel opvolgen
- Jeugdrechter vorderen

APPENDIX: Wanneer kan een parketmagistraat een jeugdrechter vorderen bij een VOS?

De jeugdrechter kan gevorderd worden wanneer de vrijwillige jeugdhulpverlening niet meer mogelijk is, maar hulpverlening toch noodzakelijk blijkt. Voordat men kan overstappen naar de gerechtelijke jeugdhulp is het wel vereist dat alles in het werk werd gesteld om vrijwillige jeugdhulp te realiseren. Concreet betekent dit dat men eerst een beroep moet doen op de gemandateerde voorziening (Ondersteuningscentrum Jeugdzorg OCJ of Vertrouwenscentrum Kindermishandeling VK) die onderzoekt of het in deze situaties nodig is om van overheidswege hulp op te starten of dat het toch nog mogelijk is om met vrijwillige hulpverlening de verontrusting aan te pakken. Pas in het geval dat de cliënt dan nog steeds weigert om de hulpverlening te aanvaarden of als men niet meewerkt aan het onderzoek, kan de gemandateerde voorziening de zaak doorverwijzen naar het jeugdparquet.

De jeugdrechter kan ook gevorderd worden in geval van hoogdringendheid. Er moet dan voldaan zijn aan volgende cumulatieve voorwaarden:

Een gerechtelijke maatregel is dringend noodzakelijk.

- Er zijn voldoende aanwijzingen dat de minderjarige onmiddellijk beschermd moet worden tegen een vorm van lichamelijk of geestelijk geweld, letsel of misbruik, [...], met inbegrip van seksueel misbruik.
- Het verlenen van vrijwillige jeugdhulpverlening is niet meteen mogelijk.

In situaties van hoogdringendheid is het dus niet noodzakelijk dat de situatie eerst onderzocht wordt door de gemandateerde voorziening.

APPENDIX: Wanneer kan een parketmagistraat een jeugdrechter vorderen bij een VOS?

Er is gekozen voor gescheiden trajecten verontrustende opvoedings situatie en jeugd delinquentie. Daarom kan men op grond van het decreet jeugd delinquentierecht niet rechtstreeks jeugdhulp opleggen als reactie op een jeugd delict. Toch is het zo dat de meeste jongeren die zwaardere of meerdere delicten plegen vaak ook nood hebben aan jeugdhulp.

De jeugdrechter kan worden gevorderd indien het parket aantoonde dat er voor de minderjarige een procedure loopt bij de jeugdrechter/jeugdrechtbank wegens het plegen van een jeugd delict én dat er voldoende aanwijzingen zijn dat de minderjarige zich in een verontrustende situatie bevindt (de zogenaamde derde vorderingsgrond).

Contacteer Parket Oost-Vlaanderen, afdeling Gent

In functie van de case in het Keizerspark



Parket Oost-Vlaanderen, afdeling Gent
Centrale lijn

09 234 40 11

Parketcriminoloog Jeugd & Gezin
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Alexandra De Moor



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Contacteer Parket Oost-Vlaanderen, afdeling Gent

In functie van de case in het Keizerspark



Onderstaande parketmagistraten behandelen dossiers m.b.t. kinderen & jongeren en kunnen gecontacteerd worden via de centrale lijn.

09 234 40 11

Lies Huybrechts (teamleider)

Katrien Van Bogaert

Pieter Moyaert

Annelore Huygens

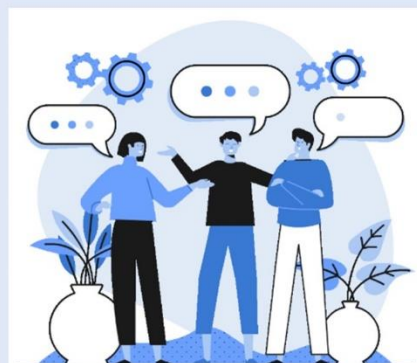
Ruth Mortier

Wolf Van Acker

Annabelle Buggenhoudt



Naar een betere samenwerking



Germany: Exploring Magdeburg's Cultural Life in collaboration with the City of Magdeburg

Summary

The project tries to create impulses for the development of Magdeburg's cultural landscape. In collaboration with the City of Magdeburg, we aim to learn more about the phenomenon of "staying away" ("non-participation") from cultural events and activities and about Magdeburg's cultural landscape as such.

Combining qualitative and quantitative methods of empirical social science research, the study is designed and implemented as a research-based teaching project with students from the University of Magdeburg. We aim to generate new knowledge on our (and the city partners') fields of interests which we use as a basis for a series of public discussion and feedback events.

Context

In 2020, the City of Magdeburg bid to become the *European Capital of Culture 2025*. During the application process, the *Bidding-Team* gathered various insights into Magdeburg's cultural scene. They created various supportive cultural events and initiated public debate about the development of Magdeburg's cultural landscape. In the wake of the bidding process, the question of "non-participation" emerged. The phenomenon of "staying away" from cultural offerings (Hood 1983) which is of general sociological interest is being investigated in the context of a partnership project between the Bidding-Team of the City of Magdeburg and the Socially Engaged Universities (SEU)-Team of the University of Magdeburg. To learn more about the people, who do not participate at Magdeburg's cultural life (so called "non-participants"), is not only of great interest to Magdeburg's municipality, but also for the many cultural workers from Magdeburg who address different audiences with their events. It is obvious that the *Magdeburg Opera*, the *Musikkombinat* with its living room concerts or the *Puppet-Theatre* are appealing to different but possibly overlapping audiences which encourages them to take advantage of their provisions. The phenomenon of "staying away" from cultural offers becomes especially relevant to younger artists in Magdeburg's cultural scene who are at the beginning stage of their career and in need of greater attention and more spectators. But also for well-established cultural institutions which would like to further enhance their target audiences or wonder why "always the same people" make use of their events.

The SEU-Team of the University of Magdeburg agreed on a research collaboration in order to gather new knowledge about Magdeburg's "non-participants" and the structure and characteristics of Magdeburg's cultural landscape.

Aims

The objective of the project is twofold. Firstly, it aims to tackle the partners' interest in the phenomenon of "staying away" and non-participating by generating new knowledge about Magdeburg's cultural landscape and Magdeburg's citizens and their "cultural habits".

Secondly, we strive to initiate a broad discussion about the development of Magdeburg's culture life based on the project's research results. By confronting diverse cultural players and stakeholders with our findings, we not only aim for a discursive development of Magdeburg's cultural life, but we also intend to position the University of Magdeburg and its research staff as competent partners for (not only) culture related community needs and local challenges.

Germany: Exploring Magdeburg's Cultural Life

Process

The project-initiative is based on a (still existing) contact between the University's Chair of Research into Higher Education and Academic Development on the one hand and representatives of the *Magdeburg 2025-Team*. The contact and communication about the SEU-project-work and possible connections to the Magdeburg 2025-Team's ambitions were intensified during the end of 2019. The discussions produced the idea of engaging the phenomenon of "staying away" from cultural offerings in Magdeburg. The Magdeburg 2025-Team discovered that broadening the understanding of "non-participants" would be informative not only for the bidding-process but also for different stakeholders of Magdeburg's cultural life, also in the aftermath of the bidding and irrespective of its results.

This discovery led to further brainstorming sessions in order to bring the project idea and its implementation into shape. We agreed to cooperate within a 'classic' contract research approach: the SEU university partners were authorized to design a research project. In addition, we agreed on including the city partners into the design process to make sure the research project fits the interest of the city partners. In order to unleash potentials for the further development of the cultural landscape in Magdeburg, we further agreed on setting up a series of feedback and discussion formats based on the projects findings. In order to connect the project not only to the bidding process but also to the broader city administration of Magdeburg we were able to acquire the city's Culture Department as an official partner, that will get involved within the development of the discussion and feedback formats based on the study's findings later at the final stage of the project.

In accordance with the Magdeburg 2025 project manager, we also agreed that students should have the opportunity to get involved with the project as well – the project could be of great interest especially for students from the degree programme *Cultural Engineering* (that is well known within the cultural landscape of Magdeburg)¹. With the opportunity to connect our collaboration project with a seminar and a lecture, we were able to open the project for students from the degree programmes *Social Sciences* and *Educational Sciences* as well.

During the beginning of 2020, we conceptualised a research-based teaching project in order to interweave the collaboration project with the requirements and standards of the module *Introduction to Evaluation Research Methods* (under the *Cultural Engineering* BA degree study programme) that would take place in the summer term 2020, beginning in April. To make sure that the module is also consistent with our city partner's interest, we systematically asked for feedback and comments during the development process. The project was set for the summer term 2020, but was postponed to the winter term 2020/21 in consultation with our city-partners due to the impact of the Covid-19 pandemic on the cultural life as such (for details, see Chapter *Challenges*).

In order to address the phenomenon of "staying away" from cultural offerings in Magdeburg from a social sciences perspective we developed two subprojects with different methodological approaches, research objectives and questions:

Quantitative "Non-Participant"-Research

Research Questions

- What are the reasons for not participating in the city's cultural life?
- What factors determine the non-participation at Magdeburg's cultural offerings?
- What kind of alternatives to the participation in Magdeburg's cultural offerings can be discovered?

¹ See for further detail Dewaele et al. 2019.

Germany: Exploring Magdeburg's Cultural Life

Methodology

- (representative) Survey-Research
- Statistical Analyses

Theoretical Approach

- Non-Participation as an expression of unequal participation opportunities and thus of unequally distributed living conditions
- Non-Participation as an expression of unequally distributed social capital
- Non-Participation as an expression of rational choices (with regard to the costs-benefit expectations regarding the choice of participation vs. non-participation)

During the sub-project conception, we had the opportunity to start an additional research cooperation with the *City's Department for Statistics, Elections and Demographic-Urban Development* in order to obtain a representative sample of Magdeburg's population. By agreeing on a collaboration contract, we were also able to receive additional funding (5,000 €) from the *Magdeburg 2025 – Team* as well as from our own university funds. These allowed us to finance a representative survey-study. Additionally, we are able to use already existing survey data gathered longitudinally by the department in a panel study, for a secondary analysis.

Within the teaching-project a sub-team of students will focus on working with the department's data as well as on the preparation of the representative survey study. Learning activities include the theory-guided creation of the questionnaire as well as the development of hypotheses and the preparation/implementation of the field work.

Qualitative Research “Reconstructing Magdeburg's Cultural Landscape“

Open research interests and questions

- How is Magdeburg's cultural landscape structured?
- What is the relationship between the various players in Magdeburg's cultural scene?
- How do the various actors in the cultural scene perceive their audiences?
- Are there competitive relationships among cultural players, and if so, how are they structured?
- What kind of strategies for dealing with the pandemic situation can be identified?

Methodology

- Open (guided) narrative Interviews
- Ethnographic approaches with participant observations
- Analysing artefacts and documents
- Coding and interpretation strategies in the style of Grounded Theory construction (Strauss 1987; Strauss/Corbin 2015)
- Construction of situational maps (Clarke 2003; 2005)

With the qualitative sub-project, we aim to find out how the cultural landscape in Magdeburg is shaped and how "cultural actions" are taken in Magdeburg by a range of actors in different positions.

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With regard to the phenomenon of non-participation we assume, that the shapes and structures of Magdeburg's Culture-(Sub-)Scenes have major effects on the people that participate. With this reversed perspective (in addition to the quantitative study), we try to generate a broader scope of the phenomenon. In addition to that, we aim to reconstruct challenges, problems and opportunities that are revealed in the current pandemic situation.

In order to include the students' interests and learning needs, we exposed the sub-project-concept to an open discussion in our teaching/research-project. Following that, five student research groups were formed, each with a different focus on what is happening in Magdeburg's cultural landscape:

- Study on the relationship between cultural actors and the city's administration
 - o Data: Artefacts, documents and interviews
- Study on (implicit) audience constructions in advertisements about cultural offerings
 - o Data: Flyer, Adds, announcements and websites
- Study on perception of the cultural landscape and its subjective significance
 - o Data: Interviews
- Study on strategies of audience attraction and development
 - o Data: Interviews
- Study on the impact that the pandemic has on the cultural landscape in Magdeburg
 - o Data: Interviews, participant observation

Transfer

After completing the research phase, the project findings will be discussed with the city administration and cultural professionals in Magdeburg. We agreed with the Magdeburg-2025 project manager, that the results of the (student) research projects, will be summarized by the students in research reports at the end of the winter term 2021. Before the dissemination of the results, the reports will be compiled, processed and published by the SEU project-team in Magdeburg.

Our aim was to develop feedback and discussion formats based on our results in a collaborative way with our city partners who are interested in getting involved within the process. The design process started at the end of February 2021. In sum, we intend to provide the opportunity of reflection, information and discussion with the longer-term goal of releasing potential for further development of the cultural landscape in Magdeburg.

Challenges

The greatest challenge that accrued during the process was (and still is) the handling of the pandemic situation and its impact on both the cultural life in Magdeburg as well as our own work and teaching at the University of Magdeburg. Due to the circumstances, we were forced to make major changes in our project schedule, and we faced the problem of starting research on cultural life at a time in which the cultural life was nearly completely shut down.

With the announcement of an online summer-term at the university, we decided to split the project in two parts: we started the project with a theoretical training of the students during the summer term (lecture), with the hope that we will be able to conduct the actual (field) research during winter term 2020/21. With that change, we accepted to delay our research project for a half year, and our city partners supported this decision with great understanding.

Other than what we had hoped for, we started the practical research phase in a time of a dramatic increase of the Covid-19 infections that lead to a soft and later to a complete lockdown in Germany at the end of 2020. In addition to that, our partners from the *City's Department for Statistics, Elections and Demographic-Urban Development* suggested postponing the representative survey-study that we

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aimed to conduct together with our students in January 2021, predicting that response rates to a survey that addresses cultural life issues would be non-satisfactory. Our partners had reported that the response rate of their own survey-studies dropped significantly during the pandemic, so it would have been a waste of resources if we had conducted them during the peak of the corona crisis. With regard to the qualitative research projects, it was clear that every ethnographic approach based on participation and observation was inappropriate to pursue.

We adjusted the project to the circumstances by concentrating on the elements that we are able to implement and achieve – taking into account that all of our work would take place in a digital environment. In order to realize both projects we decided to:

- a) work with the existing survey-data from the *Department for Statistics, Elections and Demographic-Urban Development*;
- b) design our own online questionnaire-study that we will spread digitally in Magdeburg in order to reach as many people as possible, but accepting the risk of a lower methodological control;
- c) focus on Online-Interviews with different players from Magdeburg's cultural landscape and different documents as a source of data for the qualitative project.

With these adjustments and further discussions with our city partners and our students, we were able to address our research questions adequately and follow the project plan.

In the process of research design, we faced the challenge of bringing together the interest of our city partners, the interest of our students and methodological standards in order to produce manageable research questions and research designs that can be implemented within 6 months. We are happy that our city partners have placed high trust in our decisions and were completely open for our plans and the respective rearrangements.

With regard to our teaching-project approach, we faced the challenge of online-teaching as indicated before. Ensuring a steady communication and a commitment to the individual student projects required a high level of effort from us. However, dealing with the online semester was especially challenging for the students: we started off with 50 students at the summer term lecture and ended up with 30 students that finally participated at the research phase in the winter term. At the start of our practical research phase, we started with a highly heterogeneous group of students in terms of (previously acquired) research competence, which was tackled by a high amount of consultations and additional methodical training.

Results

The project's final stage took place from the end of February and to April 2021. The stage contained

- the finalization of the student research-reports,
- the summary of the general project-findings,
- the organization and implementation of our final dissemination event and
- writing up our overall research-report and its dissemination.

With regard to the quantitative research project, we can state that we finished the questionnaire-construction, started the online survey and managed to get an insight into the quantitative data from the *Department for Statistics, Elections and Demographic-Urban Development*. In reviewing the data, we found that the design of the panel was more or less inadequate for our purpose of finding out more about perceptions of cultural life in Magdeburg. The reasons for this are, that the survey does not focus in detail on the perception of Magdeburg's cultural life on the one hand and does not provide a representative sample on the other hand. Rather it must be assumed that self-selection effects influence the validity of the panel sample. Nevertheless, we see these methodological limitations of

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the survey as a reinforcement for our representative survey project, which will take place after the pandemic.

Briefly summarized, we would like to highlight that preliminary analysis of the panel data from the *Department for Statistics, Elections and Demographic-Urban Development* showed that, in relation to different areas of life, the respondents perceive the cultural offers in Magdeburg as less important. Nevertheless, the data show a slight increase of the importance of culture during the pandemic which signals the loss that people encounter with regard to cultural participation opportunities:

Area of Life „What should the city be concerned with?“	During the Pandemic (%)	Pre-Pandemic (%)
Safety	37,5	38,1
Economy/Job Market	29,8	28,2
Infrastructure	9,9	11,2
Environment Protection	10,4	9,8
Urban Development/Living	7,0	9,4
Culture	5,4	3,2

In addition to that, the data suggest that Magdeburg’s cultural development could focus on music and – that was a surprising finding – on district-culture and district festivals as well.

Ranking of the Demanded Offers “In which areas of the cultural landscape would you like to see more offerings?“	%
District Culture (District Festivals)	19,9
Music (Sinfonia-/Choir-/Jazz-Concerts)	19,7
Performing Arts (Drama)	14,9
Visual Arts (Exhibitions, Galleries)	10,0
Homeland Preservation (Lectures, Club-Events)	8,8
Literature (Readings)	8,7

In the process of the qualitative research project, we were able to conduct open narrative interviews with 15 people from different positions from Magdeburg’s culture landscape. Each of the student research projects focused on a selection of different interviews from this sample in order to pursue different research questions. We would like to briefly highlight main findings:

The students were able to uncover and systemize the tensions and conflicts that exist between the cultural stakeholders in the culture scene and the stakeholders from the city administration. Our analyses suggest that there are two *different (social) worlds* with their own logics colliding with each

Germany: Exploring Magdeburg's Cultural Life

other within the cultural landscape. On the one hand there is the highly active world of cultural work distinguished by creativity and flexibility and on the other hand a world of administration and bureaucracy, that is presented in the interview as a hindering factor when it comes to the organization of events and cultural activities in Magdeburg.

In addition to that, the cultural landscape could be interpreted as huge network, built up by highly engaged people, who are organized in rather small *bubbles of belongings*, often connected to a specific collective or institution with its own goals, norms, competences, demarcation and understandings of culture. We also discovered in our interviews the phenomenon of differentiation between the so-called "Sub-Culture-Scene" (often private or voluntary stakeholders) and the so-called "high-culture", that is public or rather municipal financed.

Within the research on strategies of audience attraction and development, a plurality of insights into the effort of attracting people to visit the cultural provisions was collected. Here we would like to highlight the following three strategies, which surprised us the most during our research:

- Creating the cultural event as a "*total package*" with different facets and activities rather than focusing on a single cultural offer
- "*Involve*" as many stakeholders and engaged people as possible in the planning and implementation of the event
- Make use of "*Guerrilla-Marketing-Activities*" in order to attract attention
- "*Word-of-mouth*" advertising seems to be very efficient in Magdeburg

Finally, with regard to the focus on the non-participant-research focus, we developed the theory that there is a significant connection between the audiences and the network-structures that can be found in the cultural landscape of Magdeburg. While our interviewees try to reach their audience in various ways, not only via social media but also via a variety of online and print media, one of the most decisive moments for visiting the events seems to be that the potential visitors are in some way connected to the organizers in a certain constellation, be it only loosely or indirectly. This consideration also explains why word-of-mouth advertising seems to be very effective in Magdeburg. When it comes to marketing and promotion of cultural events, we assume that the different *bubbles of belongings* can work as borders that affect the question who will be reached by the promotion and who will be excluded. Because of that, we'd like to suggest to rethink audience attraction and development and to take account of the different groups of belongings that can be found in the cultural landscape.

Dissemination Event with stakeholders from Magdeburg's Cultural Landscape

In March 2021 we discussed a productive concept for a dissemination event that is both open to everyone from the cultural landscape and related to the phenomenon of "staying-away" from cultural offers in Magdeburg. Under the title *Exploring Magdeburg's Cultural Landscape – Audience-Attraction and Development in Magdeburg* we set up a half-day online-event that gives on the one hand an insight in our research findings and offers on the other hand the chance of experience-exchange with regard to the topic.

Based on our findings we set up two sessions on experience-exchange with regard to 1) *Strategies & Challenges of Audience Development and Marketing in Magdeburg* and 2) *Cooperative Relationships and Collaboration in Magdeburg's Cultural Landscape*. 46 people from different cultural institutions participated and were split in two break-out sessions of their interest, following a series of introductory inputs. We recorded the presentations and took notes for the elaboration of extensive session protocols. Both records were shared among the participants and further people who are interested in the topic. And, in addition to that, the results of sessions were transferred to Magdeburg's new *Deputy of Culture, Schools and Sports*, who showed interest in further actions of cultural development in Magdeburg.

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Overall, we perceived a very high level of expectation on the side of the participants with regard to our results. Along with this, some participants reflected the results from the panel as insignificant and irrelevant for the scope of the particular study. In this regard, we were encouraged by the participants to conduct a representative quantitative “Non-Participant”-Research in the post-pandemic time. The discussion within the sessions was very agile and ended up in some explicit collaboration requests, we will pick up.

Learning Outcomes

We would like to highlight as a result of the project the students' learning outcomes: the students had the opportunity to experience an authentic research process (including the need to adjust it to the impact of “higher forces”), with the implication that their outputs are relevant to the City of Magdeburg. They gathered theoretical knowledge and practical skills in the field of empirical social research. In addition to that, we started some negotiating with regard to potential B.A.-Cultural Engineering-Project-Activities in Magdeburg during the interviews, which we conducted in qualitative research process.

Finally, yet importantly, not only the students but also we as the SEU project team learned a lot about Magdeburg's cultural landscape, about its players and the phenomenon of “staying away” from cultural offerings. Moreover, this knowledge will be fed back in to the cultural landscape of Magdeburg

Evaluation

For the evaluation of the project we made use of the *PERARES Evaluation Form* that was adapted within the SEU project. We used the form for a start-point evaluation in the preparatory phase of the research project with our city partners. While the form gave us a condensed feedback from the Magdeburg-2025 project manager, we experienced that a steady and detailed communication was more efficient than the use of the evaluation form during the project in order to make sure that everything went according to plan. The same applied for the student-feedback. We experienced a very low response rate when using the evaluation form and found it more helpful to hold immediate feedback-talks within the student groups. We are very happy that the student-research project was perceived by the students as profitable and productive in general. Nevertheless, the diversification and dissection of the project by the creation of the different student-research-groups made it hard to keep an overview of the whole project progress. For example, one of the students stated:

“I found the student-research seminar very good, since it offered the possibility to apply theoretical knowledge from my studies in practice, which is very motivating. What was positive about the seminar was the range of possible research topics, good methodological preparation by the lecturers and the cooperation of students from different disciplines. Particularly useful was the close collaboration and supervision during the research, which enabled us to clarify questions quickly and always got feedback. A small point of criticism for me is that during the seminar you only had a little insight into the other group project, how they are doing and how the current overall progress of the project is.”

We also received the feedback that the work in the student-research projects can be very time consuming as well as challenging. In addition to that, the work comes with the necessity of steady communication, not only with us but also between the students themselves. Another student summarises her experiences as follows:

“Through a cooperation with the city of Magdeburg we had the chance to work on a real project within the frame work of a course, which accompanied us for almost one year now. Throughout

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the project, we had to tackle several obstacles but the outcome was definitely worth all the hard work, endurance and time. Further, I can say that I am glad how well communication and research went and look forward to new projects like this one."

The Magdeburg-2025 project manager reflected the project as beneficial not only with regard to the results. She also highlighted the value of the collaboration by itself and the new set-up position of the university as a collaboration partner for cultural-development efforts, which we set up with the project:

"Through the collaboration and the regular communication with the University of Magdeburg, we were able to significantly intensify the work on various topics of cultural life. The scientific investigations within the framework of student-research projects provided important and new impulses and suggestions that evoked further discussion between both the collaboration partners and the stakeholders in the cultural scene of Magdeburg. In addition to the joint exchange, I see new direct connections between the cultural institutions of the city and the university as particularly profitable as a result of the cooperation to date. "

We are very happy about the productive and positive feedback!

Lessons Learned

The main lesson we learned during the project – that applies especially in times of a pandemic – is, that a collaboration project that includes students as well means to balance project goals, expectations and a diverse amount of general conditions. In detail, we have taken the challenge to bring together the following influencing factors:

- Thematic framing: non-participant research
- Expectations and attitudes of our partner
- Openness and contingency of a research process
- Publication pressure & and the pressure to produce results
- Internal and external communication of the results
- Dissemination event
- Total Online-Environment
- Qualification & productive involvement of students
- Students formal achievements and Credit Points
- Lecture-Seminar combination
- Limited time
- SEU-Erasmus+ project framework

We assume that both, the openness of our project partners and the engagement of the students were key factors that contributed to the success of our project. Even if we experienced that working with under-graduate students within student-research-projects results in a high amount of teaching and consultation work, we would like to emphasise that working with the students on real data has been proven as a productive and motivating approach.

We cannot place enough emphasis on the impression that collaborations like the one we did, really have the potential of being beneficial for all parties that were included in the process. We think that our city-partners, researchers, students and the people, who work in the field of culture in Magdeburg as well, can take advantage out of our project and its findings.

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The Future of "Exploring Magdeburg' Cultural Life in collaboration with the City of Magdeburg"

Fortunately, we are able to continue the project at the University of Magdeburg, with the Chair of Research into Higher Education and Academic Development basing its academic teaching at the university on the project's outcomes. They will particularly stimulate teaching and researching in the area of science communication and University's "Third Mission" in knowledge transfer. This opens the possibility to continuously involve students, interested in the investigation of Magdeburg's cultural life. With that in mind, we can reuse the collected data and make the collaboration with Kerstin Hartinger a steady one – which could in turn lead to a further expansion of the project (also in a broader range of thematic areas) as well. In addition to that, we will be able to conduct the representative questionnaire-study with the City's Department for Statistics, Elections and Demographic-Urban Development, at a later date.

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Italy: Parma: mountains of quality

Context

Mountain areas are considered, under Community directives (Art.17 Regulation UE No. 1257/1999), as less favoured areas and are characterized by a low population density, modest economic activities and considerable hydrogeological problems. These areas have a limited territory to be used for cultivation or breeding because a part of them has been abandoned, while another part is exploited for extra-agricultural uses. In addition, there are climatic and orographic limitations, seasons are shorter and the climate is harsh. This necessarily implies an adaptation of the existing technologies and an increasing demand for technological innovations, requiring additional costs for mountain farmers. Higher transportation costs and problems related to the mode of transport to be used create logistic difficulties too: mountain farms are very often small in size, so the production and processing of the products take place in two different sites. Moreover, many farms stopped their activities because they could not sustain the competition with the agricultural system of plain areas, which underwent a process of specialization, intensification, mechanization and increasing in farm size. This has also produced negative impacts on the environment itself, leading to the reduction of species and varieties of crops, the drastic loss of biodiversity, soil fragility and erosion of the resilience of the agricultural ecosystem.

Despite these drawbacks, the mountain also offers some advantages to agriculture. The particular climate allows the conservation of the organic substances of the soil and its fertility, thus resulting in the production of high-quality raw materials. Their organoleptic characteristics are also improved and guaranteed by solar radiation and the thermal excursions typical of mountain areas. Mountain products are heterogeneous and their production necessarily requires adequate workforce, with territorial expertise and special professional skills. Mountain products enclose traditions and knowledge of local agricultural products. The land and raw material quality, combined with production techniques that use small or no amount of chemical plant protection products are the key features that make mountain products organic/or close to organic. This is why mountain products are very distinctive and attractive for consumers who are interested in organic and/or local products and they can valorise the work of small farms devoted to the protection of the territory, landscape and biodiversity.

The Province of Parma, located in the Emilia Romagna Region, is characterized by a very unique geographical pattern that includes mountains, hills and plain areas. The mountain areas are fragile due to the aforementioned issues and thus receive benefits from *ad hoc* funding (European and Regional) to revitalize the municipalities. In detail, such areas are characterized by: a variety of landscapes, environmental quality evidenced by the presence of protected areas and regional and national parks; the presence of organic agriculture and agri-food products with Denomination of Origin (PDO) and Geographical Indication (GI) (Parma Ham, Parmigiano Reggiano, Mushroom from Borgotaro), as well as traditional niche items and products from ancient variety of plants and animals for which there is a growing interest in the market. Furthermore, in the area there are several tourist itineraries (circuit of castles, wine and food roads, and itineraries along the “*Via del Sale*” (Salt road), spa centers and hiking trails. Buildings and valuable historical and cultural testimonies (castles, Medieval and Romanesque churches, ancient villages) often located along supraprovincial paths and tracks of medieval origin (*Via Francigena*, *Sentiero Italia*, GEA-Large Appennine Hike) can also constitute a first step towards an aggregated and wider territorial tourist offer. Finally, the preservation of knowledge, flavours, materials, cultures and traditions that build up territorial variety and a strong identity heritage for the locals which, in turn, is seen as an attraction by residents of urban areas.

In the mountain area several small farms still exist and contribute to produce local food, preserve landscape, biodiversity, tradition and culture. The European Commission, with the EU Regulation n. 1151/2012 and with the EU Delegated Act n. 665/2014, has established the optional quality indication

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"mountain product". This indication aims to promote the recognition on the market of the characteristics of food products from mountain territories. The indication "mountain product" can be used only if the raw materials and animal feed employed come from mountain areas and, in the case of processed products, if the processing takes place in mountain areas. Animals must be reared on site for at least 2/3 of their lives in the case of processed products. Transhumant animals, instead, only need to spend a quarter of their lives in the mountains. The use of this trademark is free and must be applied to all the productions that have been registered in the company communication and labelling. The adhering companies must comply with the conditions provided for traceability (EU Reg. 178/2002) at every production level (production, processing and marketing) respecting the EU regulations. This type of label allows mountain products visibility for consumers who, this way, associate it to an idea of higher quality compared to similar products not bearing this logo.

Nevertheless, some difficulties in reaching sales channels exist, especially because of logistic problems. Thus, since 2018 the Borri Foundation², in partnership with Podere Stuard farm and the University of Parma, has promoted a project to strengthen the value chain of these products to create job opportunities, increase local economic activities and reduce land abandonment. The project includes the producers in Parma mountain areas such as the Taro Valley, the Ceno Valley, the Parma Valley and the Baganza Valley³.

The project is addressed to sixty family-managed farms oriented to social and economic sustainability, with the aim of preserving biodiversity and avoiding anthropic desertification. The project has favoured the creation of a local label called "Parma: mountains of quality" to better communicate the quality of organic products from mountain areas. The mountain products involved are selected provided they meet the requirements of the European and Italian legislation in force (Council and Parliament Reg. 1151/2012 and Commission Reg. 665/2014, Decree of the Ministry of Agriculture 26/7/2017 and subsequent additions and amendments). The products to which the Project is addressed are also characterized by a high level of quality, which includes organic, PDO and GI products or other certifications (e.g. QC-Quality Controlled Mark of the Emilia-Romagna Region) less used today. The promoters and the other stakeholders participating in the project all adhere to a charter of values. In particular, farmers were called to sign the charter of values in advance in order to be allowed to use the logo and access the distribution network.

The project is aimed at supporting the defining of new marketing channels. Thus, an agreement with the Emporio (the store) of Podere Stuard was signed to sell the products. At the same time, relationships with restaurants and local markets were developed.

Finally, to overcome logistic hindrances, the project aims to support the launch of an independent association/network/consortium. This would make the sale of mountain products to the stores more accessible and easier: this way, retailers could buy products from a single seller, hence avoiding the hassle of having to coordinate with different producers.

The Department of Economics and Management of the University of Parma has been involved in the project since the beginning, even though no formal agreement had been signed before. The University informally agreed to collaborate with the project by providing its scientific know-how. In turn, the Foundation would provide data and information for research and publication purposes and will accept student trainees guided by tutors of the Department, thus facilitating the placement of student trainees in the farms participating in the project.

² It was founded in November 2008 by the Province and the Municipality of Parma, as well as by 30 municipalities of Parma Province. The Foundation is a non-profit organization and aims to produce public goods in the fields of study, research and training.

³ All these valleys are named after rivers or streams crossing the Province of Parma.

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The University of Parma, already involved in the project, decided to develop a pilot project within the SEU framework in order to direct concrete actions to contribute at “Parma: mountains of quality” within Third Mission framework. Thus, the pilot project is developed within and in support of an existing project, with specific objectives (Box1).

Aims

The aim of the pilot project in the SEU framework consists of strengthening the cooperation between the University, the Borri Foundation and the project’s beneficiaries to support the “Parma: mountain of quality” project. Specifically, the University’s contribution concerns the identification of producers and their characteristics, needs and obstacles. All these details are necessary to provide an input for further discussion on the set-up of collective strategies in terms of marketing, communication and governance. At the same time, the University aims to involve students in third mission activities with a twofold objective: on the one hand, to give them the opportunity to directly know issues concerning sustainable agri-food systems and the territory; on the other hand, to facilitate the dissemination of information about sustainable value chains and quality products.

Process

The Borri Foundation is the main partner of the project, as it represents the coordinator of the “Parma: mountain of quality” project, therefore the actions in the SEU framework have been planned in partnership with the Foundation. In January 2020 a series of meetings were held with the Borri Foundation to understand the status of the project, the main needs and how the University could contribute. The foundation has expressed a lack of human resources to organize coordinated actions to face major challenges: marketing and communication. Furthermore, logistic obstacles typical of mountain areas generate difficulties in the selling of the products. A corner shop within the Podere Stuard experimental farm had been set up, but is still insufficient to ensure continuity in sales. In addition, in order to sell the products in stores or points of sale, it may be necessary to organize the producers into an association or consortium, so as to simplify bureaucracy and make purchases more accessible. However, deciding what kind of structure and governance is not an easy path to take, and it has been impossible to find out until now. Finally, communication represents another important element on which, according to the Foundation, it is necessary to invest, in order to make consumers aware about the quality of mountain productions and their value for the territory.

The Foundation and the group of researchers of the Department of Economics and Management of the University of Parma discussed some actions that could support the issues identified by the Borri Foundation. In addition, an exchange of ideas and opinions took place with the research group of the University of Macerata, which has performed a ten-year process of public engagement working with local stakeholders, community and students to support rural development and entrepreneurs networking. The University of Macerata case study has been analysed in the SEU project and professors and researchers working on the project participated in a SEU international meeting in Ghent in November 2019. This has allowed the strengthening of relations between the University of Parma and the University of Macerata that led to the invitation to participate in the annual case study competition *V International Student Competition on Place Branding and Mediterranean Diet* (<http://www.laboratoriodietamediterranea.it/it/eventi/v-international-student-competition-place-branding-and-mediterranean-diet>) that would have been held from 5 to 10 May 2020 in Fermo (Marche). Unfortunately, the competition was suspended due to the COVID-19 emergency, but the collaboration between the research groups continued. The main advice received from the experience of the University of Macerata is the importance of overcoming the problems of distrust that producers usually have towards external projects promoted by external institutions. For this reason, it was

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decided to organize meetings with producers from rural areas, as an opportunity to present the working group, the objectives and receive feedback from them.

The pilot project was designed on the basis of four steps:

1. General agreement: the drafting of a general agreement between the University of Parma and the Borri Foundation, to define a specific and formal collaboration framework.

2. Field research: a questionnaire and semi-structured interviews were conducted.

The questionnaire focused on farm activities: (I) productive activities, (II) processing and (III) marketing activities. Furthermore, questions about new strategies and changes in marketing channels due to the COVID-19 period were added.

The interviews were aimed at defining a farm profile: (I) pictures and farm and family history; (II) main problems and obstacles encountered during the farm activity; (III) product details: specific information about each product sold with the Parma Mountain label

3. Data analysis and farmers mapping: the data collected were analysed according to two methods, a descriptive one and a qualitative one.

Descriptive analysis: descriptive research allows to statistically deduce the information collected on a sample. It is a type of research characterized by a quantitative approach, which allows to group the answers and collect data that aim to describe characteristics or functions of the market in statistical terms. The information is organized in an Excel database to make elaborations. This allows to map farms and identify farm groups: location in mountain area, size, products category, label used, marketing channel- mapping.

Qualitative analysis: a thematic content analysis was conducted. Qualitative information was organized by classes of homogeneous answers according to the following categories: farm/families' histories; interests in farm activities; main problems; innovations developed.

4. Feedback to producers and communication strategy: the feedback to show the results to the producers who participated in the survey was planned. A series of meetings are thus planned to discuss the results of the research and set the basis for future strategies.

In addition, the design of an online platform was planned, so as it could contain the history of farms and present their products.

Challenges

On the one hand, the main challenges concern, a difficulty in approaching producers that often distrust projects promoted by external institutions or associations. In order to overcome such troubles, meetings have been planned with the producers to present the project, to know their needs and receive their input. Unfortunately, these meetings could not be organized because of the pandemic. However, before the lockdown we were able to meet some virtuous farmers individually, with whom we could present the project and ask them about the aspects they need more support on. These farmers were chosen on the basis of an existing relationship of trust thanks to previous collaborations.

On the other hand, the pandemic has created obstacles concerning timing that led to change the original schedule (table 1 and table 2). Indeed, the reprogramming of activities due to the pandemic forced us to postpone questionnaires and interviews to farmers in summer months. However, this interval represents the more intense working period for them, which made it impossible to develop the field research activity. Thus, questionnaires and interviews were conducted in September and October by telephone or Skype. Due to the contingent moment characterized by the restrictions for Covid-19, questions were added to identify which obstacles have emerged, how they have been overcome and what opportunities emerged for farmers.

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Table 1. Original schedule

Steps		March	April	May	June	July	Aug	Sept	Oct	Nov	Dic
1st	General agreement										
	Designing field research										
	Students' training										
	Meeting with farmers										
2nd	Interviews										
3rd	Data Analysis										
4th	Story telling and product presentation online										
	Meeting with farmers (feedback)										
	Designing collective new strategies										

Table 2. Amended schedule

Steps		March	April	May	June	July	Aug	Sept	Oct	Nov	Dic	Jan	Febr
1st	General agreement												
2nd	Individual meetings												
	Designing field research												
	Students' training												
	Meeting with farmers												
	Interviews												
3rd	Data Analysis												
4th	Story telling and product presentation online												
	Meeting with farmers (feedback)												
	Designing collective new strategies												

The difficulty of being able to meet the producers personally has prevented a real closeness in order to strengthen the relationship of trust between the actors involved. Finally, the meetings to return the questionnaires and interviews results needed to be carried out online. Unfortunately, this mode does not facilitate participation by farmers, who hardly use technological tools for communication.

Results

The project engaged:

- 2 people from the Borri Foundation. They participated in co-designing the research project, giving to University farmers contacts, monitoring the pilot project steps together with University research group.
- 4 members of the Department of Economics and Management of the University of Parma (professors and researchers). They dealt with the field research and supervised trainees
- 2 "Food Quality" master's degree students. They participated in the project contacting the farmers, they conducted the questionnaires and interviews with the support of the researcher group of the Department of Economics and Management and collaborated in the data analysis.
- 27 farmers from the mountain area of Parma Province who were interviewed and completed the questionnaires.
- 2 researchers from the University of Macerata were involved to exchange experiences and ideas and put forward the basis for future collaborations.
- the University E-Learning and Multimedia Service Center (Selma) was involved to take care of the construction of the website.

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Outcomes and outputs

Table 3. Project's outcomes and outputs

Outcomes	Outputs
1. The cooperation between the University and the Borri Foundation to support the "Parma: mountain of quality" project was strengthened.	1. General agreement to establish a collaborative relationship between the Borri Foundation and the University of Parma was signed.
2. Producers' characteristics, needs and obstacles were identified.	2. A document that summarizes data analysis using a descriptive and a qualitative method has been produced.
3. Students had the opportunity to get closer to issues concerning sustainable agri-food systems and the Parma territory.	3. Two "Food Quality" master's degree students developed their training and wrote their master's theses. The project became part of a case student competition as part of the International summer school in food sustainability.
4. The dissemination of information about the sustainable value chain and quality products was facilitated.	4. Website is going to be developed

1. The cooperation between the University and the Borri Foundation to support the "Parma: mountain of quality" project was strengthened.

One of the objectives of the project was to strengthen the cooperation between the Borri Foundation and the University of Parma. For this reason, a framework defining the roles of the parties and the collaboration activities was signed, in order to make this collaboration concrete.

The Agreement defined the main topics of collaboration:

- sustainable agriculture (in particular organic crops);
- conservation, protection and enhancement of animal and plant genetic resources (with particular regard to local agro-biodiversity);
- the characterization and enhancement of fresh and processed agri-food products in the area;
- support activities for sustainable farm management in the Parma area.

In addition, the primary activities the University is in charge of have been identified as the following:

- collaboration on scientific projects design and management;
- teaching support activities;
- research and training activities.

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2. Producers' characteristics, needs and obstacles were identified.

Field research to identify producers' characteristics, needs and obstacles was designed and developed. This laid the groundwork for discussing common strategies with the producers involved in the "Parma: mountain of quality" project.

Through the research, a map of farms was created (figure 1), and analysed: product category, label used, marketing channels, farm/families' histories; interests in farm activities; main problems; innovations developed.

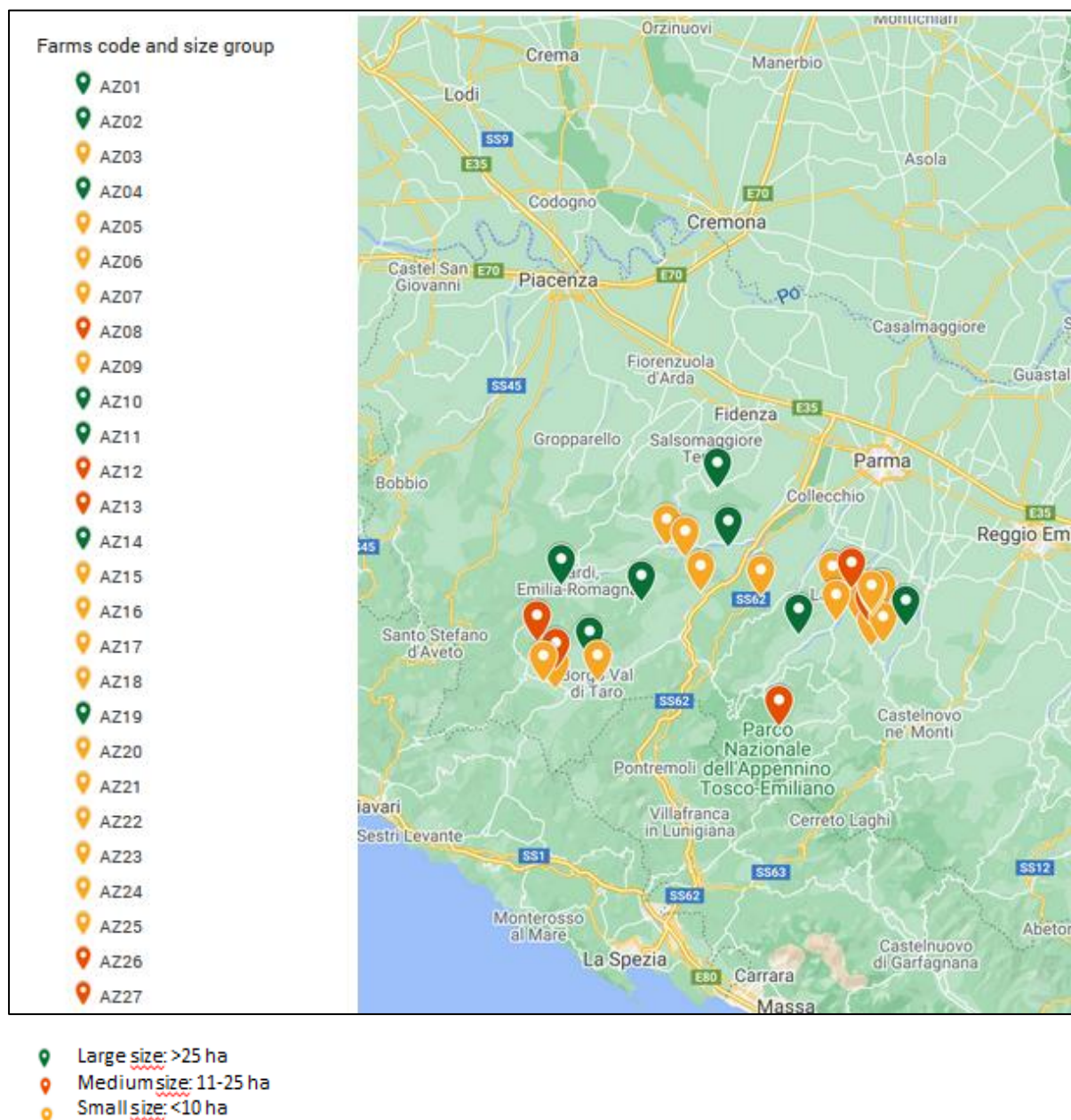


Figure 1. Maps of farmers involved in the research

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The main points to note include:

- most companies are small (59%) and far from Parma (70%), the capital of the Province;
- 68% of the labor employed is family work; annual work prevails over seasonal work;
- the most frequent product categories are: honey; cereals and derivatives; dairy products;
- the most frequent labels used are: organic and "mountain product". Seven companies (25%) (mainly small) do not use any label. Nine companies (33%) (large and small farms) use 2 or more labels;
- the most frequent commercialization channels are the ones offering direct sale (to restaurants, stores, online) for companies either close or far from Parma. Companies that are located at a medium distance sell half of their products through their own store. Small companies have difficulty in participating in farmers' markets or in managing the logistics of selling to Solidarity Purchasing Groups;
- the biggest problems concern the marketing phase (logistics, product diffusion, customer loyalty).

Key findings include the need to understand the real opportunities of these agricultural products, trying to define a strategy, through a more in-depth study, outlining a target market for "Mountain products". Furthermore, the need to introduce new information and communication technologies has strongly emerged, especially social media or apps. Consumers need to be involved: it is necessary to offer more information for the consumer who does not immediately associate the product with the image of the mountain. Finally, it should be important that all products bear the "mountain product" label in order to gain a place in the market, using a label recognizable and embodying all the characteristics of the mountain.

3. Students had the opportunity to get closer to issues concerning sustainable agri-food systems and the Parma territory.

The project has allowed students to get closer to the issues concerning mountain producers in a twofold way: on the one hand, two "Food Quality" master's degree students have carried out their internship by contributing to field research. Thanks to this work, the students realized their final theses. One thesis, entitled "Parma: mountains of quality. A case of valorization of mountain productions" was presented on November 19th (figure 2). The second thesis is being finalized and will be presented in March 2021.

On the other hand, the project has become part of the *International Summer School on Food Sustainability* organized by the University of Parma and carried out between the 29th June and 4th July 2020 (Figure 3). Some producers and the manager of Podere Stuard experimental farm's store (which sells the products with the "Parma: mountains of quality" label) were interviewed. Videos were recorded and subtitled in English thanks to the collaboration of Selma (Figure 4 and 5). These videos were shown within the Summer School Competition entitled "*Short Supply Chains and the Resilience of Local Agri-Food Systems: the case of the Parma Bio-District*" (<http://www.summerschool.unipr.it/first-edition/case-study-competition/45/>) (Figure 3). This way, family histories, production systems and problems faced by the farmers have been presented to 40 international students and used as inputs in the competition (Figure 4).

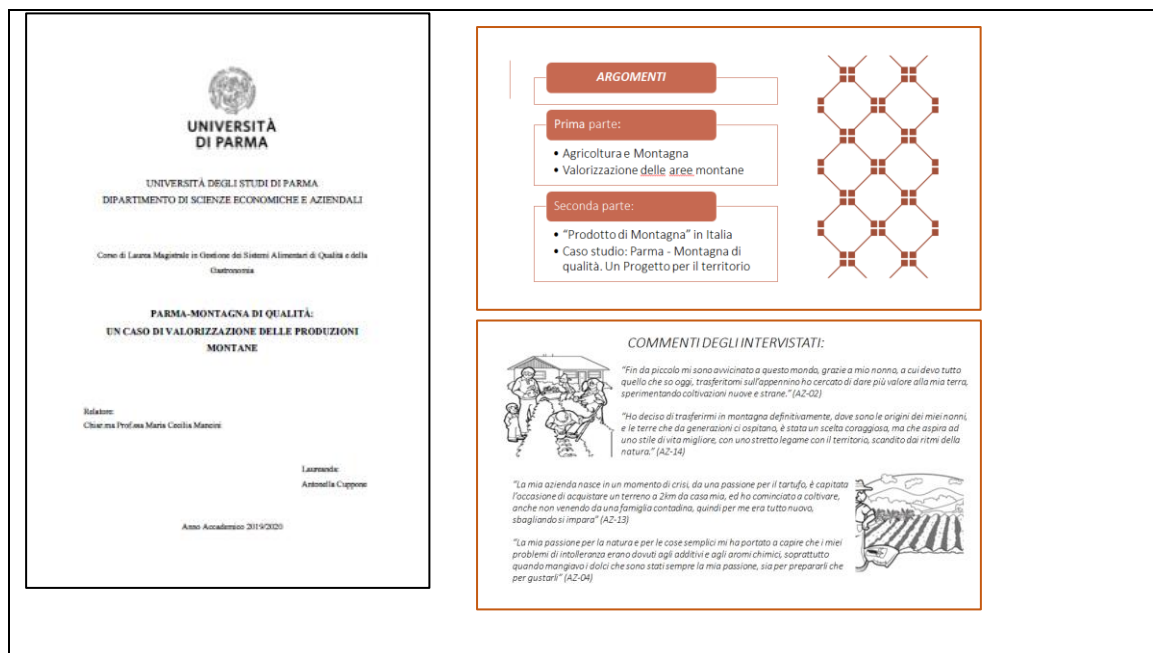


Figure 2. Theses document and presentation

4. Facilitate the dissemination of information about sustainable value chain and quality products.

As part of the project, a website has been designed with a dual purpose: on the one hand, to give visibility to mountain farmers and products and on the other hand, to create an interactive laboratory where the students of the "Food Quality" master degree's course can post their research, videos, interviews, papers and articles concerning sustainable value chain and quality products in the province of Parma. The website, edited by Selma, is under development.

Longer Term Impact

Although it is not possible to say that the activities undertaken by the project resolved the social and economic difficulties of mountain producers, we can affirm that the project is contributing to it. Indeed, it has created a basis for collaboration between actors in order to face up to these problems. On the one hand, the relationship between the University, the Borri Foundation and mountain producers is being strengthened, helping to generate greater mutual trust. On the other hand, information has been gathered in order to start a process of defining common strategies to solve concrete issues. The results of the field research will be fed back to the producers during meetings to be held in the upcoming months. Finally, new students and trainees will continue to be involved in the future, thanks to the website under construction, which is becoming a permanent teaching tool. The products resulting from these activities will also be disseminated on online platforms or during specific meetings and events.

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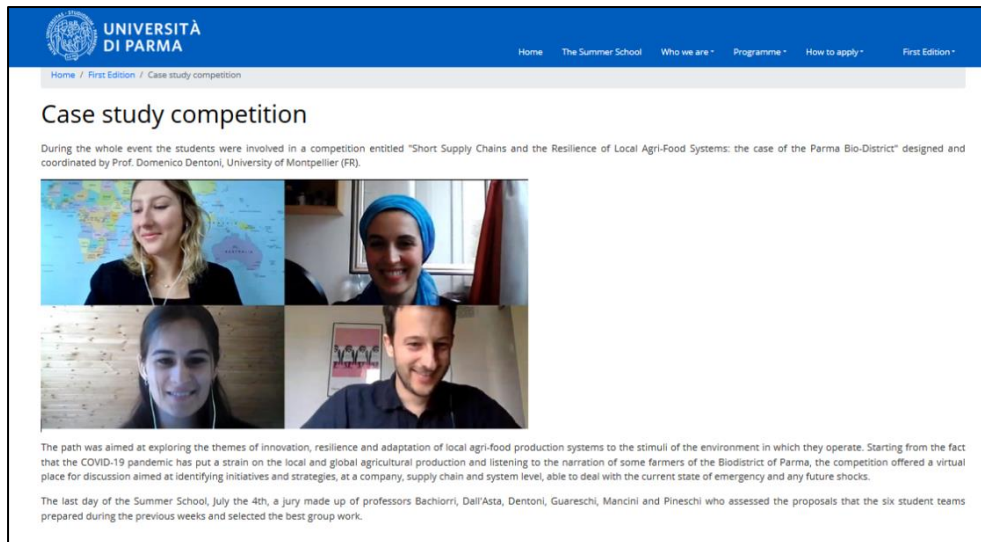


Figure 3. Summer school competition website

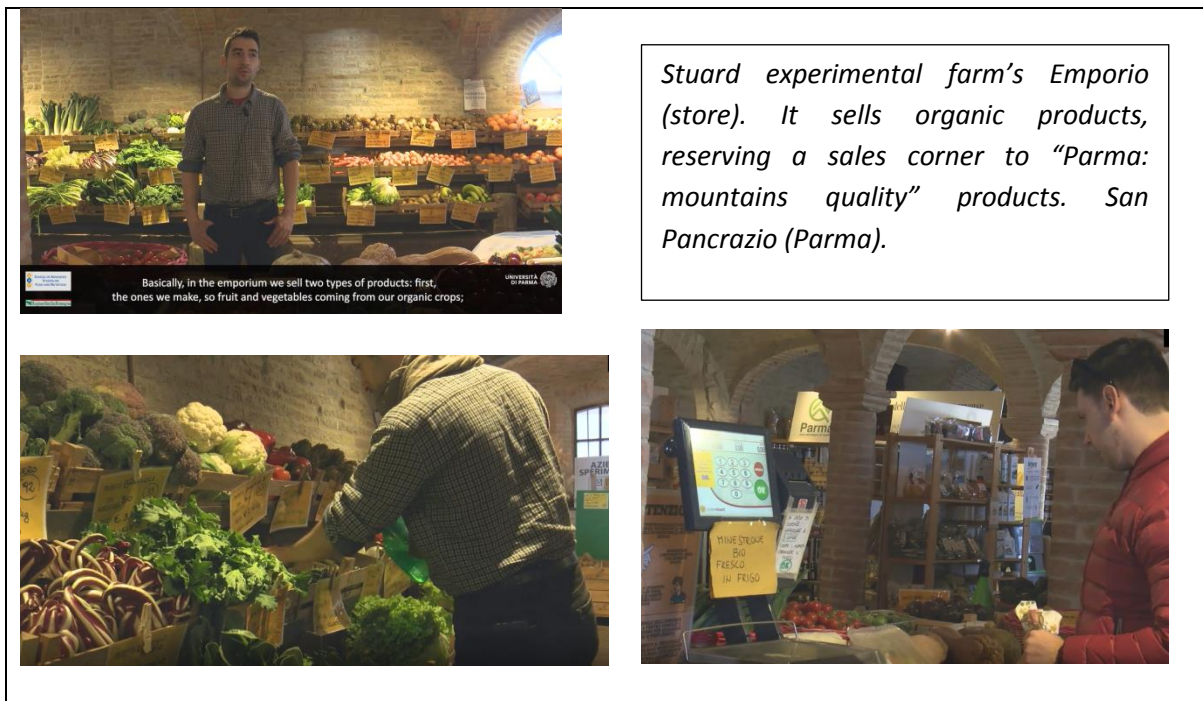


Figure 4. Images from Stuard store's video

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I am Enzo Brugnoli and I am part of the "Brugnoli e Fratelli" farm.

*F.lli Brugnoli (Brugnoli brothers):
Organic Parmigiano Reggiano
producers. Bardi (Parma)*



I moved to the mountain from the city,
but I have always been commuting. I am half a city guy.

*Federico Rolleri-Biologica Ortigiani farm.
Producer of vegetables and famous for
salvaging an ancient and traditional
variety of potato. He manages a small
store where he sells other mountain
products and organic products in general.
(Bedonia, Parma)*



Figure 5. Images from producers' video

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The Future of “Parma: mountains of quality”

The project will continue beyond SEU funding thanks to the agreement signed between the University of Parma and the Borri Foundation. The University will continue to provide its academic staff to carry out teaching support activities, research and training, and to collaborate in designing and managing scientific projects. Thus, the partnership is also aimed at searching for European or regional calls for proposals in order to attract new funding.

Evaluation

The project was evaluated through periodic meetings between the Borri Foundation and the research group of the Department of Economics and Management of the University of Parma. In particular, two evaluations have been carried out to date: 1. at the beginning of the project, the tasks and activities that would allow the objectives to be achieved were defined; 2. Halfway, the project schedule was analysed and the activities were redefined because of the changes due to the pandemic. A final project evaluation meeting is planned to take place in the upcoming months.

Summary

The project presented some strengths and weaknesses. On the one hand, the most successful elements concern: 1. the good collaboration between the Borri Foundation and the University: between the two partners there was a good synergy, mutual help in involving the producers to facilitate the interviews and the answers to the questionnaires, dialogue in sharing the research results and in the planning; 2. the fruitful involvement of the students, who participated in the field research with enthusiasm and commitment, completing their internships and theses with interest; 3. the link with other universities' projects to exchange ideas and experiences: the researchers of the University of Macerata were involved to provide suggestions in the project design phase, because of their experience in the field. Thanks to this, ideas of collaboration and exchange have been created for the future; 4. the identification of real problems: both the Borri Foundation and the farmers identified troubles in communication due to the lack of resources, both financial and human; 5. the basis for creating an online platform used by master's degree students as a workshop to report sustainable rural activities were established. On the other hand, the project had to tackle some difficulties: 1. initial meetings that should have facilitated the relationship with producers and a better involvement in the project were cancelled due to the pandemic; 2. Thus, some difficulties in gaining their trust appeared: only 27 producers answered our interviews and questionnaires while the other 33 either did not give us any answer or declared themselves not interested; 3. the pandemic created uncertainty throughout the project and led to the need to change the schedule several times.

In spite of unforeseen events and difficulties, the third mission, especially in times of uncertainty, can support social groups who suffer a lack of financial or human resources when carrying out specific activities. Being part of a project already in development can be an advantageous element. Being part of a broader, long-term programme already shared by the actors involved eases the identification and implementation of specific activities that can be useful for the project to respond to specific problems.

Box 1. "Parma: mountains of quality" aims, actions and results in Borri Foundation project and SEU pilot project

"PARMA: A MOUNTAIN OF QUALITY"		
Borri Foundation		
Aims	Actions	Results
Creation of a local label called "Parma, mountains of quality"	<ul style="list-style-type: none"> • Meeting with mountain producers • Drawing up of a charter of values for the use of the label • Brand design 	<ul style="list-style-type: none"> • Sixty mountain farmers are involved and can use the "Parma: mountains of quality" label • The brand is designed and used
Support the launch of an independent association/network/consortium	Meeting with farmers	In progress
Support the defining of new marketing channels	Agreement with Podere Stuard to sell mountain products in its store	A sales corner is established
SEU		
Aims	Actions	Results
Strengthening the cooperation between the University and the local community stakeholders (e.g. Borri Foundation)	Definition of roles and activities developed by each partners	An agreement between University of Parma and Borri Foundation is signed
Supporting the production of public goods (rural development, food safety, environmentally friendly activities) and promoting knowledge transfer about sustainable value chain management	<ul style="list-style-type: none"> • Field research (interviews, questionnaires) • data analysis • results presentation • talks to farmers • meetings 	A document that summarizes producers mapping, characteristics, needs and obstacles
Involving students in third mission activities	<ul style="list-style-type: none"> • Training • Thesis • Management of a web site promoting farmers' activities and produce 	<ul style="list-style-type: none"> • Two masters' thesis discussed • International student competition in the framework of the International Summer School on Food Sustainability organized by Parma University
Facilitating the dissemination of information about the sustainable value chain and quality products.	Information about products and farmers are collected (videos, interviews)	Website as permanent teaching and promotional tool

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Summary

To enhance collaboration between municipalities, universities and civil society with the aim to co-create and develop possible solutions to societal challenges, the Municipality of Delft, Delft University of Technology, The Hague University of Applied Sciences and InHolland University of Applied Sciences have established the position of a knowledge broker in the Tanthof neighborhood of Delft. The aim of this knowledge broker is to create connections between the community of Tanthof, the universities situated in Delft and the municipality, connecting them around societal issues to create new knowledge and possible (policy) solutions to societal community challenges. This report presents a reflection on the role of the knowledge broker in its first 18 months of functioning. Different parties involved in two projects (cases) were interviewed to assess the benefits and challenges that were experienced with the position of the knowledge broker.

In short, parties were satisfied with the work of the knowledge broker and clearly recognized the added value of the intermediate, independent position dedicated to making the connections between the various sectors while also managing expectations between these parties and their at times, conflicting interests. There are several challenges, mainly due to organizational disparities of the different parties involved.

Context

In 2015 the Dutch Government announced its plan for a *Dutch Urban Agenda* ('Agenda Stad'). This Dutch Urban Agenda comprises measures to strengthen growth, quality of life and innovation in Dutch cities. The Dutch Urban Agenda is an initiative of the Ministries of Infrastructure and Water Management; Economic Affairs and Climate Policy, and the Ministry of Interior and Kingdom Relations. The aim of the Dutch Urban Agenda is to strengthen the competitiveness and the livability of Dutch cities. In order to achieve these goals, the national government initiated in 2015 the so-called City Deals. A Dutch City Deal is an agreement between a select number of cities, national government departments, civil society and the private sector to tackle a specific and self-defined problem. This new, intensive collaboration must ensure evidence-based urban policy. There are 19 City Deals in the Netherlands, among which is the City Deal on Education ('City Deal Kennis Maken'). The City Deal on Education in the Netherlands is an important and innovative way in which cities, research universities and universities of applied sciences collaborate on an equal basis in finding solutions for major social and urban challenges. With the City Deal on Education, partners aim to accelerate the solution of social challenges in cities through large-scale involvement of researchers, lecturers and students. The partners regard this on the one hand as a form of making use of knowledge and on the other hand as making the city available as a learning environment for students (www.agendastad.nl)⁴. Ultimately, it must yield a proved and proven good method of partnership between knowledge institutions and the city of which students will benefit in particular. The City Deal on Education started in 2017 and will end on December 2021. The *City Deal on Education Delft* consists of the municipality of Delft, The Hague University of Applied Sciences (THUAS), Delft University of Technology (TUD) and InHolland University of Applied Sciences. In 2018 the City Deal on Education managed to get funding from the

⁴ <https://agendastad.nl/content/uploads/2017/08/CD-Kennis-Maken-engels.pdf>

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Ministry of Education, Culture and Science. A subsidy of 50,000 EUR was made available per city as start-up funding⁵. Participating cities could apply for financial resources to start a joint project, set up a strategic (research) agenda or appoint a coordinator/ knowledge broker. In Delft the aforementioned partners of the City Deal on Education Delft decided to submit a joint application, with the aim of employing a knowledge broker whose main task is to develop the City Lab Delft (Tanthof)⁶ and have social partners, researchers, lecturers, and students involved in locally based research that serves the community as well as the universities and municipality. The request for the start-up funding was honored and the knowledge broker started in January 2019 and is appointed until December 2021. The funding is based on the subsidy (50,000 EUR) as well as an additional funding (5,000 EUR, in-kind) made available by every partner.

Initially it was the Ministry's intention to have a one-off financial payment. Yet, based on a positive midterm evaluation, extra money was made available by the Ministry for the coming three years (3.7 million EUR). This extra budget meant that there was one million euros per year available. Cities could apply for this funding for the continuation of the projects or the development of new projects. After these three years, the partnership should revolve around (financial) resources from the cities and knowledge institutions themselves. The City Deal on Education Delft applied for this funding to further develop the role of the knowledge broker and the City Lab Delft (Tanthof)⁷. The role of the knowledge broker is summarized in the subsidy request⁸:

"In the years 2020 and 2021 diverse research-and expertise questions stemming from citizens, civil society organisations situated in the neighbourhood Tanthof as well as the municipality will be actively connected to the research groups and curricula of the three research institutions. In this way, more professionals, researchers and lecturers will gain experience with, and increase in enthusiasm for applied research. Also, it will ensure an increasing number of students, lecturers and researchers to be involved in societal challenges.

To stimulate and support this process, a knowledge broker will be put in place that will establish connections between all parties and will help to set up research trajectories. His or her role encompasses stirring up the enthusiasm of civil society partners including the municipality to act as 'issue owner', to manage expectations of all parties (what can and cannot be expected from student research?), to avoid any duplication of work (making sure existing knowledge, policy documents and research is included and extended) and to integrate the research questions sourced from the civil society context into existing curricula."

While knowledge brokers are conceptualised and operationalised differently in various sectors and settings, the defining feature of such a role is to develop relationships and networks with a range of stakeholders, be they individuals or organisations (Cvitanovic 2017). As such, the knowledge broker in Delft maintains a network of teachers, lecturers and researchers as well as the municipality and social organizations. The ambition is to better connect (student) research to societal challenges and policy questions of Delft.

⁵ In the Spring of 2017, the Ministry of the Interior and Kingdom Relations (BZK) asked the PBL (Netherlands Environmental Assessment Agency) to carry out an 'ongoing evaluation' of the City Deals. One of the recommendations from the evaluation is, therefore, that the national government provides money for the exploration and implementation phase of City Deals.

⁶ With City Lab Delft (Tanthof) we refer to the City Lab in the neighborhood Tanthof. The ambition is to develop this lab into a citywide lab around different topics. One of the City Labs looks at ageing in the city (Stadslab Vergrijzing)

⁷ The ambition is to develop a city lab for Delft. In 2018 it was decided to first focus on one neighborhood in Delft, Tanthof.

⁸ The role of the knowledge broker is described in the subsidy call City Deal on Education Delft 2019.

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The knowledge broker performs his tasks independently and under the responsibility of the steering committee, which consists of representatives from the four affiliated partners. The City Lab Delft (Tanthof) steering committee meets regularly. The knowledge broker reports periodically to the steering committee. The steering committee informs the coordination group about the progress. The coordination group consists of representatives from the knowledge institutions and the municipality. In principle, this coordination group meets every six weeks. The state of affairs, board agenda and finances are discussed in this coordination group.

Knowledge institutions in Delft

In Delft three knowledge institutions are located. The largest is Delft University of Technology (TUD). The TUD with 25,000 students, 2,100 scientists, and 200 professors, is the oldest, largest and most comprehensive technical university in the Netherlands. It is a university with both national importance and significant international standing. The Hague University of Applied Sciences (De Haagse Hogeschool), abbreviated THUAS, includes more than 25,000 students enrolled in a Bachelor, Master or post-graduate program, of which nearly 3,000 students follow a technical education in Delft. THUAS offers over 65 bachelor's programs which vary in type and length. The students from THUAS come from over 145 different countries. This makes THUAS one of the most international universities of applied sciences in the Netherlands. Since the university was founded in 1987 it has expanded to four campuses in the near-side cities of The Hague: Delft and Zoetermeer. The main campus is in The Hague. Inholland University of Applied Sciences has a student population of 33,500 students and more than 2,000 employees. The programs are spread out over eight campuses in ten different cities in the Randstad region, among which Delft. There are about 1,500 students in Delft. Education at Inholland Delft is all about nutrition, food security, nature, environment, living environment and technical developments. The special combination of programs in Delft are unique to the Netherlands. Inholland Delft is one of few Universities of Applied Science in the Netherlands where higher agricultural education is offered.

Aims

In this country report we focus on the role of the knowledge broker and what the benefits and challenges are according to the different partners involved. The research started with a presentation given by the knowledge broker, followed by interviews with partners from the municipality, relevant organizations and the three knowledge institutions (see section Reflective Study).

Process

One of the leading principles of the City Deal on Education is that it should result in a substantial increase of the involvement of researchers, teachers and students in urban issues. These learning environments are made as rich as possible by various partnerships (see www.agendastad.nl). From multidisciplinary and multilevel teams (multiple types of education, such as lower vocational education, higher vocational education and universities) to a triple helix connection. In the Netherlands, universities of applied sciences conduct practice-oriented research with a strong national and/or local focus. In such studies, researchers, teachers, and private parties collaborate on practical issues. Dutch research universities on the contrary, have a pronounced international character (VSNU 2018). As such the ambition of the City Deal on Education to use the city of Delft as a learning environment is not new to the universities of applied sciences (Inholland and THUAS) but is new for the TUD. Yet, in general, the societal role and impact of universities and universities of applied sciences has increasingly become a central element in the missions and strategies of knowledge institutions (Jansen et al. 2020).

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A second principle is that partners should work on the preparation of a joint program, in which the urban issues are determined and explained. The starting point is the mutual exchange of knowledge and experience and to further build upon this. The cities and knowledge institutions determine which urban issues will be tackled first. To prepare a joint program, representatives of the three knowledge institutions were present at a meeting organized by the municipality of Delft in the second half of 2017. During this meeting the different partners were able to give input on the relevant urban themes.

As previously stated, a knowledge broker was appointed in 2019. After his appointment, the knowledge broker developed a research agenda for Tanthof in consultation with social partners and residents. This research agenda serves as the basis for the knowledge institutions to conduct research with students and social partners and as such contribute to the further development of the City Lab Delft (Tanthof). As he told us during a presentation⁹:

"I started with developing a knowledge agenda by collecting questions in the neighborhood. To set up this agenda, I had many conversations with residents, and I used information from residents' evenings, as well as surveys and various statistics. At the same time, I also drew on my own experience as I know the neighborhood well, because I lived there for twenty years. My family still lives there. Based on all that input, I started to link questions to teachers and students. To have a good knowledge agenda at the start is really important." (presentation by the knowledge broker)"

The research agenda showed that aging was an important topic in Tanthof, which relates to the demographics of the neighborhood. Tanthof is a 1970s/80s neighborhood with residential areas in Delft. It was set up as a neighborhood for young families, but nowadays it has an ageing population, with concerns about the livability and facilities in the neighborhood for elderly. In order to get more clarity and focus in the (research) questions of this theme, a kick-off meeting was organized with residents, municipal officials, teachers and representatives of social organizations.

Kick-off meeting on aging, February 2020



Photo <https://studentenonderzoekindelft.nl>

Students in Tanthof



Photo <https://studentenonderzoekindelft.nl>

During this 'knowledge market' various (research) questions were immediately linked with professors and teachers of the different knowledge institutions. Also, the ambition was to create a "work group" consisting of residents, civil society organizations and municipal officials to interpret the research studies carried out and to convert the acquired knowledge into possible future projects. However, this has been postponed due to corona.

⁹ The presentation was given on June 11, 2020.

Figure 1 Overview first results City Deal on Education Delft

Despite the corona outbreak, 12 student research projects were carried out in 2020, involving a total of 200 students from different knowledge institutions.

- Energy efficiency in housing stock: research conducted by 30 Built Environment students from THUAS on energy efficiency measures in the housing stock, specified according to the housing types in Tanthof. This on behalf of the residents' association in Tanthof
- Energy transition Tanthof: research done by 30 master students of TU Delft as part of the *Energy Friendly Renovation Processes* course. This research was commissioned by the residents' association Tanthof and based on/ continued on the research conducted by students from THUAS (see above)
- Managing Public space: 20 Landscape & Environment Management students from Inholland University of Applied Sciences, conducted research into the management of public space in Tanthof. This was on behalf of the municipality of Delft.
- Roadmap Energy transition: 40 students of the Spatial Planning and Climate & Management program conducted an exploratory study into the energy facilities that residents in Tanthof can use in future. This research was commissioned by the residents' association Tanthof, the municipality of Delft and a housing corporation.
- Natural playgrounds manual: 5 students from the 'Green Juniors project' of Inholland University of Applied Sciences made a manual for the realization of natural playgrounds. This is based on experiences elsewhere in the Netherlands. This research was commissioned by the municipality of Delft.

In addition, various student projects have been started and completed on the theme of aging.

- Report of the kick-off meeting on Aging: 4 students from the Creative Businesses study program (Inholland University of Applied Sciences) made a visual report of the kick-off meeting.
- Research projects Abtswoudehuis: 12 students from the Public Administration program at The Hague University of Applied Sciences conducted several research projects on behalf of a health care organization which provides care for elderly people suffering from dementia (see case study).
- Exploratory research into aging: 20 students of the Facility Management program at The Hague University of Applied Sciences carried out a literature study into various aspects of aging (living at home longer, facilities, loneliness, age-related limitations) and how we could investigate these issues in Tanthof.
- Mobility among elderly: 5 students of the Minor 'Social innovation in the city and neighborhoods' of The Hague University of Applied Sciences conducted research into the way(s) in which elderly move within Tanthof and to places elsewhere in the city. This was commissioned by the municipality of Delft, and two civil / societal organizations.
- Documentary on 'Living independently at home': the research group on urban Aging from THUAS works with twenty elderly people on a documentary about living independently at home.
- Exploratory research into senior friendliness: 30 students of the minor Quality of life from the study program Social Work at THUAS conducted research into how elderly people experience(s) the senior friendliness of their neighborhood.
- New housing concepts: a one-year graduation research program in which 5 students from TU Delft conduct research into new housing concepts to entice seniors (and other target groups) to move on to a new-build home.

Netherlands: Knowledge Broker, Delft

Reflective study on the benefits and challenges of a knowledge broker

The role of the knowledge broker is unique in the collaboration between different knowledge institutions and combining multiple education tracks in Delft. We have taken it upon ourselves to study in more depth this role, its acclaimed and experienced benefits as well as potential dilemmas or challenges with the position. By doing so, we aim to reflect on its workings as well as provide insights useful for other local contexts concerning the potential as well as limitations of a knowledge broker to help structurally organize connections between universities and their local context with a positive social impact.

Selection of respondents

After desk research of policy documents describing goals of the City Deal on Education, we moved on to qualitative research methods. We have chosen to conduct interviews with roughly four groups of respondents, all dealing in various ways with the knowledge broker to be able to also confront their views among each other (see table below).

Table 1. Overview of respondents for interviews¹⁰

Respondent	Position	Category (see paragraph 5.2)	Date of interview
R1.	Director healthcare home in Tanthof/ Professional	Civil Society partner	Interviewed at the start and end of the (students) project.
R2.	Representative Delft Tanthof Neighborhood association of inhabitants (BHTD)	Civil Society partner	August 08, 2020
R3.	Strategic advisor municipality Delft	Municipality	August 20, 2020
R4.	Manager External Affairs & Student enrolment INHolland Delft	Knowledge institutions: strategic advisor	October 19, 2020
R5	Lecturer Building Physics at THUAS	Knowledge institutions: teacher	September 14, 2020
R6.	Assistant Professor Housing Management at TUD	Knowledge institutions: teacher	October 26, 2020
R7.	Strategic Advisor External Affairs - regionally and internationally at TUD	Knowledge institutions: strategic advisor	November 06, 2020
R8.	Strategic advisor municipality Delft	Municipality	August 26, 2020
R9.	Lecturer Public Policy Studies THUAS	Knowledge institutions: teacher	September 04, 2020 (in person)

¹⁰ Three approached respondents did not partake in the interview rounds. One was a teacher of TUD, who was not able to free up time due to his educational responsibilities. Two other respondents were approached from the municipality. They indicated they were only briefly involved at the preparatory stage of the student projects and were otherwise not included or engaged.

Netherlands: Knowledge Broker, Delft

The groups we have approached for interviews fall in the following categories:

- Government officials working for the Municipality of Delft
 - Government officials of the Municipality concerned specifically with the role and activities of the knowledge broker
 - Government officials working as topical experts and policy advisors on specific societal issues, to some extent also involved with student projects arranged via the knowledge broker
- Civil society partners, involved with student projects as a 'owner's question'
- Professionals working for knowledge institutions
 - Teachers/Lecturers and professors working for knowledge institutions and being involved with student projects arranged via the knowledge broker as part of their curriculum
 - Strategic advisors concerning network and external relations of University of Delft and Hogeschool INHolland Delft

Interview methodology

Interviews were open-ended, qualitative in-depth interviews. All professionals involved were contacted via email. Most of the interviews were conducted via online videocalls, using the platform of MS Teams, Zoom or Whatsapp due to Covid-19. One interview was held in person. Most of the interviews took place between June 2020 and December 2020. The interviews started by defining the role of the respondent in the process (government professional; knowledge institution employee; civil society partner). The next cluster of questions focused on the formulation of the assignment or project and how this came to be, as well as the role of the knowledge broker in the different other steps of the process. The interview was closed off with a set of questions aimed to reflect on the added value and challenges experienced with the role of the knowledge broker. The interviewers had some discretion in following the questions as formulated: there was room to maneuver according to the logic of the answers of the respondent.

The professional (R1) linked to case 1 (see below for case description) was interviewed twice and with a different topic guide. She was interviewed at the start of the research project (March 2020) and towards the end of the projects (June 2020). These interviews were based on the start and end evaluation form, developed by the Erasmus+ funded Socially Engaged Universities (SEU) project. In addition to the interviews, we also organized six focus group sessions with (in total) 10 students conducted (see Table 2). The focus group sessions were all conducted by MS Teams, due to corona and lasted for about half an hour.

Table 2. Overview of respondents focus group and evaluation form

Focus group 1 Assignment Healthcare home	3 students	The focus group took place at the start (April 2020) and at the end of their project (June 2020).
Focus group 2 Assignment Healthcare home	4 students	The focus group took place at the start and at the end of their project.
Focus group 3 Assignment Healthcare home	3 students	The focus group took place at the start and at the end of their project.

The interviews with the students were also based on the start and end evaluation form, developed by the SEU project.

Netherlands: Knowledge Broker, Delft

Case selection

Since the role of the knowledge broker was only put in place in 2019, we were limited in our selection of case studies in which the knowledge broker arranged some cooperation between the various parties. We have chosen to focus on case studies that were largely completed, to enable a reflection on the whole process by respondents. There were several case studies possible, but we have selected "The Elderly Care Home" and "Energy transition" as they both had diverse civil society partners that put forward a knowledge question and in both, the knowledge broker played a role arranging the cooperation while not having a direct stake in the outcomes. Additionally, the cases were suggested by the knowledge broker as suitable experiences. This selection of two cases makes it possible to come to a detailed reflection, regarding the potential and limitations from various partners' perspectives.

We considered the "Energy Transition" case particularly interesting as it encompassed the ambition to work with different knowledge institutions on this theme in a variety of ways in a long-term perspective, intending to also build onto each other's work in the neighborhood.

We will describe the two case studies in more detail below. For both cases described, Covid-19 had a major impact on the student projects because of the lack of physical contact in the neighborhood. Students were not allowed to present their results and were not able to go 'door to door'. Some other projects were postponed.

CASE 1: Elderly care home

In March 2020, three groups of students (12 in total) from the Public Administration program at THUAS started with three research assignments, all of which were related to a home for demented elderly people in Delft. This home, located in Tanthof, is a care home for people with dementia, Alzheimer's or another form of memory loss. There is room for 20 residents, who each have their own room, but also share a common room in the building. The residents can make use of the facilities in the area, such as the park. Often friends and family are nearby. The vision of the organization is that elderly with memory loss should not be confined in the home but should be able to have as much freedom of movement as possible. They can wander into the neighborhood. When the house was built, a number of residents from the neighborhood protested.



Photo credits: <https://studentenonderzoekindelft.nl>

Together with the knowledge broker and two teachers from THUAS, the director of the residential care home developed three research assignments. The first assignment was to find out where the resistance of the residents was based on and what the neighborhood experienced as problematic. The second assignment was aimed at people who work in the residential care home and to examine how they experienced their work and the neighborhood. The third assignment concerned a benchmark study. The experiences at other residential care locations in the Netherlands were mapped out. How do other residential care organizations experience contact with the neighborhood?

CASE 1: continued –

The results of these three assignments resulted in an advisory report. It should also have resulted in a meeting in the neighborhood where the students would present their findings. Due to Covid-19, this meeting was cancelled. It was the first time the care home worked with students. For the director of the home, it was evident that without the knowledge broker these assignments would never have taken place:

“If the knowledge broker had not maintained such active contact, this research would never have happened[...]. I would never have had the collaboration with THUAS without him. I hadn't known the way to the university or just wouldn't even have thought about it.” R1

The contact between the client and the knowledge broker arose because the knowledge broker visited her just after the opening of the residential care location:

“The knowledge broker was suddenly there. After opening - the moving boxes were still here - he walked in and then we started talking. I gave him a tour, whereupon he asked: how are things here and around? To which I replied: do you have a moment? So that's how it all started.” R1

However, just before the students started their fieldwork, Covid-19 broke out. As a result, the students could not travel to Delft, and it was not possible for the students to conduct face-to-face interviews. During this period, the knowledge broker -with his network in the neighborhood- was of great help for the students. As a result, the students succeeded in conducting an online survey among the residents of Tanthof instead of conducting a survey in the neighborhood, which was completed by over a hundred residents. Students were asked about the role of the knowledge broker in focus group sessions:

“The knowledge broker has his own network in Delft. So, he helped us enormously with that. [...] We developed a survey and discussed this with the knowledge broker and the client. Afterwards he put the survey under the attention of his network. This ultimately resulted in 100 respondents, quite a lot.” Focus group session 1_end evaluation

For the students, this research assignment, in which they did not work on a fictitious assignment, but worked on a 'real-life' project with a 'real-life client' is of great added value:

Yes, it is a real existing problem, and it is nice if you can do something about it, in combination with your studies. That is really a motivation driver. You can examine something and solve a problem for a client.” Focus group1- start evaluation

An additional added value for students is that it concerns an important social subject that sometimes affects them personally:

“We feel that we were really doing something for society. And my image of the elderly, homes, things like that have changed a lot.” Focus group session- end evaluation.”

At the end, it turned out that one group was more successful than the other in providing practical advice to the respondent, but the respondent (R1) is still very satisfied with the end products and will, with knowledge broker, set up a new research project for students next year.

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CASE 2: Energy transition



In Tanthof, the municipality is actively looking for ways to increase sustainability of the neighborhood. They are in close cooperation with the inhabitants, organized in the resident's association (BHTD). The neighborhood association BHTD in Tanthof is very active: they have about 2.000 members; an informal board of five people meets regularly as organizing committee.

“We keep a keen eye on the plans of the municipality. They often have good ideas but the match with the needs or wishes of inhabitants sometimes lacks. We are here to represent the residents.” (R2)

They formed a working group on *Energy and Sustainability* and defined various objectives for sustainability in the neighborhood. The working group looked at ways to make the neighborhood ‘green’: how to plant sustainable trees that do not grow too tall or have surface root systems. They aimed to increase the biodiversity of the neighborhood, both in flora and in fauna. For example, bats nest in the walls of homes, and they would like to investigate ways to improve human relations with these, and other, critters. Other objectives are linked to the sinking of the ground in the neighborhood and the ways garbage and recycling is selected and collected. The municipality and the working group are looking for a balanced approach where costs, comfort, and environment are considered. One of the questions that the municipality defined on collaboration with the BHTD is “What short term and long-term changes can be beneficial in energy use for ‘typical’ homes in the neighborhood”. They were looking for interventions that inhabitants could apply themselves. Several sub questions were formulated, looking for options in sustainability measures, costs, benefits, and how long will it take to ‘earn back’ the expenses? For the municipality the bigger picture is important. They look at the larger context:

“How will we do this? What is important for the city, what is central for the knowledge institutions and what do students think? The knowledge broker is there to translate this to the daily routine: what is of importance to you today.” (R3)

A first student group from THUAS was involved in an assessment of the possibilities of ‘easy wins’ for five types of homes on the road to energy efficiency. The project was one of four projects’ students could enroll for. The other projects were in other parts of the city or in The Hague. The education track is used to arranging programs in the neighborhood for the second-year students.

In collaboration with the knowledge broker, students were asked to look at the options for individual households/homes to become more energy-efficient and to present the results in infographics for five types of homes in the neighborhood. The results of the analyses were presented to the inhabitants (due to covid-19, this event was online) and posted on the website of the BHTD. Residents can check the typology to see how they can improve the sustainability of their home.

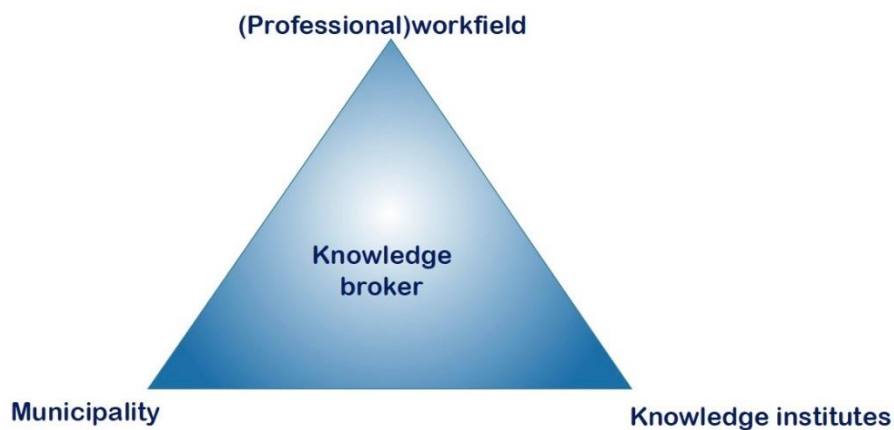
The knowledge broker was assigned multiple roles in the process. He connected the knowledge institutions to the municipality and the BHTD. He arranged guest lectures by the municipality and helped the students find their way in the neighborhood. He was responsible for the dissemination of the results and realized the connection with the follow-up project where master students of TUD were involved in their work for the course ‘Energy Friendly Renovation Processes’.

Netherlands: Knowledge Broker, Delft

Reflections of and from a knowledge broker

To reflect on the role of the knowledge broker, we will highlight the role from four different perspectives, namely from the work field, the municipality, the knowledge institutions and the knowledge broker (see Figure 1). We will focus on the role and added value (benefits) of the knowledge broker and discuss potential barriers and challenges.

Figure 1. Actors involved

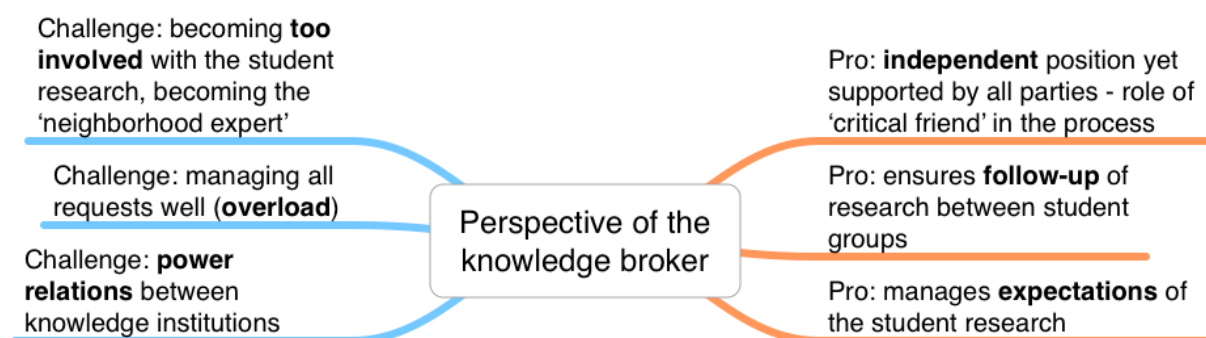


Source: Presentation given by knowledge broker

Knowledge broker

For the start of this reflection, the knowledge broker presented his ideas, experiences, the benefits of his position and the possible challenges. This presentation was the base for the next steps in the reflection. During the presentation, relevant cases were discussed and selected, and the people involved were mapped. Underneath, see Figure 2 for a summary of the perspective of the knowledge broker, distilled from that presentation.

Figure 2. Overview of central statements concerning benefits and challenges.



The knowledge broker stressed that much of his work revolves around connecting as well as managing the interests of the different stakeholders, be they lecturers from knowledge institutions, the municipality or civil society organizations. He described himself as a 'critical friend'; asking questions to all parties that made them reconsider their organizational interests and encouraged them to include as much as possible the interests of others.

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"In those conversations, when we are starting up a research trajectory, I'm a kind of independent manager of interests. Where I make clear for all the learning goals of lecturers, the goal that the issue owner is reaching for as well as sketching possible interests and wishes of the residents of the area. And in a way, I act as a 'referee', making sure all parties are given access to speaking time, but also making sure that all interests are taken into account when, for instance a resident is less articulate than another party. Lastly, I see my role as managing expectations all day long. Clarifying to residents that it is research, but done by students, so also a learning process for them. Or clarifying to lecturers that the residents are a source of information indeed, but not content experts."

One of the main benefits and goals seen by the knowledge broker, was his positioning as both independent from all parties while also supported by all parties financially and strategically. This allowed him to act as the critical friend mentioned above. The parties took him seriously and he sometimes, when necessary, was able to hold the partners accountable to previous agreements. Secondly, since he could devote time and attention to gather and connect research questions, he felt he was also capable of ensuring that research done in the neighborhood was sequenced and connected to earlier research in a relay fashion.

"I make sure that all knowledge previously gathered is administered to new student research as input. I aim for a relay model, where one student group hands over their research for further elaboration to the other afterwards, or even have groups work partly simultaneously on different levels of questions. In this way, I also function as the 'relay baton' carrying research over from one group to the other".

Past research has named different hurdles when research in or for the neighborhood was done by students (Nijhoff 2014). The quality of research can be below expectations as students are in a learning process. These hurdles can be managed by the knowledge broker. He explained that he specified at the start what the expectations could be, and what focus everybody involved could expect.

Challenges

On a practical level, the dilemma rose to what extent the knowledge broker wanted to be involved in student research. He was often approached as the expert of the neighborhood and seen as a source of information and network by students. This role was not a formal part of his assignment yet easily consumed quite a lot of time. Secondly, being a researcher himself, the knowledge broker admitted he regularly gave feedback to students' presentations concerning the content of their research in the neighbourhood. While this made sense based on his expertise, this role is rather removed from his principal assignment.

A positive challenge was that the network of the knowledge broker has grown to such an extent, that he needed to make choices on what student research had a good fit and added value, and what did so less. He also described that in his initial phase of starting up the connections and his role as a knowledge broker, a lot of work was put into discussing with all partners what goal, what purpose takes the lead? Was the main goal policy development, desired by the municipality? Or was the main goal talent development, as stressed by the donor the Ministry of Education? Or was it research development, a main interest of the knowledge institutions? Of course, these goals and interests overlapped greatly and had the potential to strengthen each other in cooperation. But sometimes they also asked for critical reflection.

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A challenge playing out in particular in Delft, pertained to power relations between knowledge institutions involved. The Delft University of Technology is a strong player with a large historical presence and biggest student population compared to InHolland Delft institution of Applied Sciences and THUAS who are both smaller entities compared by student population. That, combined with a separate covenant of collaboration between TUD and municipality of Delft, sometimes made it unclear which cooperation had the preference and took the lead also in communication of results.

Municipality

Two strategic advisors (R3 and R8) of the municipality of Delft were interviewed. They were both involved with the City Deal on Education from the start, as well as with the knowledge broker and his activities in Tanthof. In addition, they were also involved in the first phases of some of the student projects and participated in the final presentations and evaluation of the projects. See Figure 3 for an overview of their central statements.

Figure 3. Overview of stated benefits and challenges by municipality



Benefits of working with a knowledge broker

As explained earlier in this report in paragraph 1 and 3 concerning context and process of the City Deal on Education in Delft, initially the municipality organized a meeting with the three knowledge institutions in Delft (THUAS, InHolland and TUD) to come to a joint program in 2017. During this meeting the different partners were able to give input on the relevant urban themes. Several possible themes were discussed, including energy transition, sustainability, and digitalization of society. After the first year, the partners realized that it was important to bring focus, especially in location, as they concluded, 'it was impossible to cover the whole city'. This resulted in the decision to start with one neighborhood in Delft, Tanthof. As such they shifted from a more issue based to more place-based partnership (see Fluege et al. 2019).

"The knowledge broker enabled us to focus. Once we had the neighborhood, he could connect the themes and the residents, as well as student projects and courses of the different knowledge institutions." (R3)

The new position of a knowledge broker through the City Deal on Education is seen as a great advantage. Respondent (R3) mentioned that in the past, he conducted some of the tasks of the knowledge broker in between other activities, meaning he tried to connect questions from the municipality and knowledge institutions where it was requested or seemed like an interesting opportunity. Yet, as it was not his main task, it was not always a success:

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“A lot of things failed simply because you were not able to spend enough time on it. That has changed radically since we the knowledge broker is appointed for two days in a week.” (R3)

By appointing a knowledge broker, there is someone whose main task is to broker between the different parties involved and who can ‘talk to the alderman of the city, but also discuss with researchers and chat with angry residents’. The knowledge broker is seen as someone with ‘analytical qualities, sensibility for political questions, digital and face-to-face communication skills, ‘social memory’, according to one of the respondents (R8).

Another benefit related to the above is that working with a knowledge broker for two days a week, leads to more structure and potential continuity, as the following quotes illustrate:

“I have had student projects before, I counsel students in the city, about five to ten per year. But these projects miss the connections, structure. That is the strength of the knowledge broker: continuity and structure. Long-term connections and long-term projects that show a follow-up.” (R3)

“You need somebody to organize it all. You need good matching and counseling.” (R8)

A fourth benefit according to the respondents is that the knowledge broker is independent of the municipality, and that he is embedded in the different institutions involved.

Challenges

As mentioned above, after the start of the City Deal on Education, it was decided to start with a pilot project in one neighborhood in Delft, Tanthof. Both municipal strategists stressed the importance of ‘integrated, continuous research trajectories’ and to organize the projects in such a way that they were beneficial for the three parties (from the research triangle) involved. However, in practice, the integration of the questions of the municipality and the neighborhood in the programs of the three knowledge institutions appeared to be complex. This had to do with the complexity of the various organizations and organization processes involved.

A second challenge mentioned was to manage everyone’s expectations and the output delivered by students. This is important for all the partners involved in the process, including the residents.

“You create certain expectations when you tell people you will have a research project in the neighborhood.” (R8)

These expectations sometimes resulted in interactions students were not always prepared for (yet):

“Students were confronted with residents that were fired up: the topic was a hot topic in the neighborhood, students may not have realized it. So, when they did their presentations, they met some feisty residents. We had to intervene, and remind people that they were talking to students, not to professionals.” (R8)

A final challenge mentioned by the municipality strategists was that the activities of the knowledge broker should have impact in society. Yet, this is too early to assess. However, to be able to create impact, the municipality values long-term, connected, integrated, multidisciplinary research projects that do not just ‘disappear’ when a course is finished.

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Professionals and/or civil society partners

One of the important parts of the work of the knowledge broker was to connect residents (and representatives of residents) and professionals in the neighborhood to knowledge institutions and student projects. In both case studies, a professional had a central role in the process. One of the professionals (R1) is the director of the care home in Tanthof (case 1), the other (R2) is a representative of neighborhood association of inhabitants in Tanthof (case 2). R2 is involved with the resident s' association on a voluntary basis. See Figure 4 for an overview of the central statements they made concerning experienced benefits and challenges.

Figure 4. Overview of central statements by professionals/ civil society partners



Benefits of working with knowledge broker

Both professionals qualified the knowledge broker as a ‘real matchmaker’. He had access to the knowledge institutions, and he could bridge the differences between municipality, residents, and knowledge institutions. This matchmaking role resulted in the involvement and participation of all relevant actors involved in the case of the energy transition:

“That is the long-term story, the municipality participates, the residents’ association participates and the largest housing cooperation in Delft participates in that. The knowledge broker arranged all this.” (R2)

In the other case, the respondent said that the student projects could never have taken place without the knowledge broker, as she had never approached knowledge institutions before:

“If the knowledge broker had not maintained such active contact, this research would never have happened [...] I would never have had the collaboration with THUAS without him. I hadn't known the way to the university or just wouldn't even have thought about it.” (R1)

In addition, the knowledge broker also played an active role in thinking along about the output delivered by the students and if it resonated with the client and/or expectations from the field. R2 was very happy with the suggestion to prepare different reports for the different parties – a research report was not needed for residents. Instead, for them, infographics worked much better:

“The knowledge broker had an active role in thinking of different forms of reporting for different audiences. He was a sort of director, without being too dominant.” (R2)

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As the knowledge broker was actively involved with the students and their projects, it was easier for the professionals to participate in student projects. In general, due to the knowledge broker less student guidance from the professionals involved was needed.

Challenges

In general, the professionals we interviewed were very satisfied with the role of knowledge broker. One of the few challenges R2 mentioned was that it is important to make a clear distinction between the roles of the different partners involved. To illustrate, the residents' association was involved with the evaluation of the end projects of the students. However, as they all work as a volunteer, often in addition to a regular job, it might result in a work overload for the residents involved there is therefore a risk that they might drop out.

Another challenge, which was also mentioned by the municipal strategists, was the important role of the knowledge broker in 'expectation management'. Sometimes students have little research experience, but this was not always perceived that way by the residents.

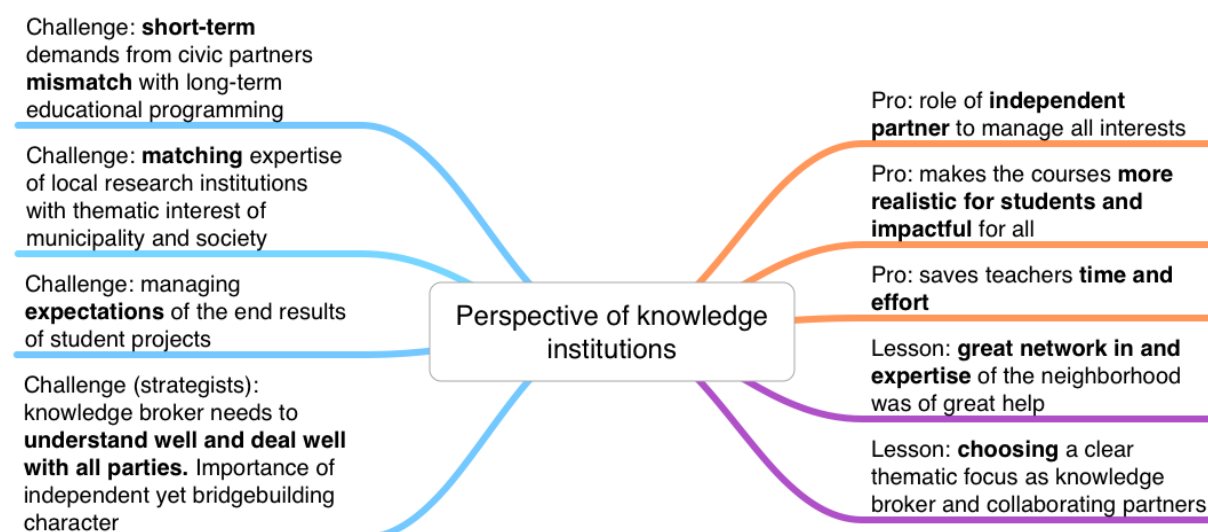
"You have to discuss the expectations of the different parties. Make sure that people realize it is student research – and students are learning to do research." (R2)

According to the respondent, it was important to take this into account because otherwise residents might have certain expectations which the students cannot live up to.

Knowledge institutions

Two lecturers of THUAS were interviewed, one assistant professor of the TUD. Additionally, two strategic advisors, one of the TUD and one of InHolland, were interviewed. In addition, ten students were interviewed in focus group sessions as part of case 1 (see also page 72). See in Figure 5 an overview of the insights they offered:

Figure 5. Overview of main insights from knowledge institutions' respondents



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Benefits of using a knowledge broker

The lecturers mentioned several benefits of working with a knowledge broker. First, the knowledge broker is seen as a linking agent between knowledge institutions and relevant stakeholders in Delft, in specific the municipalities, civil organizations and citizens. One of the lecturers told us the following:

“I really like it when there is someone whose main ambition is to make those connections. [...] The funny thing is, the course is actually about how you can make the housing stock more sustainable, while paying a lot of attention to the interests of the residents. But we have never really paid any structural attention to involving residents in this course. [...] The students would simply talk to their housemates or parents. But never really with the residents of a neighborhood.” (R6)

The brokerage role resulted in ‘real-life’ projects for the students. This was seen both by students and by lecturers as another important benefit of a knowledge broker. Students who work with real existing practical questions, are more aware of certain social issues. One of the students explained during the focus group interview:

“I think this is the first assignment where I spent so much time on a field assignment. I like that very much. Otherwise, it is a lot of desk research, but in this case, you go one step further. And what is also great is that is a real existing problem. Sometimes at school you will have a simulation. But that is not the case now. That is what makes this assignment so much fun. That you can really make an impact and solve a real-existing problem.” (Focus group 2, end evaluation)

A third important added value of the knowledge broker as mentioned by lecturers and students was that the knowledge broker is embedded in the local context and has a strong local network:

“It was great that the knowledge broker knew the setting. [...] The added value of a knowledge broker was that he knew the local context; he could support me in managing the field. [...] He can just point out things to the students that I just can't think of. I do not know Tanthof, I'm here in The Hague, I don't know the (local) situation.” (R9)

Another benefit of working with a knowledge broker, which relates to the above, was that it saved lecturers organizing time. One of the lecturers told us that the knowledge broker was not only the local contact person but also arranged the first meeting between students and the resident's association and made sure there was a location to meet. Also, he organized volunteers for a tour through the neighborhood:

“He coordinated and streamlined the project. That was helpful. He was also able to jump in when one of the guest lecturers cancelled due to Covid-19. It's just really handy to have a person as the knowledge broker around. To arrange things and who thinks along.” (R5)

For some lecturers the knowledge broker was seen as an important (sparring) partner for the project. In doing his work, the knowledge broker relieved the lecturers from some of their workload:

“We have 13, 14 assignments in which we work with. [...] It takes a lot of time to manage that properly. And the knowledge broker helps a lot with that. Partly to streamline things. That just saves me a lot of work as a teacher, for example in account management. That is of course very pleasant for me.” (R9)

In addition, the strategic partners of the knowledge institutions, also named several benefits.

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Benefits seen from strategic partners of knowledge institutions

The strategic partners of the knowledge institutions (R4 and R7) emphasized that the knowledge broker was able to play an intermediary role between civil society, local government and knowledge institutions, because he was positioned independently of all partners. This way, he could maintain a free advisory and connecting role, also steering clear of political or financial discussions among partners.

Secondly, the strategic partners stressed the added value of having a knowledge broker who has the time and energy and focus to connect lecturers and students to real life assignments. R4 called it ‘an enrichment for the education of students and teachers, if you can work with local problems and issues’.

R7 added that building this network in Delft is important for the Delft Technical University, that for a long time has had its focus on international quality and being “good at” and now also wants to add a societal mission, “being good for”, and redirecting its focus to also being a “University of Delft” next to working internationally as in the past (R7).

Other benefits mentioned, are connected to knowledge and skills. The knowledge broker needs to know and connect the different agendas and interests of the partners as well as their way of working and form the bridge, for instance by asking partners to reformulate their questions. Practically speaking, it is beneficial that a knowledge broker knows of the different curricula and internal organisation of the knowledge institutions, is familiar with local issues and processes and can therefore make the connection quite easily:

“You have to understand that a knowledge institution has a slightly different pace than a municipality, which has a slightly different pace than what the residents prefer.” (R4)

Lastly, strategic advisors appreciated the longitudinal presence of the knowledge broker as a bridge building presence between civil society partners, knowledge institutions and the municipality as it ensures the building of a network in all organisations. This can potentially enable new studies to build upon the results of earlier projects; students can learn from previous experiences; and students will not be sent to the same neighborhood year after year, which risks exhausting the goodwill of residents.

Challenges

During the interviews with the various respondents from the knowledge institutions, a number of challenges of working with a knowledge broker were mentioned as well.

The first challenge was the disconnection between the way the knowledge institutions and its educational programs are organized and the often impromptu demands for knowledge or research projects coming from civil society parties, who prefer that students start as soon as possible. Educational programs instead are planned far in advance and have to meet rather strict requirements concerning learning goals. Due to this different planning structure and strict requirements, knowledge institutions had a hard time responding quickly to and incorporating questions from social partners and the municipality. This is mentioned both by the lecturers (of THUAS) as by the strategic advisors working in the knowledge institutions:

“The knowledge broker has a question from the neighborhood and looks for students. But he has no idea about the teaching schedules and curricula. So, he may come with a question that

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I could use half a year later. Not directly. So that would be a shame. It really needs to be a careful mix and match, and careful collaboration between knowledge broker and lecturers".
(R5)

Another challenge raised by both lecturers and strategic advisors related to the choice of societal issues around which to make matches between the different partners. Respondents sketched that seeing the knowledge broker at work, made them realize it is easy to get lost in the great number of possible societal issues to be tackled. They stressed the importance of being able to focus and limit your efforts as a knowledge broker. Partly related to this issue, the strategic advisors recommended that it is essential to make matches based on each other's strengths:

"Looking back, it is a shame that themes important for the city of Delft, were not easily transferred or applicable to the themes we work on as InHolland, Delft. However, through time, other themes such as the transition to sustainable energy has been adopted as well by the city of Delft which is right up our alley as a knowledge institution." (R4)

Another issue, mentioned by all other stakeholders as well, is 'expectations management': they saw that it was important to stress that the projects were done by students, who were still in a learning trajectory.

A final challenge was the integration of the educational tracks from the different knowledge institutions involved. According to R5 there are some practical hurdles with collaborations between different knowledge institutions:

"My students can easily evaluate a building, complete drawings, or make a simulation model. A university student could use that for a real simulation, to validate and interpret the data. But coordination is crucial: if one link in the chain does not perform, the other cannot continue." R5

Although integration of educational tracks from different knowledge institutions was one of ambitions of the City Deal on Education Delft and the knowledge broker, this had not happened (yet). This had to do with the complexity of the different organizational and educational processes.

Challenges & lessons learned

The previous section described benefits and challenges of working with a knowledge broker. It showed the different perspectives of the three partners and sketched the experiences of the knowledge broker himself. All partners valued having an independent knowledge broker or matchmaker between knowledge institutions and relevant stakeholders in Delft, in specific the municipalities and civil organisations. They expressed that to have someone who manages different interests including that of the community, is important. And that they were happy to have someone looking out for the best solution for all. It was also seen as a great asset that the knowledge broker is appointed for two days a week, as this resulted in more structure and continuity. Additionally, the knowledge broker had a thorough understanding of the neighborhood. He was connected to the residents and the area even before his position started. As such, he was knowledgeable about the specific context, an important asset in his role.

Even with the positive reflections of the different partners, there are some challenges to be aware of. Time is a crucial factor in the process. The knowledge broker needs to be connected to the different parties which takes time. The current knowledge broker was already well connected to the

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neighborhood and the knowledge institutions. He was able to build on those connections and create a network in a relatively short period of time. If a knowledge broker is less connected, it may be a more complicated process. Time is also important for a multidisciplinary approach. To set up research projects with different departments of one university is already complex, setting up project with different universities in a longitudinal approach is even more complicated. Time is also a crucial element in this part of the process. Additionally, time will be needed to establish connections with other neighborhoods. One neighborhood cannot carry multiple long-term projects for three (or more) knowledge institutions. The knowledge broker will need time to carry projects to different neighborhoods and to connect to other knowledge brokers.

Along with time, the importance of continuity must be stressed. A knowledge broker must be able to commit long-term. Funding must be available to continue the independent position of the knowledge broker.

A second cluster of challenges can be found in connections: one of the tasks of the knowledge broker is to create multidisciplinary collaborations in research projects: simultaneously with different department and universities, and longitudinal trajectories. Knowledge institutions will have to actively think about the assignments suitable for their students in each department; grading scales where students will not be punished for failings of others; deadlines and consequences for other students when deadlines are not met. This applies especially for students who conduct relay research. If students are supposed to deliver a research report for a next group but do not deliver a quality report, the next group of students may have a hard time finishing their assignment. These complex questions need to be solved beforehand, by all relevant parties involved.

A third set of challenges which were mentioned by the partners were related to managing expectations, especially with regards to the students and their end products. For the coming year(s) the challenge will be to focus more on interdisciplinary collaboration within and between students from different knowledge institutions. It appeared to be more difficult than expected to have students from different knowledge institutions work together on the same assignment – a challenge linked to the second cluster. Structural changes to (educational) programs, and more flexibility and extra commitment from all partners involved is needed. It is crucial that the knowledge broker ‘knows’ the neighborhood and can easily connect to the different parties. This flexibility is also important for the expected output: the parties need to be aware that different audiences (professionals, citizens’ council, inhabitants) will expect different reports. Expectations are also important when partners become involved in an assignment: the research is done by students, who can pass or fail their assignment. The work is not done by a professional bureau where set outcomes can be expected.

Overall, the collaboration between the partners that were involved, improved through the work of the knowledge broker. His independent position and the role of matchmaker were highly appreciated. To continue this successful collaboration, time, structure and continuity are central. Governance and future finance are aspects that need to be determined long term.

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Future Outlook

The joint program runs until December 2021, which is also the official end date of the City Deal on Education. Therefore, the major challenge is to organize and finance the role of the knowledge broker after the subsidy ends. And although the ambition of all partners is to continue the collaboration and long-term student involvement in Delft, there is no long-term funding scheme set up yet. This should therefore be one of the main ambitions for coming year.

The benefits and challenges as described in this case study are not only relevant for the partners involved in the City Deal in Delft. Knowledge brokers are increasingly advocated as a solution for bridging the gap between science and decision-making (Cvitanovic 2017). However, research on the role, benefits and challenges of the knowledge broker are limited. In this study we have spoken to a limited number of partners, in a limited time frame. There has been no comparison with the work of other knowledge brokers or with student projects in neighborhoods or cities where no knowledge broker was active. Nevertheless, given these limitations, we hope to offer some fruitful insights on the role of the knowledge broker for partners in the Netherlands and abroad.

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UK: Tidelines



Summary

Tidelines is a community project which has been building relationships with local organisations, schools and environmental groups since 2018. In 2020, a year-long pilot project undertaken as part of the Socially Engaged Universities (SEU) project, formalised a collaboration between Tidelines and the University of Exeter, by establishing the Tidelines co-founders, both experienced creative practitioners, as community researchers in the coastal town of Exmouth on the south coast of Devon, in the South West of England.

The main aim of the SEU-Tidelines collaboration was to explore creative approaches to community engagement, with a view of creating a Community Environmental Hub focused on the Exmouth and Exe estuary environment. The purpose of the Community Environmental Hub was to enable and encourage dialogue about how the estuary works, how it is changing and how changes are affecting biodiversity along the estuary. The hub would also facilitate University of Exeter research to feed back into the dialogue and provide ways for the university to support the communities to respond to the challenges they face.

A series of events were organised around the theme of coastal and climate change. These events were designed to provide a space for knowledge exchange and to grow the eco-literacy of local people, help incentivise citizen involvement in climate change and help foster the co-creation of new research projects which could lead to genuine local impact.

In March 2020, the COVID-19 pandemic meant that the approach needed to be totally redesigned to take place mostly online. Nonetheless, whilst the richness and nuances of the in-place engagement events were missed, Tidelines successfully engaged with a diverse group of partners and has brought communities, artists and researchers together in an equitable relationship where experiential knowledge is valued alongside academic knowledge. We have coined the term “communiversity” to describe this blueprint for collaborations between community and university.

Context

Sustainability is one of the most significant challenges facing society today. In the UK, there has been unprecedented levels of public concern and an explosion of local activism in the wake of the climate strike declarations, and recognition of the climate and environmental emergencies. Many local communities in the UK have seen action on this agenda and this citizen-led activity has helped to propel the local authority and the University of Exeter to declare a climate and environment emergency and to publish action plans for change.

The Exe Estuary is one of the most highly designated natural sites in the South West of England, recognised at an International, European and National level¹¹. Since 1986 the Exe Estuary has been designated as a Site of Special Scientific Interest (SSSI)¹² in recognition of its international importance for wintering wildfowl and waders, its rare plant species, and the fact that the sandbanks and mudflats support nationally significant populations of invertebrates. The estuary was also designated as a Special Protection Area (SPA)¹³ in 1994, because it supports internationally important populations of birds such as the Slavonian Grebe and the Avocet. Natural systems along the estuary are facing huge challenges of response and adaption to change. A 2006 report by Devon County Council warned “specific action needs to be taken on the Exe Estuary to raise awareness of the causes of climate

¹¹ <https://www.exe-estuary.org/visitor-information/wildlife/wildlife-designations/>

¹² https://en.wikipedia.org/wiki/Site_of_Special_Scientific_Interest

¹³ <https://jncc.gov.uk/our-work/special-protection-areas-overview/>

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change and its impacts on the Estuary, and to monitor the slow changes that are taking place...” As such, the area offers a unique focus area for cutting-edge world-leading research as well as an opportunity for exemplary community engagement. The experiential knowledge of people who live and work along the Exe Estuary is vital to ensure this response is relevant and democratic and that all inhabitants of the Exe estuary are stakeholders.

Tidelines is a community project which has been building relationships with local community organisations, schools and environmental groups along the Exe Estuary since 2018. Tidelines takes a participatory, creative approach which seeks to bring together communities along the Exe, providing a space for collaboration and shared learning. This year-long pilot project undertaken as part of the Socially Engaged Universities (SEU) project, formalised a collaboration between Tidelines and the University of Exeter.

Aims

Tidelines aims to pioneer a more inclusive, societal-led approach to research and co-learning, that better reflects and meet the needs, interests and ideas of communities, and where experiential and lived knowledge is valued alongside academic expertise. By exploring creative and innovative approaches of place-based enquiry, bringing together knowledge about science, arts, craft, history, place and nature, Tidelines hopes to help people engage in the conversation around the environment and conservation of the Exe Estuary.

The SEU Tidelines collaboration aimed to improve the quality of University of Exeter research through partnership and meaningful engagement, while building the capacity of communities which live or work on, or use the Exe, to respond to ecological challenges.

The approach will help us understand what the sustainability priorities of local communities are, and to consider ways for the university to support them to address these priorities. By partnering with academics and staff at the University’s Global Systems Institute, the project will facilitate the co-production of citizen-led research that supports efforts to respond to climate change and biodiversity loss.

Our objectives are:

- To explore the environmental priorities of local communities and organisations and to raise **research questions** which will become the subject of co-designed research;
- To contribute to **community resilience** through increasing understanding of the issues affecting our intertidal environment via access to and participation in cutting edge research;
- To create a **Community Hub** where the community and visitors can discover more about our changing estuary through the combined prisms of arts and science and where the community can actively take part in active citizen-led research.
- To create a **blueprint for collaborations** between community and university and a structure for student/researcher/community interaction.

Process

Partners

Tidelines comprises Anne-Marie Culhane and Jo Salter, creative professionals with expertise in project management, graphic design and illustration, education, ecology, eco-social arts practice, community and academic collaborations. In this formal collaboration between SEU and Tidelines, Anne-Marie and

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Jo have been employed by the University of Exeter as part time Community Engagement Managers, working 2 days a week in the Exmouth community.

The SEU-Tidelines collaboration was managed by Dr Lindsey Anderson, Project Manager for the SEU at University of Exeter.

Tidelines has partnered with academics in the Global Systems Institute (GSI) University of Exeter. They have also engaged with researchers across the University including in Arts and Culture, the College of Life and Environmental Sciences, the School of Biosciences, College of Life & Environmental Science and The South West Partnership for Environmental and Economic Prosperity (SWEEP).

Community partners include individuals and organisations who live or are based on the Exe Estuary, or use it for work or recreational purposes. In addition, Tidelines has also engaged with Wild East Devon, Marine Biological Association, Exe Estuary Partnership, Transition Exmouth, Libraries Unlimited, CITIZAN, University of Plymouth, art.earth, the Met Office, local interest groups, community organisations, schools and local councillors.

Project advisory group

SEU-Tidelines has an advisory group which includes representatives from the University of Exeter, Wild East Devon & Wild Exmouth and Transition Exmouth:

- Anne-Marie Culhane
- Jo Salter
- Lindsey Anderson, SEU Project Manager, University of Exeter
- Dr Tom Powell, Associate Research Fellow, CLES, University of Exeter
- Alex Huke, Impact and Partnership Development Manager - Agri-Environment and Land Management, IIB, University of Exeter
- Tim Dafforn, East Devon District Council Countryside Team Leader
- Nicky Nichols, Chair, Transition Exmouth

The advisory group met before the commencement of the engagement phase of the project and every 2 months for the duration of the project.

Ethical Review

Tidelines: Creating an Exe Estuary Community Environmental Hub was reviewed by the University of Exeter, College of Life and Environmental Sciences Geography Ethics Committee (Application ID: eCLESGeo000021 v3.0). A favourable outcome was granted on 27th February 2020. The application was subsequently amended and approved in light of the changes made in response to COVID-19.

Participatory Approach

Tidelines uses a range of different participatory methodologies to engage a diverse cross-sector of society, and to encourage curiosity and pooling of different forms of knowledge. The approach is designed to empower local people to become more involved in the conversation about climate change; to further their understanding of the emerging impacts of climate and environmental change on the estuary; and to elicit the research priorities of those who live and work on the Exe estuary.

This creates a cohesive framework of enquiry, which comprises a community of participants, supported by local specialists and academics with knowledge on a variety of subjects relating to the estuary and coastline. Uniquely, Tidelines offers different academic disciplines at the University of Exeter opportunities to support these communities to address their challenges through, for example, participatory research or citizen science approaches, and co-designing research projects. This in turn, will help University research be more responsive to societal need and help the University to pioneer best practice as a 'civic university' at a time of climate and ecological emergency.

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Engagement Events

At the beginning of 2020, Tidelines planned to design and deliver a series of engagement events along the Exe Estuary, to develop and strengthen links with relevant individuals and communities who have an interest in engaging with, and shaping new environment and climate emergency research opportunities.

A series of events were planned around the theme of coastal and climate change, which would engage local people, researchers, and students in conversation about their environment. The events would also provide an opportunity to test the willingness and interest of local people to be involved in research, through, for example, gathering and interpreting data, co-creating a research question, or democratic discussions around about policy issues.

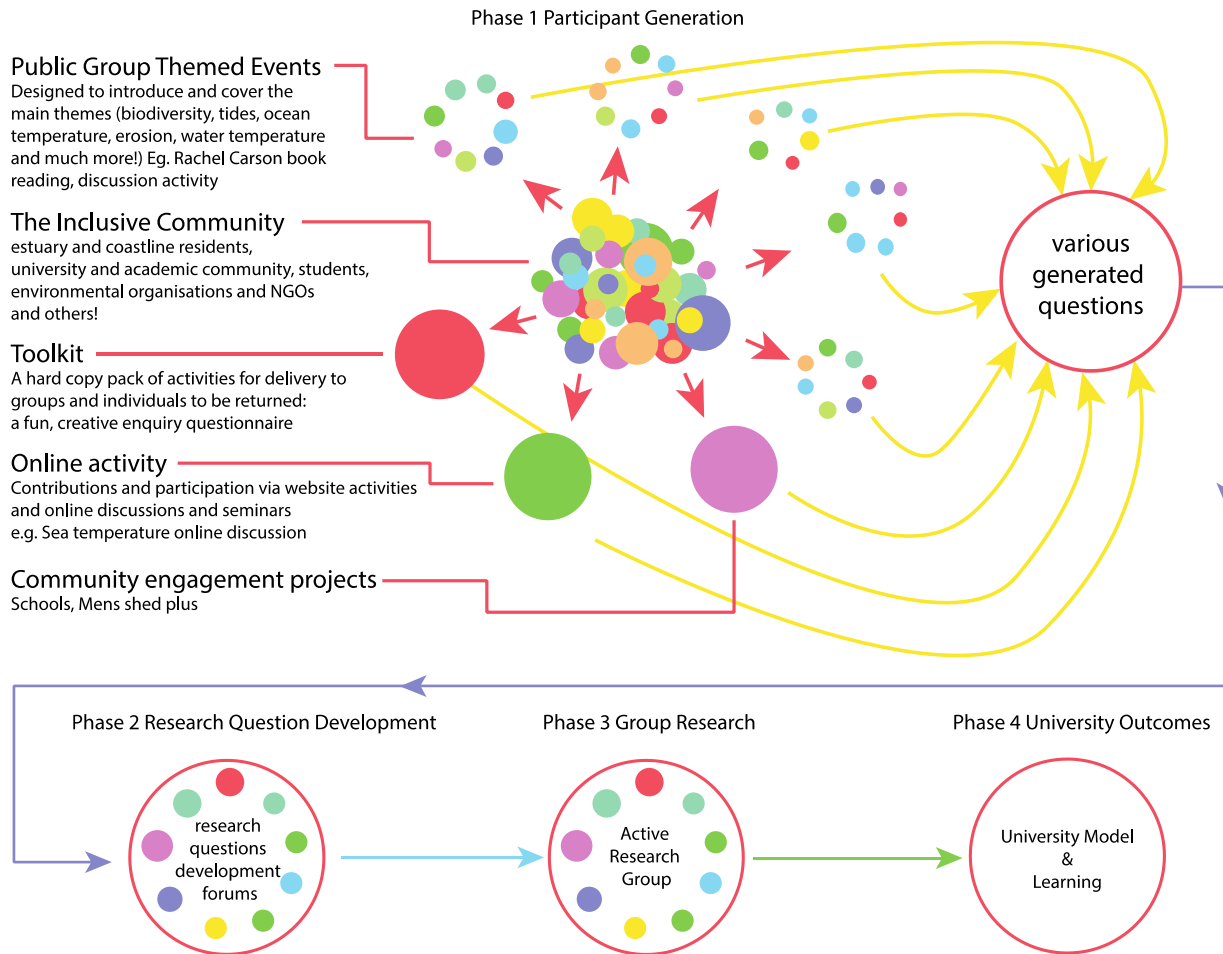
Events included:

- **Public events:** Two-day open event in a prime sea-front location in Exmouth where local people and passers-by would be welcomed to join in conversations and take part in diverse activities exploring the Exe Estuary
- **Local groups and businesses:** Reaching out to diverse types of people by visiting them in their own environment. E.g. retirement homes, men's groups, parent and toddler groups, and fishermen.
- **A curated series of monthly events:** Planned from April to September, to bring together members of the public, local experts and academics. These events would be designed to appeal to different participants with different themes relating to the Estuary using different artistic media and methods of engagement.
- **School-based engagement:** Visits to primary and secondary schools on invitation from the head teacher. Working with children in small groups in the presence of their teacher or classroom assistant, using age-specific approaches to talk about the place where they live, and their awareness of the changes that are happening in their environment.

The diagram on the following page shows the rough strategy proposed at the beginning of 2020:

Figure 1.

A Very General Process Diagram for Tidelines Community/University Co-design and Research



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Response to COVID-19

In March 2020, the Tidelines engagement approach had to be totally re-designed in response to the global COVID-19 Pandemic. Time and resources were diverted to designing and creating the Tidelines website, and building a social media presence, as it was acknowledged that for the time being, in-person activities were not possible and engagement would need to be online. The initial live event activities were replaced with a number of participatory areas on the website and partnership events using online facilitation and small scale in-person events. The Exe Estuary Box has also enabled remote participation from large numbers of people.

The website activities enabled Tidelines to establish a network or community of interest, of people of all ages up and down the estuary, while longer term plans were made for in-person public group themed events.

More details of the website activities and other outputs can be found later in the Outcomes section.

Events and activities

To date, there have been myriad events and outputs from Tidelines. They are summarised below:

Website

The Tidelines Website¹⁴ has been one of the main project outputs. This interactive website provides a platform for sharing information about Tidelines projects and events, and asks:

- What do we want and need to know about our Exe estuary and coast (past, present, future)?
- How can we celebrate and learn more together about our unique location?
- How can we be active in responding in our communities and as individuals to ongoing changes to our environment and climate?

The Tidelines website acts as a conduit for people to engage in the project, and invites participants to take part in one of five activities. These activities (see [Things to Do Now](#) on the website) were created to enable Tidelines to establish a network of people of all ages up and down the estuary as participants.

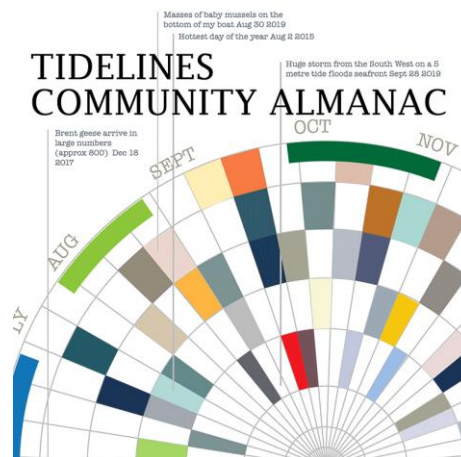
- Tidelines Community Almanac
- Mapping the Exe
- Letters to the Sea
- Things I'd Like to know
- Exe Home Screen

¹⁴ <https://tidelines.uk/>

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The [Tidelines Community Almanac](#) is a calendar containing dates and observations along the estuary. Participants are encouraged to submit observations, events or photographs of things that they notice. Entries could be an observation such as a seal popping its head up, an extremely high tide, or an exceptional storm. Or it could be something personal, such as a first swim of the year.

The Almanac aims to show the variety of life in and around the Estuary and helps build up a picture of how we experience the Exe Estuary and what we notice, do and observe. These observations can also provide important information over time, for example on birds or marine animals and seasonal patterns. Tidelines are working on a design for displaying the Almanac entries on the Tidelines website and eventually for a public exhibition that enables people to see all the entries together.



[Mapping the Exe](#), invites people to create and upload a map of the Exe Estuary from their own perspective or experience. The map could include the whole of the estuary, or just a small area of the estuary or coastline. Participants are encouraged to design their maps in many forms and on any surface using any media. They could range from a very simple sketch on a scrap of paper, to an elaborate embroidery.

The objective of this activity was to engage and to celebrate individual responses to the estuary and to redefine the estuary from the community's view. The activity attracted people of all ages and interests and an online gallery of maps was created on the website and some were shared via social media.

[Things I'd like to Know](#) gathered people's questions about the estuary, how it works, things people are curious about or would like to know more about. These lines of enquiry provided a starting point for further discussion and researcher forums and also the sharing of existing knowledge

Building connections.

Building new connections and strengthening existing relationships is a fundamental aspect of the Tidelines approach. Some examples of building connections with partners, academics, practitioners, groups, individuals and down the estuary include:

- An online presentation to the Coastal and Intertidal Zone Archaeological Network (Citizan)¹⁵ attended by 50 people
- Presentation at a conference at the Plymouth Marine Observatory¹⁶ conference on Climate/Coastal Change.
- Presentation to the full Exmouth Town Council
- Presentation to Lympstone Sailing Club

¹⁵ <https://www.citizan.org.uk/>

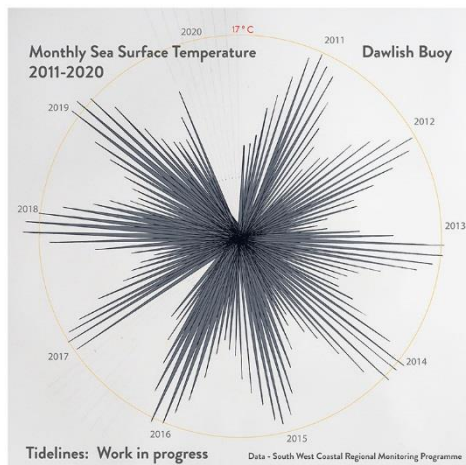
¹⁶ <https://www.pml.ac.uk/>

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Public Group Themed Events

These public events were aimed at initiating contact and dialogue between community members of different ages, academics and researchers, and increasing levels of knowledge and awareness of the estuary in the community – i.e. increasing eco-literacy. Two examples are described below:

A conversation about Sea Temperature



With increasing numbers of people swimming in coastal waters (partly due to more people being at home during the pandemic and a warm summer), it felt pertinent to have a conversation about how sea temperatures are changing and how this is impacting on our estuary and coastline. Tidelines invited Nova Mieszkowska from the Marine Biological Association and Jonathan Tinker from the Met Office Hadley Centre who both study sea temperature change and its impacts to join residents of the Exe estuary for an online discussion. Participants and scientists were invited to submit questions beforehand so that more time could be spent in conversation. This was a great

opportunity for learning more and sharing connections to the oceans and the estuary. Anne-Marie worked with a researcher from the Plymouth Marine Observatory to create an infographic artwork from sea temperature data from the last ten years gathered off the Exmouth coast.

The Sea Around Us

During the summer of 2020, Tidelines, in partnership with Libraries Unlimited¹⁷, organised a mass reading of Rachel Carson's book *The Sea Around Us*. Over 100 people around the Exe Estuary took part in the summer read of this prize-winning book by the American marine biologist Rachel Carson, which was first published in 1951. Readers were able to borrow an e-book, audio or paper copy of the book and were then invited to take part in one of three informal discussions to share their experience of and reflections on reading the book. Researchers and scientists from the Marine Biological Association¹⁸ and University of Exeter, joined readers at two small estuary-side live events and one online event. Readers were asked: Did reading the book have an impact on how you see the ocean and estuary? Do you think this book still has relevance today? Is there anything you were surprised by or are curious about?

All three discussions illustrated the shared enthusiasm for the marine subject and allowed participants to discuss diverse responses to the book whether a marine expert or not. The invited scientists were able to expand on scientific elements in the book.

School Engagement

Tidelines has worked with a primary teacher to create a series of lesson plans for year 4 primary school students to engage with Tidelines and take part in five activities. These sessions have not yet been delivered due to the pandemic, but we are hopeful that they can be delivered in Spring 2021.

¹⁷ <https://www.librariesunlimited.org.uk/>

¹⁸ <https://www.mba.ac.uk/>

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Additional resources (not funded by SEU)

In 2020, in addition to funding from the ERASMUS+ funded Socially Engaged Universities project, Tidelines received additional support from the South West Creative Technology Network (SWCTN), the UKRI Strategic Priorities Fund and Wild East Devon.

Tidelines are also grateful for the support received from Kaleider, The Met Office, Wild East Devon, Transition Exmouth, Exe Estuary Management Partnership, Shelley Castle and Ruth Carter.

Challenges

The global COVID pandemic led to the decision to continue most of the Tidelines engagement activities online. The challenge was to do this without loss of core function and the nuanced contextual interaction and sharing that is created in face-to-face events. The Tidelines team feel that this led to a real loss of connection.

Tidelines is process-led and emergent in character. This can be challenging for linear planning. The pandemic meant that a more flexible and responsive approach was required. The change in approach subsequently slowed down the development of the whole project in terms of building a vibrant on the ground network.

The uncertain and changing guidance during the pandemic also made it very difficult to plan. For example a mapping workshop planned for the autumn, was cancelled by a project partner at short notice due to changing COVID guidelines which restricted the number of possible participants. Also, while many great connections have been made with some organisations who have been supportive and imaginative in the difficult circumstances, some practical collaborations with other organisations have been delayed or left pending. Shifting activity to a primarily online base has been demanding on time and has involved very quick learning of new skillsets. For example making short films has proved to be an excellent way of gaining more online attention, but is a time consuming, creative process.

Nonetheless, online activities have been successful and has led to an increasing number of visitors to the website and followers on social media. Indeed it is possible that the reach of Tidelines has been greater than had a purely face-to-face approach been taken, with many people accessing the website or an online event who may not have come to an in-person event. However, when they have been possible, face-to-face, onsite meetings with academics, were found to be richer than online meetings and without live events it has been difficult to demonstrate the unique Tidelines approach to engaging wide audiences and enabling the person-to-person exchanges to take place. Word of mouth is also vital for grassroots groups and networks for building depth and potentially long term relationships and trust. Not only has the possibility of undertaking face-to-face activity been hampered, but other key nodes or gatekeepers in the community have also been unable to spread the word.

Another notable challenge encountered during the project was the cumbersome nature of university processes and systems. Procedures such as recompensing volunteers or paying expenses were seen to be very difficult and time consuming, and could be a hindrance to working with external organisations with limited time and resources.

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Outcomes

Despite the challenges of COVID, Tidelines has been successful in reaching a large and diverse sector of local people and engaged them in a conversation about the Exe Estuary. There has been a steady increase of visitors to the website over the course of the year and more than 120 people have joined the distribution list which underpins the community of interest. The recent launch of the Exe Estuary Box in November 2020 has led to a substantial increase in visitors to the Facebook site, with the most recent post reaching 7524 views. Twitter posts are regularly retweeted by many small local community groups and organisations as well as national organisations and groups, thus establishing the Tidelines 'brand'.

The restrictions imposed by the COVID-19 pandemic have slightly hindered the progress of meeting the project objectives during this pilot year:

By adapting to an online engagement approach, the project has been able to explore the environmental priorities of local communities and organisations, and this has led to the emergence of several research questions from community members. Three research questions have been presented as potential dissertation projects to students on the MSc in Global Sustainability Solutions Master's programme¹⁹ in the University of Exeter's Global System's Institute (GSI)²⁰. Students on this programme receive training on systems thinking and are given the opportunity to apply their learning to real-world challenges in a complex problem space. The results of this research will be presented back to the community through the Tidelines website and/or live events.

Even though restrictions reduced the number, and altered the type of events that Tidelines was able to deliver, the events that did take place facilitated access to and participation in cutting edge research - for example, see the 'Sea Around Us' events. This served to raise the eco-literacy and systems understanding of those that attended and helped increase their understanding of the issues affecting their intertidal environment. This also increased public confidence in communicating directly with scientists and researchers. We hope that longer term, this greater understanding of ocean literacy and building of relationships with researchers and academic institutions will lead towards informed and engaged co-produced research which will contribute to greater community resilience.

The legacy of this pilot is the Tidelines website which has created a virtual Community Hub where the community and visitors can discover more about their changing estuary through the combined prisms of arts and science. A blueprint for collaborations between community and university- a "communiversity" - has emerged through these interactions, as well as a structure for student/community interaction, where the community can actively take part in active citizen-led research.

Outputs

There have been many outputs of from the events and activities, but the main 'physical' output is described below.

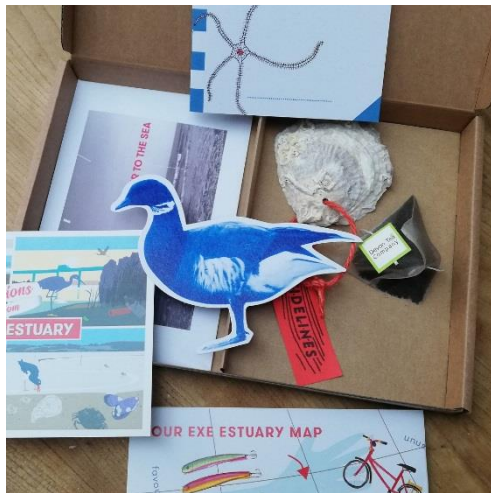
¹⁹ <https://www.exeter.ac.uk/postgraduate/courses/geography/gss/>

²⁰ <https://www.exeter.ac.uk/gsi/>

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The Exe Estuary Box

One of the main outputs of the Tidelines project is the **Exe Estuary Box**, a box of activities which aims to explore how people feel, what they know and observe and want to know about the estuary they live around. The Exe Box is a way of getting some of the key research questions that Tidelines is asking out to more people in the community. It includes questions and activities that everyone can take part in on their own or together with a friend, family member or carer.



The Exe Estuary Box invites sharing, discussion and reflection from estuary residents and was designed with inclusivity at the heart – particularly for those who do not have internet access, or who are isolating due to COVID, or isolated for any reason. Four hundred boxes have been produced and are currently being distributed throughout the estuary.

Longer Term Impact

Tidelines acts as a supportive intermediary which brokers relationships between community and academics and helps them to build the confidence and trust that is a prerequisite for collaboration. The SEU-Tidelines pilot project has begun to develop relationships with different publics and academics through engagement, events and participation. Post-event evaluation suggests that participants are keen to continue their engagement with Tidelines and their involvement with University of Exeter research. We hope that these on-going relationships will reap long term impact for the Exe Estuary, through co-created research that responds to community-identified research priorities. Tidelines has also worked hard to establish itself within a wider national context of community-led coastal initiatives which aims to increase understanding of coastal change through its broad network of contacts in the arts, environment and academic worlds. It is being increasingly recognized that coastal communities need to equip themselves with the knowledge and skills to enable learning, monitoring and adaption at a time of climate and ecological emergency. This pilot has been the vital first step in leading the way for this way of working.

Evaluation

The original intention was to evaluate the SEU-Tidelines pilot using an evaluation tool based on the PERARES Evaluation Toolkit²¹. However, due to the change in approach taken as a result of the COVID-19 restrictions, it was not felt appropriate to evaluate in this way. Instead a series of reflective conversations were held with the Tidelines team and members of the advisory group at the end of the year. In addition, each of the events were evaluated using an online feedback survey. Combined, these conversations and feedback responses have helped us understand how the project has progressed, what the challenges have been and what can be learned to shape future collaborative projects.

Overall, given the restrictions imposed by COVID, the pilot was perceived to have been extremely successful in meeting its objectives:

²¹ <https://www.livingknowledge.org/projects/perares/>

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“The objectives were quite ambitious for the length of the project, but those people who have engaged with the project have massively increased their understanding - it's been really impactful.” TD, East Devon District Council and Advisory Group Member

“Anne-Marie and Jo did a really good job of building a community and engaging people in a really interesting set of conversations. It was difficult to reach a broad and representative group of people given we weren't able to meet outside.” TP, University of Exeter Academic

“...a year ago we had a very small number of people that we were in touch with - now it's a working network”. AMC, Tidelines

However, while the foundations for community engagement have well and truly been laid, there was consensus amongst the Advisory Group that the collaboration was less successful in engaging more widely in the university community. Again, this was impacted by the additional workload imposed on academics during the COVID pandemic, but in the words of Tom Powell, an academic member of the Advisory Group: *“As much as academics love blue skies thinking, it's really hard to engage academics without something tangible”*. Moving forward, Tidelines will need to work more on how to engage more widely with the academic community, and also how to engage the community more in research. Tom Powell thinks that students will play an important part in this. With students on the Global Sustainability Solutions Master's programme responding to community-generated questions, the two communities will come together and complete the research cycle by creating research that is impactful and relevant to the local people.

While the process was perceived to be very intensive (*“building this community from scratch takes a lot of work”*), the SEU collaboration was seen as a positive opportunity to trial a process during difficult times, and while responding to a totally unpredictable situation. It was also an opportunity to do the groundwork, in *“spending time building eco-literacy amongst people to foster grassroots interest”*. This is seen as being invaluable in helping us *“...learn how co-creation works and what structures need to be in place... how you activate a community of interest and create a community of action”*. Importantly, it will also help us understand how replicable the process is, and / or how it might be adapted to work in a different context.

Participant feedback from events was all very positive. For example, evaluation of the Sea Temperature Event, revealed that 87.5% of the participants attended the event because they were concerned about human impacts on the environment and 100% said they would welcome further opportunities to have further conversations with researchers. Comments from the academic community included: *“As a researcher it is really important to hear from communities to understand how they think we should be tackling the climate and biodiversity crisis. We have so much data and information, we need to learn how to use this information to create change.”* While a public participant commented: *“Learning, so that you (as a citizen) can understand the situation and work out how you might be able to be part of the solution”*.

Lessons Learned

A huge element of the success of the SEU Tidelines pilot was due to the fact that Tidelines was an existing, albeit fledgling organisation that had already started to seed relationships with communities and organisations along the Exe Estuary, prior to the SEU pilot. The two co-ordinators are also residents in the Estuary and have a personal as well as professional interest in the project. Moreover, Tidelines had existing relationship with an academic at the Global Sustainability Institute at the

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University who championed the project at all levels of the University and helped open doors and leverage further funding.

The process was also assisted by an enthusiastic and varied advisory group which was assembled at the very beginning of the SEU Tidelines pilot, and met every two months, in person when possible, or online. This group brought useful insight to the project and acted as a “critical friend” at all stages of the pilot process.

Tidelines’ unique, inclusive approach has successfully brought communities, artists and researchers together in an equitable way. From Tidelines’ point of view, working with the University as a partner “has given us a level of respectability in terms of building other partnerships”.

Other than Covid, the main factor hampering the process was lack of funding. While SEU supported the two Tidelines Community Research Managers for 2 days a week from January to December 2020, there was very little funding available for events, other engagement activities or materials. In hindsight, a more detailed budget, set out from the beginning would have given more clarity to all partners about what was available and what would have been achievable during the year.

The Future of Tidelines

Recent research in Exeter and elsewhere has revealed significant demand for citizen involvement and deployment of place-based citizen science and co-creation methods to facilitate local action to help solve societal challenges. The SEU-Tidelines collaboration enabled us to explore different approaches of community engagement, and to build a community of interest around climate mitigation which includes local people, businesses and academics.

Once the SEU project funding ends in December 2020, Tidelines aims to secure further funding to continue to develop the “communiversity” and engage with all partners. As research questions begin to emerge from the process, Tidelines wants to explore, create and reflect with partners and delve deeper into themes such as ocean currents and tides, migration of species, marine and estuary life. They also hope to develop their archive, so that learnings and methodologies can be shared with more people in the UK and overseas.

This project has forged closer connections between the University of Exeter and its local publics and has boosted our collective capacity to respond to the challenge of climate change in our region. Tidelines has also given academics and researchers an opportunity to try new approaches and do public engagement in a different way. The place-based approach is seen as an exemplar of civic engagement which could be replicated elsewhere, or indeed with a different societal focus. Tidelines has recently been cited as an exemplar project in the Exeter Culture Strategy Action Plan.

Tidelines will continue to explore the value of a having a permanent or temporary space on the estuary for the different communities, researchers and policy makers to meet and to help further the project objectives. However, engagement is time intensive and requires resourcing. At the time of writing, Tidelines is seeking further funding.

Summary

Summary

Overview of the SEU pilot projects

We describe here five very different projects delivered by the SEU partners in partnership with their municipality or a local community. Each project has been co-designed and delivered from inception with non-academic partners, with the aim of realising mutual benefit for all parties. Each of the projects has a focus on place – we describe partnerships which confront: challenges with the youth in the Keizerpark, Ledberg, Ghent in Belgium; non-participation in the cultural landscape of Magdeburg, Germany; food production from the mountains of the Emilia Romagna Region in Italy; social and urban challenges in Tanthof, Delft in the Netherlands; and finally, climate change and biodiversity along the Exe Estuary in Exeter, England.

In each of the projects, the SEU partners have worked with a local community which has identified a specific, local challenge and has sought to add value through a variety of ways. In Belgium, the challenge related to youths in the Keizerpark in Ledberg, a sub-municipality of Ghent. The SEU project played an important facilitating role and succeeded in initiating a dialogue between the key stakeholders involved. The outputs of the project will help in the understanding of the barriers and facilitating factors in a collaboration between researchers and stakeholders. In Italy, SEU formed a collaboration with an existing project *Parma: Mountains of quality*, which aims to preserve biodiversity and reduce anthropic desertification amongst sixty family-managed farms in the Province of Parma, in the Emilia Romagna Region. The collaboration aimed to strengthen the cooperation between the University, and the project's stakeholders and beneficiaries. Similarly, in the UK, the University of Exeter aimed to add value to an existing project, Tidelines - a community project which has been building relationships with local organisations, schools and environmental groups since 2018. The SEU-Tidelines collaboration aimed to explore creative approaches to community engagement and facilitate University of Exeter to support the communities to respond to the challenges they face. In Germany, a collaboration between the Otto von Guericke University Magdeburg and the City of Magdeburg aimed to learn more about the phenomenon of "staying away" or "non-participation" from the cultural events and activities in the city. This research of Magdeburg's cultural landscape involved students from the Cultural Engineering course and the findings of the investigation will feed into the cultural plans of Magdeburg as well as the City's bid to become *European Capital of Culture 2025*. Finally, in the Netherlands, the SEU project evaluated the role of a "knowledge broker" in an established multi-institutional partnership – the City Deal on Education, Delft. Interviews with different partners and stakeholders have elicited some useful insights into the role of knowledge brokers in partnership working.

Challenges and facilitating factors

In a year plagued by a global pandemic, COVID-19 impacted all of the SEU collaborations and meant that most interactions between stakeholders were conducted via online platforms such as zoom. Without doubt, this hindered the progress of all projects. In Ghent, the lack of in-person meetings meant that the social and physical aspect was absent from meetings and this led to a different group dynamic. Similarly, in Parma, the difficulty of being able to meet the food producers in-person prevented the development of the relationship between the various actors involved. In Exeter,

Summary

Tidelines describes how the richness and nuances of in-place engagement events were missed and the team felt that this led to a real loss of connection between them and their audience. Of course, the uncertainty that arose from the pandemic also led to difficulties in planning and the scheduling of meetings and events. In Exeter, the uncertain and changing guidance issued by the UK Government during the pandemic led to the cancellation of a workshop at short notice due to restrictions on the number of participants. While in Magdeburg, major changes had to be made to the project schedule, as they faced the problem of researching cultural life at a time when COVID had almost completely diminished all cultural activities in the city, as elsewhere. Furthermore, the reality of the university summer-term being taught totally online forced the decision to delay the project for six months.

A common challenge amongst the projects was a disconnection at best, or lack of trust at worst, between the universities and partner organisations. For example, in Ghent, lack of insight into the functioning of other organizations and technical jargon made collaboration difficult. In Delft, there was disconnection between the way the knowledge institutions and educational programs are organized and the often impromptu demands for research projects from civil society parties was incongruous with the academic timetable. Similarly, in Magdeburg, the challenge was bringing together the interests of all parties to produce a manageable research project that could be implemented in the time frame, while the food producers of Parma had a sense of distrust for projects promoted by external institutions or associations.

In some cases, an intermediary or brokerage role was seen as key to connecting partners and building relationships. In Belgium, the neutral position of Ghent University played an important facilitating role in the project which succeeded in initiating a dialogue between the key stakeholders involved in tackling the problems related to youths in the Keizerpark in the city. In Delft, the use of an impartial knowledge broker to connect the municipality, civil society partners and the knowledge institutions was seen as paramount in the City Deal on Education. The independent, yet embedded status of the broker within each of the different institutions was seen as being key to the success of the process. Similarly in Exeter, Tidelines acted as an intermediary which brokered relationships between community and academics and helped them to build the confidence and trust required for collaboration.

In each of the projects, huge steps were gained in strengthening relationships, and improving trust which have helped the project partners identify opportunities for working better together. In Ghent, the lack of communication, trust, and collaboration between partners was identified as a priority that needed to be tackled early on in the partnership. An informative brochure was produced in response, which has contributed to a better understanding of the functioning of each partner organization, and an improved understanding and respect for each other's work. It has also led to an improved social connection, and a positive and open attitude between the various partners which bodes well for an improved future collaboration. In Parma, in spite of the lack of face-to-face meetings, the collaborative approach has helped to generate greater mutual trust between the university and the mountain farmers which will pave the way for the process of feeding back to the farmers and for defining common strategies.

However, while COVID no doubt hindered all projects, there were some positive lessons learned from the crisis. For example while COVID changed the nature of the engagements between Tidelines and their communities along the Exe Estuary, the forced move to online engagement resulted in a greater reach of the project. The online activities and events and use of social media increased the

Summary

accessibility of the project and resulted in more people engaging with the project than would have been achieved if events had been in-person.

Impact

All of our projects aimed to tackle an identified community or urban societal challenge. In Parma, in spite of the difficulties imposed by COVID, the SEU project was successful in helping to characterise the food producers' needs and obstacles, and a map of farms has been created which categorises aspects such as the product category, label used, marketing channels, and farm/families' histories. The project has also supported the dissemination of information about the food products through the development of a website. Other projects did not successfully meet all of their objectives, yet still reaped less tangible societal benefits. In Ghent, for example, the aim of reducing nuisance caused by young people in the Keizerspark was not realised. However, the developments made in terms of improving and planning for future stakeholder collaboration has laid the foundations for more effective collaboration and information sharing which should enable evidence informed decisions to be made when future challenges arise in the city. Similarly in Exeter, great progress has been made in brokering relationships between the university and different communities and publics. As a result, Tidelines has supported the Exe estuary communities to consider how their environment is changing in response to climate change, and to identify research priorities which will now be addressed by university students and researchers. Meanwhile, in Delft, through reflecting on and advancing their understanding of the role of the knowledge broker, the SEU collaboration hopes to have strengthened the evidence that this role adds value to the City Deal activities, and the Tanthof community should benefit from greater impact in the longer term. Finally, in Magdeburg, the research phase of the project has been delayed, but it is hoped that the findings on the cultural habits of the city's citizen's will be summarised and presented to the City of Magdeburg in spring 2021.

As highlighted in the SEU State of the Art Review, for community university partnerships to have greatest impact and sustainability, they need to reap benefits for both the community and the university. For universities this usually means that the collaboration needs to benefit one of their core functions i.e. teaching or research in some way. In the case of our pilots, benefit for the universities was largely achieved through the involvement of students and the integration of under- or post-graduate research projects. In Magdeburg, the project was designed as a research-based teaching project with students from the University conducting empirical social science research to understand why people chose to stay away from the cultural life of the city. In Ghent, a master's student led the process evaluation of the project within the framework of her thesis, while two master's degree students from the University of Parma carried out their internship by contributing to the field research, contacting farmers, conducting questionnaires and interviews and analyzing the data. In Exeter, three research questions that were elicited through the year-long engagement process with the community are now being researched by master's students on the University's Global Sustainability Solutions course. The City Deal on Education possibly takes the most holistic approach to involving students in the programme. The partners see the City Deal as both an opportunity of making use of knowledge and as making the city available as a learning environment for students. Each of these projects are helping students to enhance their soft and employability skills by providing them with an opportunity to apply their skills learned in the classroom to an authentic research process, at the same time as contributing to real world issues.

Summary

In terms of longer term impact, the establishment of trust is seen as a necessary prerequisite for a successful and sustainable collaboration. Each of these pilot projects have successfully garnered greater trust amongst all partners and this will be important in achieving any long term impact. SEU-Tidelines has begun to develop relationships with different publics and academics through engagement, events and participation. Evaluation has suggested that participants are keen to continue their engagement with Tidelines and their involvement with University of Exeter research, and it is hoped that this will reap long term impact for the Exe Estuary, through co-created research that responds to community-identified research priorities. In Delft, the parties involved recognize that in order to create impact long-term, connected, integrated, multidisciplinary research projects are required that do not just ‘disappear’ when a course is finished. As with Tidelines, there is ambition for all partners to continue the collaboration with long-term student involvement, although as with Tidelines, this is contingent on further funding. There are also plans to continue developing the relationship between the University and the City in Magdeburg, where they hope to feed the research outcomes into further teaching and research in the area of science communication. Similarly, in Parma, new students and trainees will continue to be involved in the future of *Parma: mountains of quality*, thanks to the website under construction, which is becoming a permanent teaching tool.

Final Lessons

The short duration of these projects, with the added hindrance of COVID, meant that it was particularly difficult to achieve tangible outputs during the 12-month piloting period. Perhaps unsurprisingly, the projects which were most successful in achieving their objectives were those that worked with, and added value to, established projects or relationships.

As always, with short term project funding, the future of most of the partnerships is currently in question. Identifying opportunities for further embedding student projects or researchers into the partnership has provided a vehicle for some of the relationships to have longevity beyond the SEU funding. In a post-COVID world, where societies and economies are struggling to recover and “build back better”, students can be seen as agents of change that can create social impact and actively drive recovery in their region while benefiting from enhanced employability through working on a real-world challenge. By building and enhancing trusting relationships between the universities and their communities, and through creating mutually beneficial opportunities which empower students to make a societal difference, we hope that at least some of these projects will leave a legacy beyond the SEU project.