Collaborative and innovative participatory planning pedagogies

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8. Collaborative and innovative participatory planning pedagogies: reflections from the Community Participation in Planning project

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INTRODUCTION

This chapter presents an innovative pedagogy to teach participatory planning, developed during a two-year collaborative project, *Community Participation in Planning* (CPiP), involving Ulster University (UK), Community Places (UK), the University of Aveiro (Portugal) and the Politecnico di Milano (Italy). Funded by the European Union's (EU) Erasmus+ programme, CPiP aimed to enrich student learning on different models of civic engagement and offer the space to rethink interactions between spatial planning practitioners and local communities. In embedding real-world learning with spatial planning curricula to facilitate innovative ways for conceptualizing and operationalizing how citizen participation in planning can be taught in higher education, CPiP demonstrates how context-based experiential learning in higher education aligns with the emerging rise – and challenge – of the 'third mission' activities of contemporary universities.

This chapter discusses the pedagogical innovations developed to engage students in what can be considered 'risky' learning environments (Barnett 2004; Rooij and Frank 2016). For planning students across the three partnering academic institutions, these learning environments consisted of working with different communities of 'geography' (e.g., residential neighbourhoods) and of 'interest' (local authorities and/or community development organizations) on short longitudinal live or 'real' participatory planning projects. This project-based learning pedagogy, supported by the shared international learning platform created through CPiP, exposed students to complex situations

across different European locations. In effect, this broadened the contextual and conceptual backdrop for knowledge co-production and critical reflection across geographical and cultural boundaries.

The chapter proceeds as follows. Firstly, it outlines the contextualization and conceptualization of the CPiP project, positioning the work of CPiP within the wider theoretical and pedagogical terrains. In particular, it frames how CPiP embraced a co-learning and co-design pedagogy for teaching participatory planning skills that was experiential, iterative and developmental within the wider context of preparing students to become transformational agents. Secondly, the chapter discusses the operationalization and reflections of the participatory planning pedagogy. Thirdly, the chapter draws together conclusions from the pedagogy for both planning education and contributing to universities' civic engagement.

CO-DESIGNING PEDAGOGIES FOR PARTICIPATORY PLANNING

In recent decades, planning education has witnessed a much richer theoretical, research-informed base and advocacy-orientated approach, with greater pedagogical experimentation that tries to enhance student learning and experience (Cognetti and Castelnuovo 2014; Ritchie et al. 2017). Such experimentation is now necessary for addressing the aims of the New Urban Agenda and achieving the United Nations' Sustainable Development Goals, which calls for innovative pedagogies that demonstrate the transformational potential of planning. In designing the CPiP project, the overarching aim was to create a learning platform that augmented student experiential learning by enlarging the geographical, cultural and political arenas beyond those that students were already exposed to in the immediate environs of their home academic institutions. Accompanying this was the ambition to challenge customary participation methodologies, which traditionally tend to be short-lived and interactive in quite limited ways (Kitchen 2007).

CPiP chiefly focused on creating an innovative co-design pedagogy across Aveiro, Belfast and Milan to educate future planners on new and different models of civic engagement and to rethink interactions between practitioners and communities. A key pedagogical consideration was to create cross-sectoral, -cultural and -national learning, across three geographically, culturally and politically different contexts, that embedded the temporal socio-spatial uncertainties and challenges associated with participatory planning. The project facilitated novel ways of connecting student cohorts with real-world communities to co-learn about participation, to co-design engagement strategies and to co-create inclusive practices. This included academics redesigning module content and incorporating 'live' projects to help students

understand what constitutes 'community' and how multiple communities (of interest, place, practice and learning) can become more meaningfully involved in shaping spatial planning (physical development) outcomes and co-designing the delivery of public services.[1]

CPiP partners wanted to strengthen their respective teaching practice for building the capacity of students, and selected practitioners involved to: (1) better engage with and negotiate present realities and unknown futures, and (2) recognize the range of actors and 'voices' in contemporary society. These themes also shaped the academics' pedagogical perspective, in representing ways for students to integrate substantive and practical knowledge, specifically in relation to deliberative and advocacy practices of spatial planning (Lang 1983). Collectively, the CPiP team assert that there can be three different approaches to embedding real-life practice in spatial planning education, particularly in relation to teaching participatory approaches:

1. 'Real-world' as a *case study* (typically related to physical and built environments) to observe: mainly oriented to skill students in conducting spatial analysis, identifying problems through physical evidence, and returning to the classroom to develop spatial solutions.
2. 'Real-world' as a process to '*plug-in*' to and work with risk and uncertainty: oriented to expose students to complex socio-physical contexts of urban transformation; identifying urban planning and design scenarios to interact with real-life urban transformation processes.
3. 'Real-world' as a '*living laboratory*' for immersion and experimentation: oriented towards community activation and co-actor activism, which through meaningful collaboration, framed in a 'co-productive' mode, explores ways of co-designing interventions and making small tactical actions for collective benefit.

CPiP academics placed particular emphasis on exposing students to the third perspective. This pedagogical framing produced a *blended learning* approach, underpinned by the notion of facilitating dialogic inquiry (Escobar 2011; Wells 1999), between individual and collective learning through engagement with professionals and civic actors across different cultural contexts. For CPiP, the classroom, or 'planning/design studio', was considered a complementary reflective learning space blended with specific 'urban living labs' (ULLs) (Concilio and Rizzo 2016; also see Marsh 2008 on territorial living labs) occurring between actors in real-world processes. The combination between learning processes developed both on campus and in 'real-world environments' strengthened the link between *thinking* (about participation) and (delivering) *action* in participatory planning situations. This process builds on the

work of Mäntysalo et al. (2011) and Galison (1999, 2010) that recognize value in 'trading zones' for framing the process of learning-to-action.

This supportive co-learning approach offered opportunities to link *thinking* and *action* via multi-contextual environments that enhanced the collaboration between different stakeholders, moving towards Arnkil et al.'s (2010) Quadruple Helix concept, which presents significant opportunities and benefits for enhancing student learning by offering greater social inclusivity and robustness. Students were challenged through their learning process to consider comparisons between different national, regional and local practices. This encouraged students to digest and internalize theoretical knowledge and reflections, as well as to develop improved case-based reasoning across different local planning practices. Crucially, students recognized the significance of context-dependency, allowing them to critically reflect on comparative approaches and consider the challenges, barriers and opportunities for the transferability of knowledge and practices. Central to framing this reflexive approach, nurtured in the project by linking classroom learning with 'plug-in' and 'living lab' experimentation, was Schön's notion of the 'reflective practitioner' (Schön 1983, 1987). Like Schön, CPiP colleagues tried to nurture a pedagogy that generated 'learning *in* action' during those modules connected with real-world experimentation. Due to the real-world nature of the experimentation, CPiP partners acknowledged that (often-unforeseen) complexities can occur in working with communities of geography, interest or practice (Boelens and De Roo 2014). Acknowledging such complexity in urban contexts highlights the growing need to prepare future planners to value, and work in, transdisciplinary environments to share challenges, co-create knowledge and co-design solutions and actions. Consequently, CPiP's pedagogy, in linking Aveiro, Belfast and Milan, allowed planning students to be "supported to cope with uncertainty and planning for an unknowable future in a pluralist society" (Rooij and Frank 2016, p. 478). While acknowledging that complexities can occur in working with communities of geography, interest or practice, planning students were encouraged to view themselves, not as neutral observers, but as active participants who engaged with unstructured problems in a process of social interaction and mutual learning.

OPERATIONALIZING PARTICIPATORY PLANNING EDUCATION: LEARNING *IN* ACTION

The conceptualization above enabled academics to co- and re-design teaching modules across their respective institutions to provide students with the opportunity to 'live' with uncertainty, complexity and dilemmas in participatory planning learning and practices. This involved two core CPiP activities – teaching modules and local projects in Aveiro, Belfast and Milan – working in synergy.

In each city, the pedagogical design was to either 'plug-in' to or create local participatory ('living laboratory') projects to capture civic engagement practices and facilitate knowledge co-production that provided the context-based learning in modules. Students' assessment integrated problem-solving and design thinking that tried to add a social impact lens to their coursework, in producing a 'product' that not only demonstrated student learning, but which would be of use to practitioners or communities (e.g., stakeholder analysis information, community engagement strategies, or urban design initiatives to activate community participation). While local projects in each participating city were distinctive, given their different geographical and cultural contexts, there were common threads that connected the local projects and modules, particularly, the focus on stimulating genuine, inclusive multi-actor participation in practical spatial planning exercises. These core interlinked pedagogical activities were complemented by two community workshops in each location, occurring up-front to inform the wider CPiP project and modules, followed by three blended mobility study exchanges, running parallel to modules, consisting of a minimum of four students, three local practitioners and three civic actors from each location (Figure 8.1).
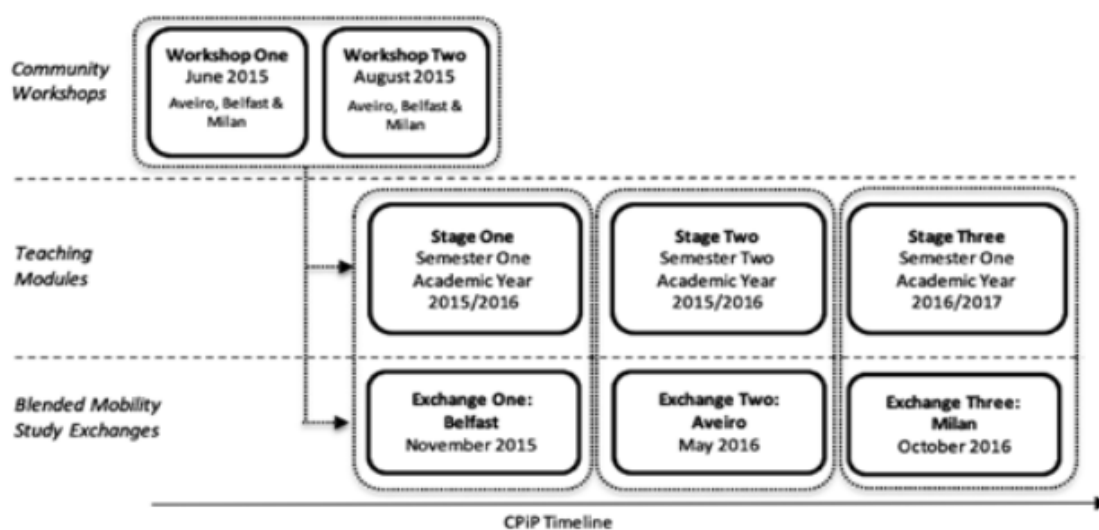

Figure 8.1   CPiP delivery illustrating three-stage semester model

Teaching Modules and Local Projects

In Aveiro, the teaching modules and local CPiP project were initially exploratory to create a participatory initiative. *Vivó Bairro* (old neighbourhood of Aveiro) was developed as a city centre urban regeneration project in

collaboration with relevant stakeholders (mainly CORDA, a commercial and tenant association, and the municipality of Aveiro). During the first semester (September to December 2015) in the Master's of Urban and Regional Planning, at the University of Aveiro, first year cohorts were involved via two modules (*Strategic Spatial Planning* and *Urban Public Space*), followed by the *Policies for Urban Revitalization* module, scheduled for the second academic year of the Master's course. Each of three modules involved approximately 20–30 students. During the second semester (commencing February 2016), a set of digital platforms were created to share the knowledge produced and to increase collaboration and learning between students, local authority staff and community members, under the umbrella of *Vivó Bairro*. The initiative was envisaged as an ephemeral event to be collectively crafted, which could simultaneously demonstrate possibilities of, and be a catalyst for, change. That is, on the one hand, to be able to reveal the richness of material, immaterial and social resources that can be mobilized when a community becomes motivated to act upon a shared goal. On the other hand, attracting the attention of citizens, private agents and public authorities to the unsuitability of an urban condition can trigger collective efforts to alter that situation, and reveal the seeds of new relations amongst agents with a renewed willingness for further collaborative action. *Vivó Bairro* was implemented as an 'action-research project' (Cognetti and Castelnuovo 2014) focused on knowledge co-production between the university and the local community and applying this (newly) combined knowledge to bring about change and nurture collective action.

In Belfast, the local CPiP project was a collaboration between academics and postgraduate students at Ulster University, representatives from Connswater Community Greenway (including local residents and interest groups), and planning professionals in Community Places. The project focused on mapping stakeholder analysis, co-designing strategies that promoted inclusive engagement and co-productive working, and co-proposing spatial interventions with an emphasis on inter- and intra-community interaction around the shared space asset of an emerging greenway in East Belfast. The teaching modules at Ulster University incorporated into CPiP were selected from the PgDip/MSc Community Planning and Governance and MSc Planning, Regeneration and Development courses. Adopting the three stage/semester approach, as noted above, the specific postgraduate modules aligned with CPiP were: *Collaboration and Boundary Spanning* (academic year 2015–2016, Semester 1), *Sustainable Place Making* (academic year 2015–2016, Semester 2), and *Inclusive Engagement Methods* (academic year 2016–2017, Semester 1), with the latter a re-designed module, based on the emerging learning from the CPiP Project. There were approximately 15–20 students in each module.

In Milan, the teaching modules and local CPiP project were organized within the framework of the broader *ReLambro* intervention plan,[2] focusing

on the planning and urban design of public green areas (parks) that intersected with the Lambro River, which is situated on the eastern side of the Milan municipality. Approximately 50–60 students were involved in each module, from the MSc in Architecture and from the BSc in Science of Architecture and Urbanism of the School of Architecture, Urbanism, Engineering and Construction (former School of Architecture and Society). Academics and students were considered relevant actors in contributing to and developing the local planning processes. They were active in raising awareness, both at community and institutional levels, and in creating dialogue between existing communities and several municipalities involved. The three teaching modules were not conceived to produce expert-driven design proposals, rather they had been considered real-time supports to embed participation needs that would enable the co-creation of design interventions. Each of the three modules and associated studio-based working adopted a different focus. The first module was designed to initiate or activate spatial awareness and discover (new) communities. The second module developed urban design projects as so-called 'community traps' to attract the attention and action of (existing and new) communities and institutions. The third module worked collaboratively with communities to co-design spatial solutions.

Blended Mobility Study Exchanges

Blended mobility study visits supported the learning and transfer of participatory practices across organizational, local and national levels in the three participating countries. In addition to CPiP partners, the three blended mobilities brought together 10 participants from each location, consisting of members of local communities, local authority staff and higher education students, to share good practice and discuss the complexities of contemporary civic engagement. These exchanges occurred during academic semesters to enable the participation of selected students and for wider dissemination of learning back into linked modules across each academic institution as participating students returned (see Figure 8.1). During these visits, study exchange participants engaged in local institutional events, site visits and meetings with local communities. This was supported by virtual communication to extend the blended approach for exchanging ideas and good practice. At the end of each exchange, participating students reported back to their peers to enrich module context and wider student learning experience, connecting the mobility exchange learning to their 'live' projects aligned with their module. While each module had different assessments, aligned to their wider programme level learning outcomes, students were to reflect on how the learning captured and disseminated through the study exchanges informed their module coursework that linked with their local 'live' project in either Aveiro, Belfast or Milan.

PEDAGOGICAL REFLECTIONS

The multi-context-based pedagogy and longitudinal nature of CPiP, operating for nearly two academic years, was fruitful in revealing the complexities and commonalities in contemporary understandings of 'community', 'planning' and 'participation'. Student feedback confirmed how exposure to different 'real-world' participatory initiatives enriched the learning experience on modules across the three planning courses, which through the innovative co-designed pedagogy, offered a synthesis of knowledge co-production and practical skills development that benefited students in each location.[3] For example, the range of context specific issues, (established and emerging) engagement mechanisms and conflictual perspectives amongst different civic actors provided students with a much deeper empirical understanding of contemporary participatory planning practice. One Aveiro student stated how "knowing different European perspectives is good for the enrichment of our knowledge … and will [help] me to improve how I can act in my own city".

Many local practitioners and civic actors welcome these types of 'engaged university' pedagogies, as they view these as 'safe spaces' within which to grapple with often contested issues. The input from academics and students can challenge the 'status quo', offer fresh thinking and push others to go beyond conventional participatory approaches. Such engaged work can produce 'win-wins' for both practitioners/communities and students. For example, one Belfast student acknowledged "how models of participation could support engagement to bring different communities together … and foster relationships", allowing students to appreciate the value and application of participation models to real-world scenarios and offering insights for practitioners to better inform their future practice and actions.

The blended mobility study visits component of the pedagogy enabled participants to debate the role of *knowledge* and *action* in facilitating participation. Unlike traditional module learning, the longitudinal connection between academics, students and practitioners through CPiP created a familiar and conducive environment to continue critical conversations in the separate local CPiP projects and participatory planning pedagogies on campus. A key learning outcome for students – and other participants too – was exposure to place-based knowledge exchange among actors. Through cross-sectoral and cultural interaction, there was deeper learning and reflection on the dynamic interplay between knowledge and action. The critical exchange between students and practitioners drew out a much richer appreciation of the interdependencies between *those involved* in participation (i.e., the 'actors'), the *sources and assets* available from which participation can be mobilized and

benefit from (i.e., the 'resources'), and the role of the *physical and cultural characteristics* of a locality (i.e., the 'place').

The 'lived experience' pedagogical dimension, in the study visits and connected modules, enabled CPiP partners (academics, students and professionals) and wider participants (local government officers and civic actors) to reflect on how the flow from knowledge exchange into action is not necessarily a linear process, and that the concept of knowledge is often complex and undervalued in the context of participation. For example, creating inclusive spaces to share knowledge, such as traditional consultation events, or public meetings, does not automatically align ideas, create shared knowledge or co-produce joint action. Another learning reflection from CPiP's adopted pedagogy emerging during the study exchange conversations, and supported in classroom reflections, was around the *construction of knowledge*, typically co-created through participatory mechanisms, and the *application of knowledge*, which subsequently gets applied into practice through shared actions. The cross-sectoral and cross-cultural discussions with 'actors', about 'resources' in different 'places' enabled students to engage in participatory 'trading zones', where knowledge was exchanged and aligned so that it offered prospects for creating joint actions.

The pedagogy offered innovative ways for academics and students to question assumed knowledge and participatory practices by broadening the empirical base for observation by, as one CPiP partner notes, "discovering the relevance of different participation cultures in different countries, and specifically in different contexts". As every neighbourhood, city or region is different, students could better appreciate the need to adopt place-based thinking that reflects on local context and assets to produce a distinctive participatory approach. To help with teaching participation to planning students, the learning from CPiP demonstrated the importance of framing knowledge co-production within a place-based approach when trying to conceptualize and operationalize participatory planning activities. A challenge for many students, whether in the planning discipline or across other disciplines, is arguably not the acquisition of knowledge, but the synthesis of knowledge emerging from different sources. Therefore, during CPiP, academic staff and students grappled with ways in which to work with such complexity, given the range of diverse knowledge and views across different actors that typically emerge in participatory exercises. To support students in this endeavour, CPiP academics generated a knowledge co-production schema that would allow students to better appreciate the segments of knowledge co-production and to provide them with an analytical tool for organizing ideas/information (Figure 8.2).

This conceptual framework helped students to organize and visualize various stages associated with knowledge co-production that would guide them in navigating through complex participatory exercises dealing with
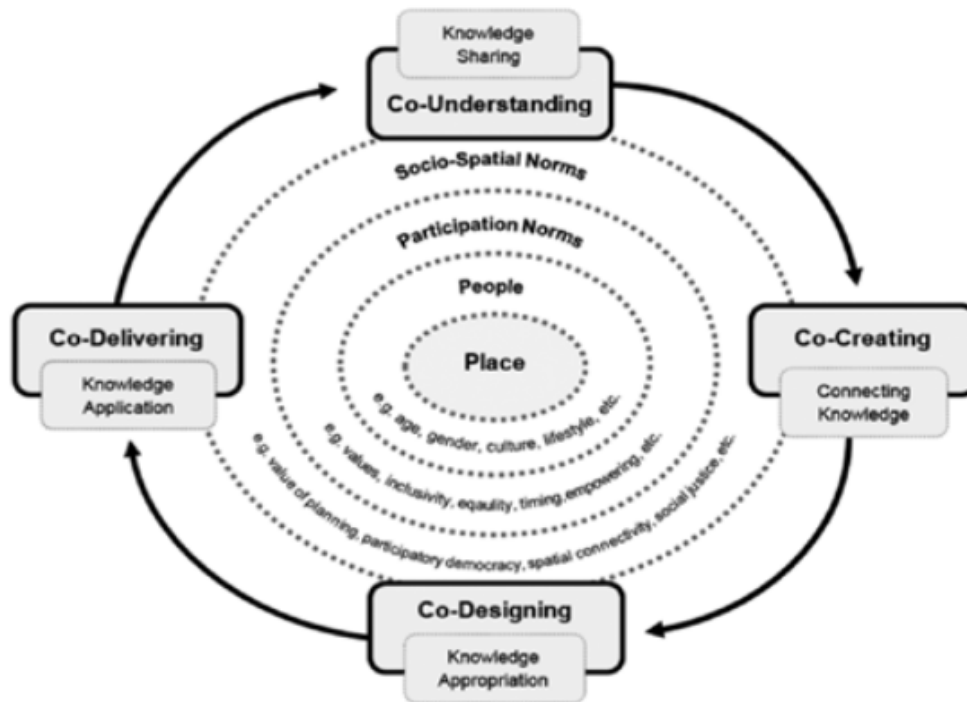
Figure 8.2   *Conceptualizing knowledge co-production in participatory
              planning exercises*

multiple 'voices' and knowledge. In addition, this model allowed students
to consider various factors, or norms, influencing participatory practices that
may differ from place to place. CPiP's multi-context pedagogy, and the com-
plexities revealed in real time, provided a unique backdrop and opportunity for
producing this conceptual framework that supported students in their learning
– and hopefully their future practice – to proactively engage, and grapple,
with knowledge co-production in participatory planning exercises. Based on
CPiP's cross-sectoral and transnational learning, participatory practices for
knowledge co-production follow four stages:

1. *Co-Understanding (using Knowledge Sharing)*: better appreciation of
    place dynamics, characteristics, assets and perceptions by participants
    sharing knowledge and nurturing reciprocity.
2. *Co-Creating (by Connecting Knowledge)*: the opportunity to connect
    pre-existing tacit knowledge through participation, with actors working
    together, spanning professional and sectoral boundaries, to generate
    shared explicit knowledge.

3. *Co-Designing (from Knowledge Appropriation)*: using external knowledge to produce mutually beneficial interventions and outcomes, perhaps in the form of a vision, plan, strategy, etc., that are co-designed, and which embed a sense of shared ownership.

4. *Co-Delivering (through Knowledge Application)*: utilizing the newly generated explicit knowledge to implement a co-designed vision/approach and actively work towards achieving outcomes to transform place, capitalizing on trust, respect and commitment engendered through co-productive participation. Delivering co-produced places also produces new (internalized and externalized) knowledge through a complex and collaborative learning experience.

Framing knowledge co-production this way offered a pedagogy that moved beyond didactic teaching styles of describing participatory approaches to planning students towards experimental ways of exposing students to the potential opportunities and complexities of real-world co-production in participatory planning through action learning.

CONCLUSION

The pedagogical approach established through CPiP demonstrates, and reaffirms, the important civic dimension to planning education, which supports universities in achieving their expanding 'third mission' contributions. Given the disciplinary expansion and the contextual conceptions of planning, students are frequently exposed to problem-based teaching, learning and assessment on real-world dilemmas and complexities, which tend to be geographically near to their university. This pedagogical approach has been, and continues to be, central to many planning academics. However, the significant advantage offered through CPiP was expanding the teaching and learning environments beyond the immediate local geographies of the university campus, responding to the argument that graduates need to appreciate how planning is context-dependent and socially constructed (Rooij and Frank 2016). In doing so, it provided academics and students with a broader contextualization and conceptualization of real-world participatory planning challenges, offering staff the opportunity to design transformative pedagogies that exposed students to dilemmas and uncertainties (Barnett 2004, cited in Rooij and Frank 2016) and the multiplicity of activities and interests across different European planning contexts.

Like the planning academy, universities are now re-engaging with wider society to contemplate their social impact. There is an increasing emphasis now placed on the third mission of contemporary universities – civic engagement – complementing and enriching teaching and research functions

(Pinheiro et al. 2015). Planning, with its applied nature, can combine teaching and research with civic engagement/impact. For CPiP academics, teaching students about how stakeholders can participate in planning processes should not be considered at a purely theoretical level. Specifically referring to urban/ spatial planning disciplines, the CPiP experience demonstrates that scientific research, teaching and social engagement should no longer be considered as three independent arenas. Rather, teaching and research should be embedded within the social engagement dimension (Figure 8.3). Therefore, planning education, with appropriate pedagogical design, can provide universities with ways to make genuine connections between teaching, research and social engagement for civic impact. The knowledge institutions involved in CPiP all played a strategic role in steering urban visions, engagement strategies, community creation, interaction and empowerment, which enriched the collaboration between academia and communities. In this respect, CPiP represented expressions of the 'engaged university', which is an important aspect of contemporary higher education. For example, Ulster University has recently articulated 'civic contribution' to be at the heart of its new strategic vision (Ulster University 2016), encouraging academics to consider their capacity to enhance social and economic development. In Milan, not only the CPiP experience followed this direction, but, like Ulster University, Politecnico di Milano has initiated civic-orientated instruments and programmes, e.g., *PoliSocial*,[4] a programme for applying and building university knowledge and excellence through engagement and social responsibility, and *Mapping San Siro*,[5] a research-action project of Politecnico di Milano's Department of Architecture and Urban Studies exploring forms of production of scientific knowledge as a tool for dialogue.

Figure 8.3   Embedding teaching and research in social environment

Similarly, in Aveiro, the University has been engaging with new ways of collaborating with regional and local entities and communities, that go far beyond

traditional assistance or consultancy work. The pioneering work of developing a joint policy design process to frame a regional development programme, involving eleven municipalities in the region, illustrates the ways in which multidisciplinary academic knowledge and competencies can be mobilized to create a shared understanding of regional development dynamics and challenges amongst stakeholders. This is ultimately a knowledge empowering and capacity building process that enables re-interpretation of communities' own situation, needs and prospects.

Working as university teams in real-world situations can be challenging, especially given the time-bound nature of university semesters and scarce resources available, as well as the balance that should be pursued between the engagement of local communities and the expectations/results of such work. The limited time available during a university semester is also a clear restriction to create a successful 'learning *in* action' experience for actors involved that truly embeds 'co-design' and 'co-production'. Potential barriers could arise when 'plugging-in' real-world processes that are not mature enough, or when they are already institutionalized. In the first case, the interaction of the students and knowledge institutions with real-world processes might be relatively difficult to create and sustain. Such interaction needs to be triggered, and space for innovation needs to be nurtured, which might not be an easy task during a university semester. In the second case, the space available for action may also be restricted, with existing (institutional/conventional) structures possibly becoming barriers for stimulating fresh thinking or innovative actions. As demonstrated in CPiP, when a hybrid situation was created, the teaching and learning pedagogy tended to be more successful in strengthening the collaborations and relationships between the students, knowledge institutions and local communities.

It may be possible to co-design multi-contextual learning opportunities across modules in multiple academic institutions. The added value of CPiP – in financing study exchanges – was to sustain longitudinal context-based action learning environments equipping future planners with the knowledge and skills necessary for broaching uncertainty and complexity when undertaking citizenry participation in planning. Even without financed study exchanges, the collaborative exchanges between academics, via conferences and online professional networks, offer opportunities for them to co-create learning curricula that simultaneously embed real-world exchanges across different contexts into modules at multiple institutions. Perhaps not sustainable for long periods, as curricula or collaborations change, but a concerted effort over a shorter time frame can significantly enrich the student learning experience and provide academics with valuable insights for innovating their pedagogy.

Preparing planning students with the skills to add value to, and stimulate transformative action in, real-world environments is core to contemporary

planning education. Didactic teaching methods for preparing students to work in the complex, and often 'messy', world of participation is not sufficient anymore. CPiP's pedagogical approach of nurturing exchange and critical reflection across different socio-planning cultures engendered deep discussion and learning around what constitutes (local) knowledge and action, particularly when planners and civic actors engage in participatory exercises. In a world of ever-increasing voices and competing interests, planning students need to benefit from engaging with a diverse range of stakeholders to better consider ways of co-learning new participatory practices, co-producing knowledge through equal and reciprocal relationships and co-designing community engagement and place-making strategies that act as catalysts for improving action and outcomes. (See Box 8.1.)

BOX 8.1   IMPLEMENTATION TIPS

- Early engagement between academic staff to re-design – and co-create – modules and to align similar learning outcomes across different planning degree courses.
- Meaningful and honest discussion with local actors (communities of geography and practice) to agree mutual interests and build a common purpose, particularly in relation to what the module learning (and pedagogy) is trying to achieve and to manage expectations (e.g., what will be produced/the outputs).
- Careful explanation of 'co-creation' and 'co-production', both to students and civic actors, so that a shared understanding is established.
- While financial barriers exist to support actual study exchanges, a substitute would be to integrate virtual exchanges using digital technologies, which would expose students to different contexts and enrich their learning experience.

ACKNOWLEDGEMENTS

NOTES

1. In Northern Ireland, the delivery of public services is now coordinated through a process known as 'community planning', introduced through the Local Government Act (NI) 2014, placing a duty on local authorities to initiate, facilitate and maintain community planning in their area, working with statutory partners and local communities to enhance social, economic and environmental well-being.
2. Further information on the *ReLambro* intervention plan is available (in Italian) at http://82.149.33.231/relambro/.
3. Further feedback and reflections from CPiP participants (students, practitioners and academics) are available in an online video, available at https://www.youtube.com/watch?v=1O1a0BZgvpI&feature=youtu.be.
4. http://www.polisocial.polimi.it/it/home/.
5. http://www.mappingsansiro.polimi.it.

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Additional Resources

CPiP materials from the Erasmus+ Project Results Platform are available at https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-UK01-KA200-001803.

CPiP – Learning Report is available at https://ec.europa.eu/programmes/erasmus-plus/project-result-content/40ad1202-862c-4ce2-830a-b89a8e0beebc/CPiP%20Learning%20Report.pdf.

CPiP – Participatory Skills Framework is available at https://ec.europa.eu/programmes/erasmus-plus/project-result-content/8cca1880-da5f-4067-91f0-b53c350c2780/CPiP%20Participatory%20Skills%20Framework.pdf.

A video produced to capture the learning and reflections from the CPiP project is available at https://www.youtube.com/watch?v=1O1a0BZgvpI&feature=youtu.be.