



*empathy*

**A Co Design Methodology**

**And**

**Co Design in Practice**

***Edited by Fondazione Empatia Milano (FEM)***

**Empowering Migrants Promoting Inclusion via  
Capacity Building and Communities Engagement**

**621405-EPP-1-2020-1-DE-EPPKA3-IPI-SOC-IN**



Pro Arbeit – Kreis Offenbach – (AÖR) – Kommunales Jobcenter,  
Dreieich, Germany

Migration Integration Center Brasov, Rumania,

Project School, Italy,

Babelia, Spain,

Fondazione Empatia, Italy

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## A Co-design Methodology to draft a capacity building path useful for developing a Local plan for integration

### 1.1 INTRODUCTION

In co-design, the real value are people and their way of working together in listening and mutual respect, in sharing skills, in planning to work towards the realization of a common goal. Co-design is a methodology which actively involves participants in a (design) development process. It connects all relevant parties affected by a particular challenge while building on equal cooperation. A key concept of co-design/creation is that participants are experts of their own experience. For this reason, co-design means mutual learning between all relevant parties. Co-creation is thus built on the concept that work is not done on behalf of participants, but with participants.

What is the value added of co-designing? It is a methodology that allows to make decisions, plan, design and this way find valuable solutions, guaranteeing a virtuous process in terms of trust, results, credibility, shared knowledge and active involvement. It is a structured collaboration and exchange process which favours empathy and boosts creativity, it diversifies knowledge and widens views on the challenge to be solved, leading to solutions relevant for all participants.

Co-design as a methodology and as a process is flexible and adapts to the work group with which it is carried out. It is a methodology that offers tools, and those who participate can use this methodology in other fields and sectors. In this sense, co-planning is in itself a capacity-building process.

Participants are 'active agents of change' rather than 'beneficiaries. Moreover, the citizenry/citizens can be considered creative partners even if they are end users, and thus they could/should be engaged for taking active part in (some phases of) the design processes.

### 1.2 CO-DESIGN METHODOLOGY PHASES: objectives, questions and tools

Co-design is led by one or more facilitators, that need to have an open attitude, boost and support creative participation, find the adequate methods to support co-creation, be able to create a safe space and let people feel free to contribute in their own way. Facilitators need to be clear on what they expect from participants and how their efforts are made visible.

Co-design can be conceived in stages. One or more meetings can be dedicated to each phase. We propose four stages described in the next pages, and for each phase we offer:

- the objectives linked to the different phases,
- some questions/suggestions to be addressed to the group,
- some practical indications for trainers / facilitators for managing lessons/labs and any documents to be produced.

## 1. Discovery - Who we are and where shall we head to...

The exploratory phase aims to identify **problems and challenges** to be faced, to deepen the knowledge between participants and their real needs.

### Objectives

- Discover the skills of the group
- Guide the group to discover their own needs

### Questions to address and ask to the group:

#### i. **Why are we here? (Needs and expectations)**

- ✓ There are those who have recently arrived, for example those who have arrived through the university corridors;
- ✓ There are those who live here and have the desire to transform the city;
- ✓ Brainstorm on the concept of citizenship;
- ✓ Presentation of the various organisations/partners: mission and core activities undertaken.

#### ii. **Who are we? (Study and extracurricular paths / interests / dreams)**

- ✓ Round table of all participants (*ask participants to prepare before hand, think or write something before the meeting*)

#### iii. **What rules for the management of the group? (Provide rules for the internal decision-making process of the group)**

- ✓ Constitution of the group and working methods (decisions are taken by majority vote)
- ✓ Clarify that in the following phases, one must be willing to negotiate / yield on one's own priorities, to find and accept the choices of the majority of the group
- ✓ Clarify that this will be an "open" group: that allows to accept new members, since the group is still being defined.

### Indications for facilitators

- Insert keywords for each contribution;
- Always translate participants' knowledge into formal statements after informal dialogue sessions (valid for all sessions/phases).

### Document 1<sup>st</sup> phase

- Produce a chart and / or *Vademecum* for the group.

**THIS CO-DESIGN PHASE is linked to the concept of 'debate' developed in the Empathy project since the group's expertise will be shared and the group's management methods will be decided/debated.**

## **2. Define - On what and where should be focus?**

The definition phase tries to make sense of the information learned in the discovery phase. The goal is to define or **choose the problems** the group wants to address, and **define the context** in which to intervene, building a clear question for all participants.

### Objectives:

- Define common needs / problems to be addressed
- Give an order of priority to the problems and needs (Prioritize)
- Reason about the context

### Questions / suggestions:

- Brainstorming to reflect on the good reasons to focus on a certain theme or idea
- Can the ideas identified represent solutions to the problem / need we have identified?
- Hypothesize a possible context of reference / intervention (i.e. city, neighbourhood, student world, etc.)

### Indications for facilitators and trainers

- Tip: start from a graph/ Storyboard prepared by the trainers, summarising the elements that emerged in the previous phase: ask participants if they recognize themselves in these 'themes' and then reiterate that we started from individuality, and knowing that the path is done together, ask everyone to reshape some interests / needs in the light of what we have heard.
- Possibly use the SWOT (strengths, weaknesses, opportunities, and threats) analysis to reason on a certain identified theme / need.
- Check whether to carry out this phase in plenary session or in smaller groups (depending on the group, on participants, making sure that everyone speaks).

***THIS PHASE OF CO-PLANNING is linked to the concept of 'connect' developed in the Empathy project since in this phase participants start thinking about how to connect to the local context of reference.***

## **3. Develop**

In this co-design phase, the **potential solutions** defined thanks to the previous phases are tested, trying also to discover if any **problems** arose and learn from these.

### Objectives:

- Prioritize choices over possible capacity building sessions/trainings
- Co-design the capacity building process: activities, expertise to be involved, time schedule
- Underline and clarify that the whole co-design phase is also part of the capacity building process

### Questions/suggestions

- Start a brainstorming session to reflect on training needs and therefore on what can be obtained from a capacity-building process
- Choose the contents on which to focus the path in response to the identified problems

### Indications:

- Fill an initial table in which to start inserting: objectives - resources - times - spaces - who does what

***THIS CO-DESIGN PHASE is linked to the concept of 'engage' developed within the Empathy Project, in terms of motivation of the group and the sense of ownership of the path undertaken by all participants, that have decided on which topics to focus capacity building.***

## 4. Delivery

This phase is used to evaluate the sustainability and feasibility of the best solutions identified. Resume in this session that the co-design methodology tries to involve as many people as possible in the design process to obtain a shared consensus of the final event/result from different designs and functionalities. Co-designers can also include stakeholder groups who will be the final user of the event, optimizing the result to adapt it as much as possible also to their needs.

### Objectives

- Evaluate and reflect on the whole co-creation process. This can provide important data for the following stages of co-creation or the next project.

### Questions to address and ask to the group/suggestions:

- Reflect with the group on what needs have been listened to, and which ones have been left out.
- Does the group feel represented in the results obtained?
- Are the needs identified by the group needs that also exists outside of the group? And are the proposed proposal also suitable for the target audience/audiences?
- Did the co-design process allow all participants within the group to express themselves?

### Questions for the group/suggestions:

- Reflect on the direct involvement of the public to whom the project will be addressed
- Propose empathy exercises in which we all imagine ourselves seeing the elaborated proposal from the outside

### Indications:

- Verify the 'fil rouge' - genealogy and origin of the process and proposals: has the initial objective been maintained? If it has changed, has it done so in a positive / corrective sense or has it lost something? (maybe trainers can also physically use a red thread and retrace the steps taken)☒
- Verify of the concrete feasibility, material aspects of the realization: space, costs, time, personnel to carry it out...
- Draft a time schedule and keep in mind that capacity building will presumably take place in 10 meetings of 3 hours or 8 meetings of 4.

## 1.3 In-depth study of techniques and tool

The following indications are for facilitators and trainers that will draw and conduct the co-design in each country within the Empathy Project. As already mentioned co-design leaves space for innovation and creativity, so consider these as tips, ideas, indications, tools that are meant to make our work pleasant and pertinent.

- Prepare your participants **before the workshop**:
  - send information about the workshop, the goals and agenda.
  - set expectations and let key players know why their presence is important.
- Find the **right location**: the location and its facilities define radically the healthy atmosphere and the degree of participation in the workshop.



- **Prepare your tools, methods, location and materials in advance** There are a multitude of methods and activities, but they have to fit participants' expertise and expectations.
  - You might conceive your meetings as 'creative labs'.
  - You might want to set your meetings with *world-café* sessions\*\*.
  - You can use the SWOT analysis in some sessions
  - If necessary, divide the group into smaller groups that favour dialogue and comparison.
- **Plan excursions and networking sessions** for team building: they are great to engage with others' expertise and to create networks and relationships within and outside the group.
- Define a **facilitation strategy**: as facilitator, you are responsible for creating a great learning experience for people new to co-creation and co-design. Actively encourage participants to roll up their sleeves and learn by doing.
- **Establish workshop policies** and decision making rules: you may decide if there are particular rules to follow. For example, your workshop can have a "no device allowed policy".
- Documentation:
  - Define before each workshop/lab/meeting what needs to be documented and how this will be done. Typically, pictures are sufficient, but sometimes you need original files to work with them later on.
  - Make sure that at the end of each meeting to return to the group what the meeting has produced. This operation has a twofold objective: it gives a clear picture of where we are and where we have arrived with the work, and on the other hand it provides an image that allows participants to see themselves as part of a working-group, respecting the individuality of each one, but also restoring a collective and overall image. This restitution can be done through different tools, it can simply be a final speech that summarizes where we are, or a graphic restitution (i.e. word cloud), or through the use of post it, or through the request for the active participation of the group in which each one is asked to say a final word to describe the meeting.

*\*\*The World-Café is a simple and effective method of engaging in informal, lively and constructive conversations on issues and themes that affect the life of an organization or community.*

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## Co Design in practice: experiences from the field

### Co Design in practice

#### 3.1 BABELIA, Spain

Co-design	
Describe which strategies have been adopted by your organization to engage Agents of Change (AoC) to work on co-design	In accordance with Babelia's line of work, our team opted for the strategy of accompanying our agents of change each step of the way during the decision-making process by attending their needs and offering them all the tools available within our organization in order to give them the possibility to actively participate in the co-design of the integration programme. Accordingly, meetings between staff members and agents of change on a biweekly basis have been held at first based on mutual respect and tolerance as we strongly believe that a culture of mutual respect implies holding respect at the core of our strategy at all times. We pride ourselves on encouraging our agents of change to convey their opinion and simultaneously helping them to feel empowered to bring forward ideas and concerns to us in a respectful manner. Another strategy we found useful is to get to know our agents of change on a deeper level by taking the time to sit down and get to know their motivations and goals. We believe that showing our appreciation for their efforts allows them to feel that they are part of something that is bigger than just their individual role which makes them feel appreciated.
Please also indicate if any criticism, difficulties arose during this phase and which solutions were adopted	Determining dates for both the co-design and the delivery of the integration programme posed a challenge for all of us as we intended to offer all agents of change a chance to take an active role throughout the entire process in order to ensure they are properly listened to, and are at the center of planning and decision-making. However, given the characteristics of the group, it has been difficult to reach an unanimous decision as to the dates which has been solved by offering a possibility to meet on a weekly basis where agents of change could join the session both online and offline.
Describe in detail which methodologies were used during the co-design sessions (brainstorming, word cafe, theatre, game-roles etc.)	We understand the co-design sessions as a collective creativity between staff, external advisory board members and agents of change working together, allowing thus our target group a direct say during the design development process. In this regard, a variety of methods for including the agents of change in the design process have been used, the main purpose being to actively encourage young locals and migrants to be creative, selective and critical. This includes the following:

	<ul style="list-style-type: none"> <li>● Cooperative inquiry to fully involve the agents of change in the design process as co-designers.</li> <li>● Context mapping to learn about their feelings, needs, interests and experiences.</li> <li>● Creativity techniques to encourage creative actions and build upon each other's' ideas.</li> </ul> <p>During the co-design sessions all participants have been encouraged to generate ideas. In doing so, activities such as brainstorming and role-play have been used allowing us to capture our groups' preferences, strengths and abilities necessary to motivate young locals and migrants to add more to their work and generate more ideas.</p>
<p>Please indicate if the co-design phase/meetings were set up with specific rules established with the group, and if so describe the rules</p>	<p>Being able to rely on our multidisciplinary and multicultural team is an advantage in our line of work as it enables diversity in interactions. We put a special emphasis on the mindset, encouraging our members to be as open-minded as possible, relying on a positive attitude as a strong foundation of a successful creativity session. Creative thinking has been enhanced by allowing group members to express themselves freely and openly based on mutual respect and tolerance. In this regard, considerable importance has been attached to both establishing an encouraging setting and defining a clear structure regarding the content, the time frame, the place and the rules of participation during the co-design session. Furthermore, a facilitator has been appointed to guide each session by making sure to keep track of time, allowing each member to express an opinion at both individual and group level. All in all, the co-design phase has been organized following these rules:</p> <ul style="list-style-type: none"> <li>● Inclusion and diversity by placing an emphasis on the importance of collaboration between all members holding different types of knowledge.</li> <li>● Common goals and vision by finding common ground and a shared understanding of the project's aims.</li> <li>● Transparency by building trust and ensuring good relationships between the members involved.</li> <li>● Flexibility by adjusting and responding to groups' needs, insights and preferences.</li> </ul>
<p>Indicate which needs of the Agents of Change/group emerged during the co-design phase. And indicate also if and how the co-design phase was able to take them into consideration</p>	<p>During the co-design phase the group's needs have been brought into the focus of attention in order to define their goals clearly. Accordingly, learning about the experiences of our agents of change, working in partnership with them and communicating with the group in an accessible way have been set up as a framework during this phase. In addition to the importance of covering relevant aspects of their daily life by organizing different types of workshops and activities, some of the agents of change expressed their interest in delivering some of the topics of the integration programme. Young locals and migrants are experts of their own experience, so if we are going to help them to become agents of change, we think it is important to allow them to participate in the decision-making process. In particular, some of the members expressed interest in taking part as trainers by delivering the following topics:</p> <ul style="list-style-type: none"> <li>● Inclusive communication.</li> <li>● Non-violence and peace in school.</li> </ul>

	<ul style="list-style-type: none"> <li>● Emotional intelligence.</li> <li>● Access to linguistic services.</li> <li>● Art and awareness.</li> <li>● Public speaking.</li> <li>● DIVE (describe-interpret-verify-evaluate) method.</li> <li>● Anti-racism, interculturality and tolerance.</li> <li>● Respectful and peaceful coexistence.</li> </ul> <p>Giving them an opportunity to deliver the topics they were interested in is a perfect set up for them to work on their skills and core competencies as it creates positive results in performance, effective relationships and personal well-being.</p>
<p>Indicate which key themes emerged during the co-design phase</p>	<p>Given the educational and cultural background of our group, the following needs have been detected:</p> <ul style="list-style-type: none"> <li>● Providing further information regarding permits and authorizations.</li> <li>● Providing further information regarding access to the public healthcare system.</li> <li>● Laying emphasis on empowering migrant women and gender perspectives.</li> <li>● Providing information on migration and voluntary service.</li> <li>● Raising awareness about institutional racism.</li> <li>● Providing further information on social ties and Spanish citizenship.</li> <li>● Providing further information on the International Academy.</li> <li>● Gathering ideas for the pilot actions by attending the activism festival held annually in Alicante.</li> <li>● Providing information regarding the resources available to the migrant population in Alicante.</li> <li>● Providing information on the resources for teaching Spanish as a foreign language.</li> <li>● Providing information on migratory grief.</li> </ul> <p>To attend to their needs, lectures covering the aforementioned key themes have been offered by engaging experts to deliver the specific and theoretical parts of the integration programme.</p>
<p>Please indicate if there were themes/interests that came up during the co-design phase that have not been developed and taken into consideration and why</p>	<p>The co-design phase was structured in a way that allowed us to embed all interests and priorities of the group across everything we planned so young migrants and locals can effectively contribute to shaping the integration programme. Taking into consideration the primary role of the co-design phase, at this stage of the process a special attention has been given to boosting the voices and contributions of our agents of change with lived experience. To achieve this, our team aimed to incorporate the principles of trust, respect, open communication, mutual learning and flexibility as we strongly believe that the success of this phase depends on creating value for the group it is intended to benefit.</p> <p>However, and in direct relation to the implementation of the capacity building programme, the proposal made by the group to organize a field trip to Pego, a village in the northern province of Alicante where one of our agents of change under the supervision and in collaboration with our staff member carried out a series of workshops with primary school students,</p>

	had to be postponed until further notice due to the delay in the payment of the second tranche and the elevated expenditures with regard to the trip to Milan.
Describe how the empathy concept/approach was developed/included in the co-design phase. Please specify critical elements and solutions adopted.	We are of the opinion that building mutual trust and fostering good relationships between all the members involved are essential during the co-design phase. With this in view, we believe to have established transparency by sharing information and encouraging all members to emotionally engage among each other, to share their thoughts, feelings and experiences. We put a special emphasis on the ability to convey support for a group member as we believe it is crucial to establishing an effective relationship. In other words, we based the co-design process on the empathy concept as the ability to establish rapport with another member by understanding his or her frame of reference and also by responding with appropriate emotion because in our view seeing and understanding the feelings of another, helping them to rise above their feelings, being aware of their emotions and expressing them in an appropriate manner is central to effective engagement.
Indicate if the group already started mentioning about the 'Pilot project' in this phase.	Not he group didn't start mentioning the Pilot Project in this phase.

### 3.2 Migrant Integration Center (MIC), Romania

Co-design	
Describe which strategies have been adopted by your organisation to engage the Agents of Change (AoC) to work on co-design	For all stages of the project the agents of change have been vocal in expressing their needs in terms of their participation in the Empathy project. We have organized formal meetings where, through the brainstorming method, have engaged them in the decision-making process and encouraged them to take part in co-designing the capacity building programme. For the integration phase we have first brainstormed the staff of the project and the experts and secondly, we have engaged the agents of change, thus <i>Brainstorming integration</i> has been the first activity/meeting of the integration phase. Together with project staff and experts we have discussed with the agents of change about activities that are motivating, stimulating and engaging for them, be it art therapy sessions, formal classes, specialized trainings or simple recreational socio-cultural meetings.
Please also indicate if any criticism, difficulties arose during this phase and which solutions were adopted	The fluctuation of the agents of change (students with different time span in Brasov); keeping the agents of change loyal towards the project activities was challenging for both our organization and for the agents of change themselves. For some agents of change their motivation decreased (for example, those who did not receive the visa to travel for the International Academy); others got involved in other activities (school, jobs etc); others left the country due to their end of their studies. In the same time, other agents of change stayed involved in the project and developed strong friendships among themselves.
Describe in detail which methodologies were used during the co-design sessions (brainstorming, word cafe, theatre, game-roles etc.)	Our team has found brainstorming a very useful method to engage the agents of change in co-designing the capacity building program. Since brainstorming means a free from critics space, a safe space, it allowed the agents of change to freely express their goals regarding the capacity building program, they have contemplated about what interested them the most, engaged in stimulating discussions about other ideas. After enlisting all ideas, the staff and experts have analysed the ideas, the budget, the feasibility to organize them, the coherence of the prospective program and organized them in a chronologically series of meetings/events under the name capacity building program.
Please indicate if the co-design phase/meetings were set up with specific rules established within the group, and if so describe the rules.	The co-design meetings have followed the rules of the brainstorming method such as not allowing judgment – we have created safe spaces for the agents of change where they could have built on their own ideas; we allowed all ideas to surface – including the out of the box ones – to generate trust, offered the possibility of expression and creativity among the agents of change; the staff of the project has moderated the brainstorming using “and” instead of “but,” – to encourage positivity and inclusivity, has kept the discussion on the topic of designing the capacity building program, has offered the more shy agents of change the opportunity to express themselves and cooled down the more dominant ones, has offered the rules of the game at the beginning of the brainstorming based on mutual respect (no good and bad answers, do not interrupt other persons from their speech, keep the idea sharp, allow everyone to express themselves).

<p>Indicate which needs of the Agents of Change/group emerged during the co-design phase. And indicate also if and how the co-design phase was able to take them into consideration</p>	<p>The agents of change have generated different ideas for the capacity building program. Since they are most of them students, and since the brainstorming session was held (together with the entire Empathy activities up until that moment – 20 of November 2022) in full pandemic, the agents of change have expressed interest in different activity topics:</p> <ul style="list-style-type: none"> <li>- Rights of Newcomers/Work/Medical</li> <li>- Romanian crafts/Art Therapy sessions/Well-being</li> <li>- Cultural exchange Workshops</li> <li>- Large scale classes (on Hate speech, LGBTQ rights, Racism, discrimination, xenophobia, Human Rights, Women’s rights, women empowerment stereotypes, prejudices, Intercultural communication, leadership, etc)</li> <li>- Fake News Practical Workshop</li> <li>- Intercultural Management/ Communication Worksho</li> <li>- Case study- Human Library</li> <li>- Recreational activities: Movie nights on different topics followed by discussions/ debates</li> <li>- Developing a Buddy system - A system made from locals and migrants in which the locals help and guided the new-comers</li> <li>- Romanian language courses and other outdoor large-scale trips have been suggested by the agents</li> </ul> <p>In our city, the Integration capacity building program has been highly influenced by the large number of Ukrainian refugees arriving in Brasov. Thus, the Integration Capacity building program has been adjusted and took advantage of the thematic activities organized by different organizations in our city in order to increase the capacity of the organizations working in the humanitarian field to assist Ukrainian refugees.</p> <p>In this sense, topics such as the ones following have been included in the capacity building programme:</p> <ul style="list-style-type: none"> <li>- Youth solidarity</li> <li>- How can youth can engage into solidarity initiatives and practices</li> <li>- Youth empowerment/Youth representation</li> <li>- Forced migration</li> <li>- War</li> <li>- Human trafficking</li> <li>- Refugees and migratory grief</li> <li>- Learning about present events from refugees themselves</li> <li>- Campaigning</li> </ul>
<p>Indicate which key themes emerged during the co-design phase</p>	<ul style="list-style-type: none"> <li>- Rights of Newcomers/Work/Medical</li> <li>- Romanian crafts/Art Therapy sessions/Well-being</li> <li>- Cultural exchange Workshops</li> <li>- Large scale classes (on Hate speech, LGBTQ rights, Racism, discrimination, xenophobia, Human Rights, Women’s rights, women empowerment stereotypes, prejudices, Intercultural communication, leadership, etc.)</li> <li>- Fake News Practical Workshop</li> <li>- Intercultural Management/ Communication Workshop</li> <li>- Case study- Human Library</li> <li>- Recreational activities: Movie nights on different topics followed by discussions/ debates</li> </ul>



	<ul style="list-style-type: none"> <li>- Developing a Buddy system - A system made from locals and migrants in which the locals help and guide the new-comers</li> <li>- Romanian language courses and other outdoor large-scale trips have been suggested by the agents</li> </ul>
<p>Please indicate if there were themes/interests that came up during the co-design phase that have not been developed and taken into consideration and why</p>	<p>In our city, the Integration capacity building program has been highly influenced by the large number of Ukrainian refugees arriving in Brasov. Thus, the Integration Capacity building program has been adjusted and took advantage of the thematic activities organized by different organizations in our city. In this sense, topics such as the ones following have been included in the capacity building programme:</p> <ul style="list-style-type: none"> <li>- Youth solidarity</li> <li>- How can youth can engage into solidarity initiatives and practices</li> <li>- Youth empowerment/Youth representation</li> <li>- Forced migration</li> <li>- War</li> <li>- Human trafficking</li> <li>- Refugees and migratory grief</li> <li>- Learning about present events from refugees themselves</li> <li>- Campaigning</li> </ul> <p>These topics have started to become interest topics once with the large number of Ukrainian refugees - more than 6000 arrived in Brasov since 24 of February. Until the 24 of February 2022, in Brasov there were approximately 10 refugees/beneficiaries of international protection. In Brasov, the majority of migrant population is represented by third country nationals living here due to marriage, studies, work. Refugees prefer to live in bigger cities where they feel they have more opportunities. Thus, topics such as forced migration, human trafficking, etc. have not been present in the public language pf our city, thus it has not been present in the agents of change know-how. This was an opportunity for them to learn about them.</p>
<p>Describe how empathy (concept/approach) was developed/included in the co-design phase. Please specify critical elements and solutions adopted</p>	<p>Empathy – has become a common word in our organization. Empathy was used, developed and included in our capacity building program by engaging agents of change to express themselves freely in the safe environment we have created throughout the years. Empathy was used, developed and included in the co-design phase of the capacity building program by:</p> <ul style="list-style-type: none"> <li>- bringing together agents of change from different cultures and countries</li> <li>- by offering them a positive and inclusive space, free of judgement</li> <li>- where their input is valuable</li> <li>- where their ideas are cherished</li> <li>- where they could create bonds by acknowledging they have similar values, wishes, goals, interests.</li> </ul> <p>Also, our NGO’s values are known to be non-discrimination, inclusion, tolerance and acceptance; respect for cultural diversity: “We respect and believe in the dignity and potential of all human beings. We campaign for equal rights guaranteed by conventions and laws and seek to combat discrimination in any form” (www.migrantbrasov.ro)</p>
<p>Indicate if the group already started mentioning about the ‘Pilot project’ in this phase</p>	<p>Some of the agents of change have been involved in our multicultural festival that in 2022 was designed as pilot in the empathy project. They have acted as “leaders”/”coordinators” of the new agents of change in the pilot project.</p>



<p><i>Other elements you wish to highlight</i></p>	<p>Anastasia Apostol, has first been an agent of change in the Empathy project and after several months, she has been employed as staff. As she was initially part of the agents of change group, an “insider”, her input has become very valuable for the project thus, our organization has offered a part time job in order to promote youth empowerment and teach her how to implement youth projects.</p> <p>Similar, one Ukrainian youth lady (21 years old) has been employed by our organization. She has first been an agent of change and they has been employed as staff in the Empathy project as she could represent the Ukrainian youth, be their voice, express their needs and empower her and the Ukrainian youth.</p>
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### 3.3 Fondazione Empatia Milano (FEM), Italy

<p><b>Co-design</b></p>	
<p>Describe which strategies have been adopted by your organization to engage Agents of change group to work on co-design</p>	<p>FEM tried to <b>work on the identity and the creation of a working group</b>. FEM staff started the co-design phase by collecting expectations and opportunities that everybody saw in this project. A meeting was organized where everybody presented themselves to the group to get to know each other better and also to have a <b>framework of the capacities and resources present within the group</b>. A graphic was created from this work on WHO WE ARE in order to have a material picture of the group. From here the proposal was to be creative together. In a further meeting participant were divided in small groups whereby each group had to imagine a festival that they would like to create in the city of Milan with no limits of resources nor on opportunities regarding where or when, developing a proposal in which <b>empathy had to be the main objective</b> of the festival.</p> <p>These three phases allowed FEM to engage all the agents of change to bring their own individual needs, expectations and resources but also meet the demands of the others and of the group, in order to feel recognized but also feel involved in something collective.</p> <p>This strategy was adopted in order also to encourage a bottom up approach, as much as possible participatory.</p>
<p>Please also indicate if any criticism, difficulties arose during this phase and which solutions were adopted</p>	<p>In the co-design phase some agents of change decided to withdraw from the group as we started to ask them to participate into something that would have engaged them in a more demanding attendance. We asked the agents of change to share their needs and therefore the capacity building phase was designed to meet these, considering that they wanted to discover and ‘live’ different experiences around the city. The most attractive phase, in fact, turned out to be the territorial orientation one. The AoC group is composed mostly by university students, and in fact to ask them to add some “work” or lessons, was something too demanding. We tried to offer a mixture of experiences that involved their discovery of the empathic city of Milano, and this way to work on the concept of Empathy and in building the sense of the group.</p>

	From the young students' perspective, the identity of the 'agents of change' as a group was something not immediately clear to them, so FEM proposed also to work on a definition and thus discussed about how this group wanted to fill this definition with their own meaning.
Describe in detail which methodologies were used during the co-design sessions (brainstorming, word cafe, theatre, game-roles etc.)	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Presentations</li> <li>- Graphic works</li> <li>- Imagine your own festival</li> <li>- Discussions</li> </ul>
Please indicate if the co-design phase/meetings were set up with specific rules established with the group, and if so describe the rules	<p>Some important rules were defined:</p> <ol style="list-style-type: none"> <li>1. freedom to participate or decide to not participate,</li> <li>2. no judgements allowed in the brainstorming or discussions and</li> <li>3. possibility to bring criticisms or observations.</li> </ol> <p>These rules were fundamental to create a safe space where gathering together.</p>
Indicate which needs of the agents of change/group emerged during the co-design phase. And indicate also if and how the co-design phase was able to take them into consideration	<ul style="list-style-type: none"> <li>- Needs to find and create a community, to be together instead of apart</li> <li>- Desire to change, to find a better place, a better work, better conditions, to discover something new</li> <li>- Desire to participate to some activities that face social issues</li> <li>- Make something good for people that have social vulnerabilities.</li> <li>- Do something concrete.</li> <li>- Attention and care about mental health.</li> <li>- Create something in the university where students cannot feel lonely</li> <li>- Use artistic expression</li> <li>- Involve people to be empathic</li> <li>- Develop something provocative that can engage the city</li> </ul> <p>FEM staff tried to address these need and themes in the capacity building program offering activities in places of the city that work on these themes and needs and also offering workshops about empathy.</p>
Indicate which key themes emerged during the co-design phase	<ul style="list-style-type: none"> <li>- What is 'home'</li> <li>- Voice to voiceless</li> <li>- Feeling lost</li> <li>- Migration/integration</li> <li>- Failure</li> <li>- Youth unemployment</li> <li>- Possibility to imagine a positive future</li> <li>- Places where to share stories and experiences</li> </ul>
Please indicate if there were themes/interests that came up during the co-design phase that have not been developed and taken into consideration and why	Youth unemployment, was a theme that was not developed in the following phases of the project. It was very specific and huge and given the timeframe and objectives of the project it was not feasible to develop an adequate answer towards this need/interest. A collateral theme that instead was addressed was the isolation of university students. In this regard youth unemployed was brought up in relationship to the difficulty of students to find a job after the end of their university, in particular for students that don't have any contacts in the city or in the country they

	live in. The possibility to work on the visibility of the stories of foreign students and their difficulties, and also the possibility to create a network of students working together, feel part of a community, and this way start becoming more part of the society you live in, including the opportunity to find work.
Describe how the empathy concept/approach was developed/included in the co-design phase. Please specify critical elements and solutions adopted.	<p>Work on the empathy concept and approach was central in the co-design as well as in the following capacity building phase. In defining the group and the activities that could be developed within the project the importance of empathy as the key framework was stressed.</p> <p>Work on empathy was approached in specific workshops about it, but also through specific experiences where one can experiment empathy (like the 'Dialogue in the dark'). Empathy was also understood through art, museums, the story of a poetess that can be a medium on how to live, know and experiment empathy.</p>
Indicate if the group already started mentioning about the 'Pilot project' in this phase.	Mentioning the pilot project represented a fundamental element for the identity of the group. It was specified that the group of the agents of change with FEM staff could do something together. In particular in one of the first workshops in which we asked to imagine a festival in the city, it became clear that this could be the first step to imagine and start designing the pilot project starting to think on how to respond to some key questions: On which theme? For whom? For how long? Where? Etc etc.

### 3.4 PRO ARBEIT, Germany

<b>Co-design</b>	
Describe which strategies have been adopted by your organization to engage Agents of Change (AoC) to work on co-design	<p>Considering that the Agents of Change are the drivers of the project, their active involvement is considered fundamental to the project process. As such the Pro Arbeit Team employed these strategies to realise the desired outcomes:</p> <ul style="list-style-type: none"> <li>• Prioritise relationships and the different perspectives. Since the composition of the Agents of change provided two different perspective (Migrants and locals) to the discussion on the themes of the project. To realise the desired outcomes, the platform was created to establish a relationship of mutual respect and comfort between and among the participants.</li> <li>• Use participatory means: This encouraged the young participants to take part and express themselves, for example, oral approaches and group interactions. This was intended to promote self-discovery and moving the young participants from participants to active drivers of the processes.</li> <li>• Build capability: As young people support and encouragement to adopt new ways of being and doing, learn from others, and have their voices heard were offered by the project partners and other stakeholders.</li> </ul>

<p>Please also indicate if any criticism, difficulties arose during this phase and which solutions were adopted</p>	<p>Dealing with group dynamics: The differences in the background of the participants posed a challenge as they are not very familiar with each other. This affected communication in the beginning arising out of shyness, etc. Through the use of games and informal activities such as watching movies together and integrating more interaction opportunities during sessions helped to overcome this challenge.</p> <p>Less fun.</p> <p>Time constrains: Considering that most of the young participants are either students and working youth, finding a meeting time that best suits all of them was problematic. In the end all meeting were agreed and scheduled usually on Friday evenings. This provided limited time to deal with the issues needed to be discussed and despite this strategy, attendance was not always regular.</p> <p>The restrictions emanating from Covid also posed as a difficulty. There was a restriction from the Pro Arbeit regarding meeting of external persons as such an attempt was made to meet the young participants online. This however was not so successful because the interest on online meeting from young people was very little. Physical meetings were therefore immediately initiated when it was possible to do so.</p>
<p>Describe in detail which methodologies were used during the co-design sessions (brainstorming, word cafe, theatre, game-roles etc.)</p>	<p>The sessions were mostly through brainstorming among participants, under the guidance and questions from the project staff. Discussions were guided through question and answers to guide people to share their thoughts, experiences, opinion as well as wishes. This provided more understanding about the themes of the project and the task ahead.</p>
<p>Please indicate if the co-design phase/meetings were set up with specific rules established with the group, and if so describe the rules</p>	<p>The sessions were conducted allowing flexibility in terms of contributions and participations. However, the atmosphere was that of mutual respect for one another, regardless of backgrounds, age, experiences, religion, social as well as sexual orientation among others.</p>
<p>Indicate which needs of the Agents of Change/group emerged during the co-design phase. And indicate also if and how the co-design phase was able to take them into consideration</p>	<p>The major need expressed by the participants regarded the scheduling of meetings and the location. Considering that the participants are are students, workers and scattered all over the county of offenbach. This has restricted the duration and location of meetings. But regardless of these challenges, the flexibility employed helped to mitigate againstst their effects.</p>
<p>Indicate which key themes emerged during the co-design phase</p>	<p>The themes that emerged during the co-design sessions are:</p> <ul style="list-style-type: none"> <li>Racism in Schools</li> <li>Challenges of disability</li> <li>Challenges of integration of migrants</li> <li>Dealing with homosexuality</li> </ul>
<p>Please indicate if there were themes/interests that came up during the co-design phase that have not been developed and taken into consideration and why</p>	<p>Other themes that emerged were:</p> <p>Environmental protection and Sexist adverts in media.</p> <p>These themes were not pursued as more emphasis and focus were placed on the themes of the project and themes that will guide the project activities to achieve the goals of the project.</p>
<p>Describe how the empathy concept/approach was</p>	<p>The empathy concept was developed through mutual respect for different opinions, interaction between participants and external guest, where</p>

<p>developed/included in the co-design phase. Please specify critical elements and solutions adopted.</p>	<p>individuals and victims of discrimination, racism, hate speeches, etc shared their experiences and this whipped-up discussion around the themes. Movies such as Anne Frank were also used to see how discriminatory tendencies emerged and affected societies. External guest such as a person on a wheelchair (A victim of bomb attack during a war) was also invited to share his story and answer questions from the young participants. This resulted in participants developed the desire to walk in the shoes of the victims. Eventually, an event to experience the challenges of the victims of disability (wheel chair users) was carried out.</p>
<p>Indicate if the group already started mentioning about the 'Pilot project' in this phase.</p>	<p>As a result of all the discussions, participants came to the realisation that, to understand, empathise and spread the feeling of empathy, then people need to feel, see, hear from victims, and if possible put themselves in the victim's situation and react to such situations. This therefore provided the idea of developing pilots that will address these 3 areas – <b>Hear, see and react.</b></p>