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CRISCO

Crossroad of the Regions - fostering involvement of
all citizens in local life to Improve Social COhesion

CRISCO Local Process - Reporting

A. Local Process - Introduction

Local Panels of Stakeholders (LPS) are central in CRISCO.

- Each CRISCO participant sets up a motivated, active and well-balanced LPS (based on these proportions: 1/3 of citizens or citizens' organizations, 1/3 non-profit and civil society organizations, and 1/3 experts, officials and local authorities), that will meet regularly to **experiment and review (new or existing) local integration initiatives.**
- In each CRISCO partner, the LPS is composed of at least 18 formal members (**at least one signed attendance list per reporting period** is necessary – 4 in total), but may be widely enlarged by the informal participation of the wider local community.
- Building on their existing mechanisms of local democracy, each partner town will maintain existing or develop new instruments to involve local stakeholders and citizens in the project, especially the “hard-to-reach” groups.
- For this purpose, different participatory approaches, adapted to their specific conditions and needs, are expected to be maintained or developed by the CRISCO partners
- Local activities could be of two main types:
 - *Reflection*: debates, workshops, in-field visits, review of existing local initiatives (including interviews or questionnaires), invitation of external ‘experts’ or ‘resource persons’ (including from other CRISCO partners), etc.;
 - *Action*: launch, activate, enrich or adapt (new or existing) local integration initiatives with a focus on the theme for the reporting period (4 in total).
- **Local activities reported in the CRISCO reports may be activities that take place in the context of other local initiatives but must be relevant for and linked to CRISCO (logos...).**

Important note: CRISCO partners may take part as ‘experts’, ‘external resource persons’ or ‘interested persons’ in the local process of another partner (2 missions per CRISCO partner), following rules that will be established for CRISCO (relevance, cost efficiency...).

Please submit (at crisco@etterbeek.irisnet.be) each local process report and its annexes not later than 1 month after the end of the reporting period (4 in total).

Reports must be written in English language.

Please send pdf documents and keep all original documents in your possession and in good conditions until five years after the end of the project.



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B. Local Process - General information for the reporting period n°... (4 in total)

- Name of the partner:Bassano del Grappa.....

- Reporting period:

1. From September 2017 to March 2018 (theme: "Cultural and social barriers to integration")
2. From March 2018 to September 2018 (theme: "Prejudices and precarious individual situations")
3. From September 2018 to January 2019 (theme: "Language barriers to integration")
- X From January 2019 to June 2019 (theme: "Lack of (public) places for inclusion activities")

- Summary of the local process for the reporting period (max. 10 lines):

We had 3 formal meeting, 1 bilateral mission in Tartu, and we hosted partner from ALDA. For dissemination activities we had a big conference with 100 high school students from our territory.

- What are the 3 things you consider successful and 3-unsuccessful about the local process for the reporting period (max. 10 lines):

The most important goal we reached is that the local panel became a little community, involving also other people. And now that the project is (almost) over we think that our path together is not finished.

We did not focus on unsuccessful things.

- How did the local process support the preparation and contribution to the forthcoming transnational thematic event (max. 5 lines):

We talked about (public) spaces for inclusion activities, and we understood, for example, that school is not a place for inclusion. We analysed 2 places: Parolini Gardens and Villa San Giuseppe.

- During this reporting period, representatives of the partner have taken part as 'experts', 'external resource persons' or 'interested persons' in the local process of another partner (2 missions per CRISCO partner):

~~0~~ YES 0 NO

Name(s) of the person(s): ..Paula Lehad.....

Name(s) of the visited partner(s): Tartu.....

Motivation, reason of the visit(s):

Summary of the mission(s):

20-22 May 2019

21.05.2019

Interview with Brit Peterson – Social worker responsible for refugees

- procedures to how they welcome refugees in their country
- how they include children in schools
- language classes for adults
- provide work/salary for the head of the family
- provide social workers for handicapped persons
- enrol them in the government health program

Pizza Party at Aleksandri Community garden





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The Alexander Garden is a multifunctional community urban space and offers summer opportunities for various activities, workshops (gardening, crafting, recycling) and cultural events (outdoor cinema, concerts, exhibitions, street art). The garden is also a recreation area where you can simply enjoy your lunch or dinner.

Each person had to make their own pizza and cook it in the handmade clay oven built by Jiří Krejčí.

22.05.2019

1- RITA-Ränne seminar – University of Tartu (10.00-12.30 am)

- Adaptation to social community in Estonia

- good community relations
- no language problems
- social interaction
- culture/ethnic/religious identity
- social communities
 - Projects done
- volunteer activities funded by the government & provided by NGO's
- language cafe in libraries

- International House Tartu presented their latest project about inclusion and integration for refugees. They made panels where each refugee told his story and how he/she arrived in Tartu. The panels are in Estonian and English.

Presentation of Dance Well project (Bassano)
Presentation of Human Library project (Bassano)

2- Tartu Health March

Health Care department organized a march of 3, 5, 10 km
Its aim was to make people walk together and to socialize more.

- During this reporting period, representatives of another partner have taken part as 'experts', 'external resource persons' or 'interested persons' in the local process of the partner:

~~0~~ YES 0 NO

Name(s) of the person(s):

Name(s) of the visiting partner(s): **.ALDA**.....

Motivation, reason of the visit(s):

Summary of the mission(s):

Annexes:

- 0 At least one signed attendance list per reporting period (obligatory)
- 0 Signature(s) of the representative(s) of other partner(s) who came on visit in the partner's local process (obligatory)
- ~~0 Pictures~~ (obligatory)
- 0 Evidence documents for the local process: invitations, meeting reports, local on-line and paper press, leaflets... (obligatory)
- 0 Other.....





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C. Local Process – Activities during the reporting period n°...

C.1. Activity 1

Name of the activity: ...*Local panel meeting*.....

Venue:.....*Informacittà Bassano*.....

Date:26/03/2019.....

Number of participants: 13.....

Attendance list:

YES: see annex

NO: reason

Representative(s) of another partner have taken part as 'experts', 'external resource persons' or 'interested persons' in this activity:

NO:

YES:

Name(s) of the person(s):

Motivation, reason of the visit(s):

Type of activity:

~~Reflection~~ Reflection (e.g. meeting, debate...):

Action (e.g. activity, course, social event...):

Mixed (e.g. workshop, in-field visit...):

Description of the activity (about 10 lines):

Spaces that become places. We don't talk about public spaces but common places, that generates communities.

1. Mapping of the accessibility of Bassano. "Bassano Accessibile" already mapped the accessibility of the spaces, but it has to be updated. Then, analysis of one to three spaces.
2. Formulate recommendations
3. Prepare to present them

The meeting in Etterbeek is aimed to produce the final manual about inclusion.

Villa San Giuseppe, not public but for public use. We should not think about property but on use (Bersani).

A second space could be the Museum, we could have an interview with them.

Spaces that become places. We don't talk about public spaces but common spaces, that generate communities. Also examples of public spaces that are not exploited as such: Giardini Parolini. "It will become a park when we'll take the fence away". The problem is that the park is a centre for botanical research so it's not intended for public use, however the two things can go together. Citizens could get the feeling the park is being taken away from them. The only event that's organised there is a plant fair, some schools have access and the Oncological associations are cultivating plants. What are its opening times? What's its vision? "It's not spoilt because they don't let people in".

Beauty doesn't have to be transformed into a museum and taken away from the people.

But how these places can be lived?

Table to compare the three cases, or try to imagine different types of public in each one of them.



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We could make a video to disseminate the project results, in different languages

+ Toolkit for inclusion

+ checklist

+ RP “characters” or “recipes” about inclusion spaces, including warnings → Sara will work on this

Annexes for the activity:

~~0 Signed attendance list~~

0 Signature(s) of the representative(s) of other partner(s) who came on visit at the activity

~~0 Pictures (obligatory — at least 5 per activity)~~

0 Evidence documents for the activity: invitation, meeting report, local on-line and paper press, leaflet...

0 Other:

Please submit (at crisco@etterbeek.irisnet.be) a draft report (+ annexes) of the activity not later than 7 days after the activity, and a final report (+ annexes) of the activity not later than 1 month after the end of the reporting period

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C.2. Activity 2

Name of the activity: **April School Assembly**.....

Venue: **High School Gym**

Date: ...**17/04/2019**.....

Number of participants: ..**100**.....

Attendance list:

0 YES: see annex

0 NO: reason

Representative(s) of another partner have taken part as 'experts', 'external resource persons' or 'interested persons' in this activity:

~~1~~ NO:

1 YES:

Name(s) of the person(s):

Motivation, reason of the visit(s):

Type of activity:

1 Reflection (e.g. meeting, debate...):

1 Action (e.g. activity, course, social event...) ...**dance class and group activities**

1 Mixed (e.g. workshop, in-field visit...):

Description of the activity (max. 10 lines): **17th April School Assembly (all the high schools in the City, about the theme of *Changing*. Organized in a way that can be useful for them and for us and to present CRISCO's themes as well. Starting with a Dance Well Class, followed by a presentation of the project and group works).**

Results and outcomes of the activity (max. 10 lines):

dissemination activity included a selection of high school classes from local schools and took part in the gym of the Industrial Technical Institute Enrico Fermi, as part of their Inter School Assembly. After being introduced by the students, who organized and ran the event independently, we started with a 40 minutes long dance practice. It was interesting to see how much harder it is for students to participate freely when this practice is held in a school environment, among other students, in comparison to what happens during Dance Well classes that take part in the Museum and among a diverse group of participants. Students tried very hard to keep closer to classmates and friends and to blend in as much as possible. Their movement was often very controlled and limited, and it was hard to them not to speak with each other during the activity, especially when this would have challenged the unspoken (yet very evident) hierarchies within a sub-group. They were divided into four groups at the end of the activity, and even though we tried to mix them a little, the division into separate classes was still mostly in place. When asked for feedback about what just took place, they said that they felt more relaxed than they were at the beginning, but that they still were worried about being judged by others. The fact that the teachers decided to not participate in the activity and rather stood aside in a group (probably feeling that their participation would have had negative repercussions in the teacher-students dynamics inside the class) didn't go unnoticed. The students who were in charge of security also decided to not participate, signaling this way their self-perceived belonging to a place of authority rather than to a group with their fellow students.



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We asked the students to write anonymously about an instance where they felt included and another when they might have felt excluded.

They were evidently relieved about the fact that they wouldn't be asked to speak up in front of the others.

We decided to join two of the groups for the following discussion and started reading some of the input aloud. A very clear set of patterns emerged, showing how for them inclusion almost always means being part of their group of friends, belonging, feeling that their opinion is valued, and exclusion means being with people they don't know well or that they perceive as different. We started discussing about how to bridge this gap, for example in situations where there are intersections among different groups.

A comment was made about how much easier it is to talk about being excluded than about being included and it was very interesting to notice how most of these teenagers don't really have a language to express what it means for them to feel like they belong to a group or a place.

Annexes for the activity:

0 Signed attendance list

0 Signature(s) of the representative(s) of other partner(s) who came on visit at the activity

~~0 Pictures~~ (obligatory – at least 5 per activity)

0 Evidence documents for the activity: invitation, meeting report, local on-line and paper press, leaflet...

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C.3. Activity 3

Name of the activity: ...*Local panel meeting*.....

Venue:.....*informacità Bassano*.....

Date:19/02/2019.....

Number of participants: 11.....

Attendance list:

~~0~~ YES: see annex

0 NO: reason

Representative(s) of another partner have taken part as 'experts', 'external resource persons' or 'interested persons' in this activity:

~~2~~ NO:

2 YES:

Name(s) of the person(s):

Motivation, reason of the visit(s):

Type of activity:

2 ~~Reflection~~ (e.g. meeting, debate...):

2 Action (e.g. activity, course, social event...):

2 Mixed (e.g. workshop, in-field visit...):

Description of the activity (about 10 lines):

Report from Vejle, any news?

Training about dyslexia, a language barrier too often forgotten. We had an ice-breaking meeting and a welcome dinner with the families. The families have been found via an open call on Facebook and press releases, and invited 2/3 CRISCO participants for dinner (some of them did not even want the reimbursement for expenses). There had been more applications than needed, so the families who did not host participants have been invited to the second day or as witnesses of the activities.

We were invited to join workshops inspired by the stories of the citizens that took part in the group works, and to a well-organised public conference with songs at the beginning and very interesting panellists (we are waiting for the power point slides!).

Interesting use of postcard to share personal opinions/impressions.

The Resilience City Network links 100 cities from all over the world (Vejle is one of them) that had suffered from traumas, and it is supported by the Rockefeller Foundation.

Report by Giulio: other partners did not bring many interesting contributions.

Bilateral mission: If the Tartu option is not doable, let's focus on Delft or Vejle.

Facebook Page: We missed a well-managed Facebook page during the project.

Ideas of actions: Shoot a video in different languages and make it go viral.

