

SMOOTH – DELIVERABLE

D3.3 Case study educational commons manual

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Smooth Educational Spaces. Passing through enclosures and reversing inequalities through educational commons



WP3. Task:3.3



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Deliverable 3.3: Case study educational commons manual



Task 3.3. Designing a variety of case studies/educational commons by applying the value system of the commons



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1. Introduction

This manual gathers information about the preliminary design and outline of case studies (CS), from the commons' paradigm, to be developed in preschools, schools, and after school programs (ASP) in the countries involved in the Smooth project. These cases are instances of education as a common good collectively governed by its community in terms of freedom, equality, sharing, caring, experimentalism, active and creative participation (educational commons). The actual implementation of the case studies is part of the following action research WP4.

These case studies are planned to be experimental, open and contingent. In this sense, this manual complements the Open Educational Resources e-Platform and Social Networking Site of the project. Both tools aim to facilitate collaborative work between partners and third parties before and during the development of the case studies. All partners will continuously revise their case studies under the feedback received before WP4 and the ongoing training process.

From the beginning of this task, the intuition and recognition of the multi-interdisciplinarity of the teams and partners, characterised by the different backgrounds, experiences, methodological approaches, and the diversity of settings, contexts, and participants, were situated at the centre of the process of developing this manual. Therefore, the aim was all of the opposite to create a "one size fits all" guide. As a result, this manual is conceived more like a knitting kit than as a strict recipe or formula.



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As coordinator of this task, one of our aims is to generate a directory of case studies' designs that contains harmonised information about them (see Annex 3). Beyond that, our objective is to favour a global understanding of the diversity and similarities of the cases and equip the research team with a common kit for the implementation phase. To this aim, the UCA team elaborated a Google form and a template to be filled in by all the partners with information on the third parties, the participants, the location, the duration, the main idea, the expectations and goals and details of their case study. Besides that, the template suggested a common set of research dimensions (core, contingent and additional) according to the theoretical framework (WP1). These tools were collectively revised and approved by all the partners at the II General Assembly (Tallinn, October 2021). The information gathered via these tools constitutes the base for this manual. It has been analysed and reorganised to provide one general radiography of the cases that the partners will develop.

This manual illustrates the breadth and diversity with which educational commons are intended to be promoted and studied in the SMOOTH project. However, the purpose of this guide goes beyond the compilation of information; this seeks to enable a better knowledge of the existing proposals, favouring the enrichment of the original designs and the visibility of the potentialities offered by the case studies as multiple opportunities to improve the ongoing educational processes.

In addition to this, additional inputs have been gathered from partners leading the following tasks (UPF, NOVA, UNIPA, MAU). A preliminary version of the manual was revised by UTH, MAU, TalTech and UCA, to provide the partner inputs for the feedback on the case studies as planned on the output of WP3. This feedback has been included at the end of each section (in purple in the text box).

The structure of this guide is as follows. The following section (two) addresses the pedagogical scenarios of the cases (its geographical location, educational environment and spaces and participants). Section three introduces the third parties, and section four analyses how the partner intends to address the research dimensions. Section five offers some insight into the application of CS and the interconnection of the different WPs specifically related to the implementation of the cases. The final section includes reflections and ideas for the future and ongoing debate and thinking together.





We include a directory of the CS pedagogical scenario (based on the CS template) and the Google Form questionnaire as an annexe. The tables with the metadata of this survey are available in the [GForm cases pedagogical scenario](#).

2. The pedagogical scenarios and the cases.

Fifty-four case studies will be developed between month 13 of the project (February 2022) and month 27 (June 2023). These cases will be distributed along 33 pedagogical scenarios in 8 different countries (Belgium, Estonia, Germany, Greece, Italy, Portugal, Spain and Sweden: see image 2 for details).

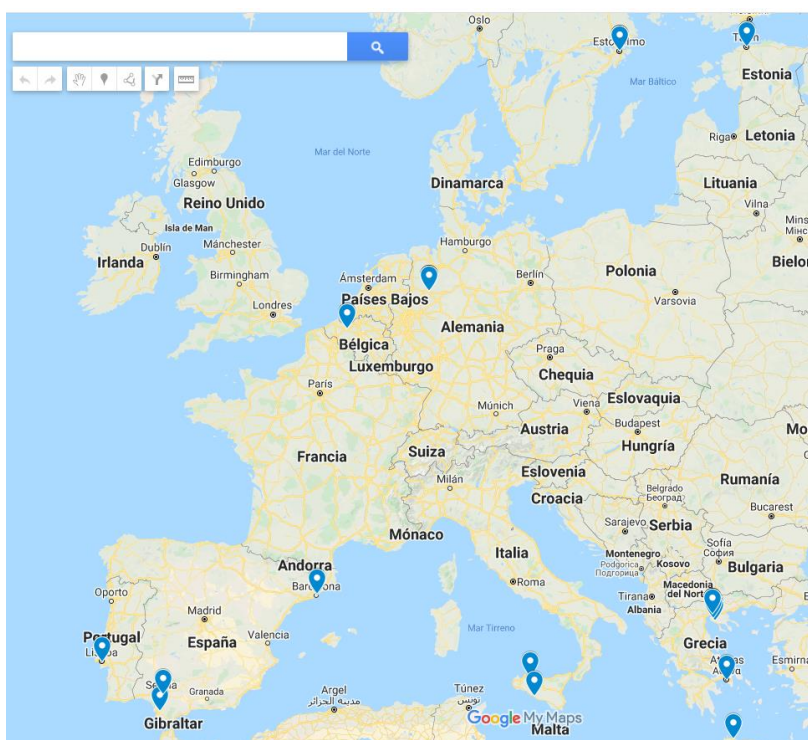
Each "pedagogical scenario" incorporates at least a third party, and it is related to CS designs that may be repeated in either the same or a different population. The approach of the Grant Agreement counts the rounds of the case studies as separate entities. Data will be extracted between the first and the second round, which will draw results. It is possible to run the CSs with modifications or even with the different subjects in the second round. As a general trend, there will be two CSs in total for each pedagogical scenario because, on the one hand, it will be implemented with different groups (this probably will lead to different results) and, on the other hand, the partners can make some changes or adjustments after the first implementation.

Therefore, the list of case studies included in this guide (pg. 32) considers that the majority will run in two rounds.



2.1. Geographies of the cases studies scenarios

The following map geolocated the different pedagogical scenarios proposed by Smooth partners.



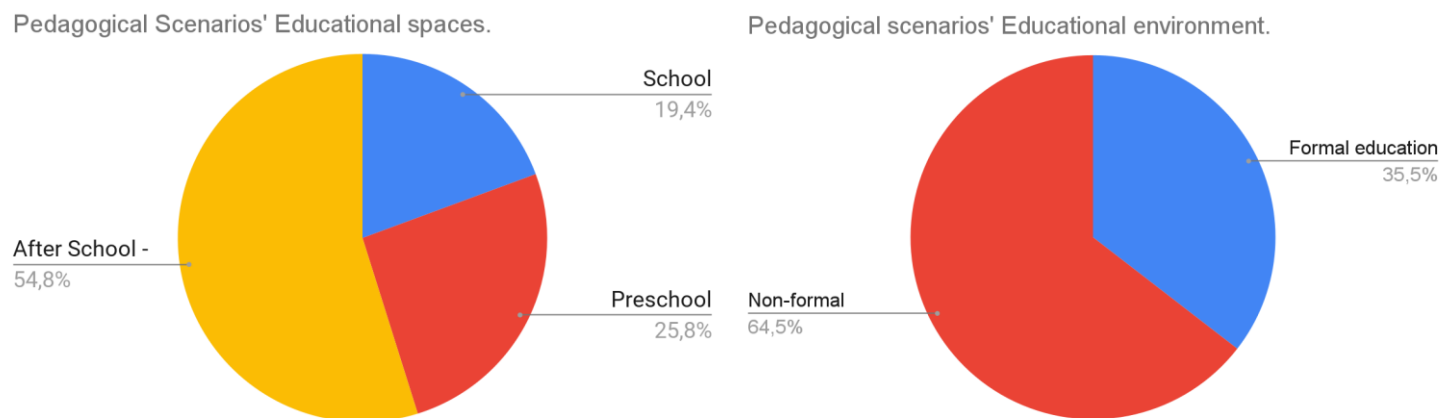
2.2. Educational spaces and environments

One of the critical points that grant diversity and give complexity to the Smooth project is that the pedagogical scenarios of the cases are distributed through diverse educational spaces (preschool, school and afterschool programs) and environments (formal and non-formal education). Despite this diversity, not all the spaces are equally present. It is interesting that schools will be the least frequent pedagogical scenarios, while most cases will take place within a non-formal educational setting. In particular, more than 60% of the pedagogical scenarios are situated in a non-formal education environment.

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Graph 1- Case studies educational spaces and environments



Source: Own elaboration

2.3. Case studies' participants

Within these scenarios, the children and young people participating in the cases can reach 700 for the first round. The total number of young people involved is difficult to state in advance because it depends on the number of them that will continue taking part in the following rounds. The age of the children and young people will range from 4 to 17 or even 26 years old (although most cases will work with people under 18), and their profiles will be diverse. The heterogeneity of the participants characterises some cases in terms of gender, economic status, background or nationality (for example, ATh-Enriching alternative prevention approaches for addiction and psychosocial problems with the concept of educational commons problems, MomUs-Common Ground, Nova-RED: Rights, Equity and Diversity). Others might be much more homogeneous internally. Some cases will work mainly with middle-class populations (ATh-The house in the forest) while others with populations facing child poverty and deprivation (MOMUS- 'In and out of synch'; UTh: Reclaiming Place and Mathematics as Commons in Affective Spaces of Learning; UCA-South Zone, Community process; CREA Cerro Amate, UNIPA-the challenges of

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Media Education and Digital Commons for youth social inclusion). Some cases include refugees and people who have been experiencing migration (MoMus-City as commons; UPF-Communicating Action: Navas and Sant Genís neighbourhoods); people with hearing-related disabilities (MOMUS-Hear we go again), some of them may be feminised (UTh-Wonder Schools). Concerning the types of inequalities experienced by the children participating in the case studies, the most frequently acknowledged by the partners is "educational poverty", followed by a recognition of the overlapping of different inequalities (gender, economic, ethnicity, ability...).

Regarding the teachers and educators, there might be approximately 200 adult participants for the first round.

2.4. CS goals and expectations + word cloud.

It is a challenge to summarise the diversity of expectations, objectives and goals embedded in the pedagogical scenarios the partners will implement in the SMOOTH project. However, its representation through a word cloud can be helpful in this sense (see illustration 2)

The range of the clouds' assortment shows the richness the consortium of partners has produced within the design stage. To illustrate this tendency, notice the frequency with which concepts as empowerment/empowering of children and youth are present in connection with their role as commoners and apply principles for commoning practices. Many cases emphasise this concept as UPF - Empowering El Raval, UTh - WONDER Schools, AUTH - Mesopotamia Solidarity School, AUTH - The House in the Forest, MOMus - City as commons, and TalTech - Open Space for Mental Health, among other cases.

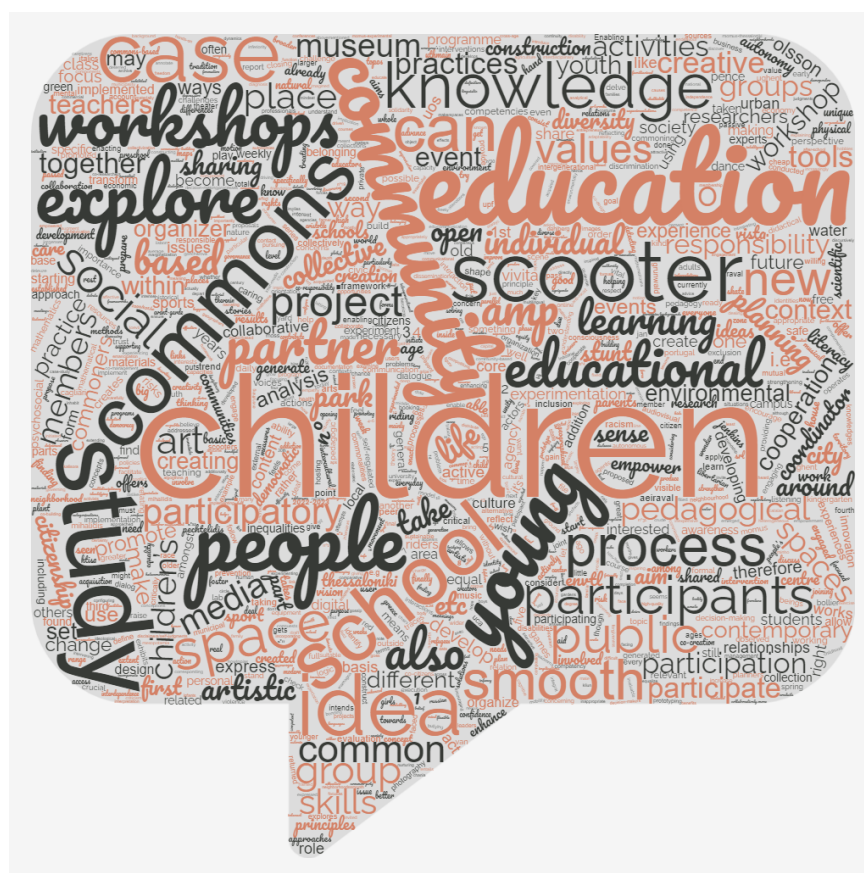
Experimentation is also a repetitive objective that connects participation, arts, values, media literacy, democracy, interdependency and critical thinking as commoning practices. Designs as those can be seen in cases as UTh - Libertarian education of the commons: collectivisation of learning and knowledge by preschool children, MOMus - 'In and out of synch': creative dialogues between Russian Avant-garde art and young people's music-based experimentations, UCA - South Zone Community Process - Young Zone, or MOMus - "HEAR, WE GO AGAIN".





Co-creation of artistic pieces, knowledge, the transformation of culture, development of methodology, models for peer production and learning are recurrent ideas that shape the proposals of MAU - Taking place and making sense - Equal public education for all children, MOMus - COMMON GROUND, AUTH - Self-Regulated Learning (SRL), NOVA - RED. Rights, Equity and Diversity, UMinho - Mapping of children's spaces, UOS - Planning a Scooter Park, Scooter Riding, Scooter Workshop, and more instances of case studies designs that include those ingredients in various proportions.

Illustration of Main goals and expectations word cloud.



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3. Third Parties:

3.1. List of third parties per country.

Belgium

- HTISA: secondary school in Ghent, free education, technical & vocational education.
- Sint-Lievenscollege Business in Ghent.

Estonia

- [Estonian Youth Mental Health Movement](#) (ENVTL)
- [VIVITA Kids and Youth Creativity Accelerator](#)

Germany

- City of Osnabrueck - Department for Children, Youth and Families – Youth Department

Greece

- Big Bang School
- Institute for theory and practice of libertarian education The Little Tree that will become a forest
- Mamagea.
- Mesopotamia Solidarity School -/ Dock - Hub for SSE
- Municipality of Themi, Thessaloniki.
- School of Nature.

Italy

- Cáritas Diocesana of Agrigento
- Centro Tau-Associazione Inventare Insieme in Palermo

Portugal

- A Voz do Operário
- Agrupamento de Escolas Gil Vicente
- Agrupamento de Escolas Marquesa de Alorna





- FRATERNA - Centro Comunitário de Solidariedade e Integração Social

Spain

- AEI Raval
- [CEAin - Yo soy Zona Sur](#)
- ElParlante
- [Save the Children - Andalucía](#)
- [Tekeando](#)

Sweden

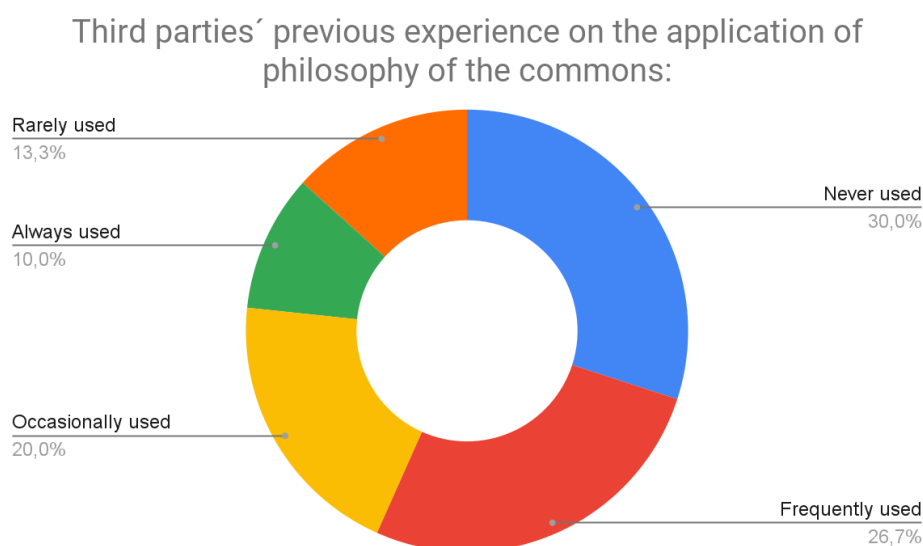
- Early childhood centers in a local community outside Stockholm, Sweden
- Art/performance group in Malmö, Sweden



3.2. Previous knowledge/experiences on the philosophy of the commons

The information provided by the partners reveals diversity in the level of third parties' experiences on the application of the philosophy of the commons. Thus, on the one hand, a considerable number of participants have never or rarely used the philosophy of the commons. However, it is necessary to remark that many of them feel that they have used similar approaches but not under this specific conceptualisation. On the other hand, we find that more than half of the third parties have experimented with the commons occasionally or more.

Graph 2



Source: Own elaboration

Considering the different circumstances that can explain these answers, we asked for further elaboration and information on the familiarity of the parties (third parties and academic researchers) involved in the case study with the philosophy of the commons. The answers to



this open question offer rich information. On one side, for example, the "always used" consideration of Mamagea, an environmental organisation that has participated in projects where the philosophy of commons was connected with the pedagogical tools of the Smooth project. A practical perspective, not using the term "learning commons" but operating principles and philosophy following the same idea, VIVITA Kids and Youth Creativity Accelerator, is another example of an organisation always using the commons as a base for working.

On a "frequently used" basis, ElParlante from Barcelona (Spain) is very familiar with the commons methodology. Also, MOMUS' different sections have previous experience in projects based on the philosophy of commons addressed to migrants, disabled people, vulnerable social groups and other initiatives that imply active participation of the people in the museum activity.

Estonian Youth Mental Health Movement (ENVTL), an organisation created for young people by young people themselves, actively supports the members and helps them to find the self-help tools that suit their individual needs best, even if they do not use the concept of philosophy of the commons it has been chiefly used unknowingly. The case of the "Institute for theory and practice of libertarian education The Little Tree that will become a forest" in Greece, since its creation it has been inspired and based on theoretical and practical examples of libertarian contexts of the commons, as well as School of Nature has already been applied many commoning practices such as children's assemblies, project-based learning, experiential learning, peer learning, self-regulated learning, local-based learning, languages awareness-inter/intracultural learning etc. The connection between pedagogical methodology and the commons is also highlighted by the third parties that collaborate with MAU, joining the philosophy of the commons in all its aspects, even though never explicitly or theoretically mentioned in terms of the commons.

Some organisations will connect with the philosophy of the commons for the first time, such as Caritas Diocesana of Agrigento, Centro Tau-Associazione Inventare Insieme in Palermo, Municipality of Thermi, Agrupamento de Escolas Marquesa de Alorna, Agrupamento de Escolas Gil Vicente and A Voz do Operário of Lisbon. Others, who have used the philosophy of the commons rarely and/or occasionally, have previous experience in community action, development and coordination processes involving children and young people, such as Save the Children, Tekeando or CEAIN from Spain. Moreover, the City of Osnabrueck - Department for Children, Youth and Families - Youth Department, even though they used aspects of the





commons, not knowing it is called the concept of the commons, will have the opportunity to increase their experience in this field as all the participants involved.

How do they expect to apply this philosophy of the commons in the case study?

To apply the philosophy of the commons to the case studies, third parties as Big Bang School, ENVTL, Save the Children, Tekeando, MOMus-Thessaloniki Museum of Photography, Elparlante School of Nature or VIVITA, rely on the utilisation of methodologies based on the Smooth approach, such as pedagogical documentation, pedagogy of listening, conflict resolution, project work, peer to peer learning and sharing, audiovisual and communication methodologies and the narrative productions. The strategy to introduce the commons' philosophy in the CSs is also proposed by the use of creativity and dialogue, creative interactions with the participants, reflected in MOMus-Museum of Modern Art-Costakis Collection and MOMus Museum of Contemporary Art proposal.

However, third parties such as Dock - Hub for SSE/Mesopotamia Solidarity School, HTISA, City of Osnabrueck - Department for Children, Youth and Families – Youth Department, Mamagea, among others, propose strategies that focus on democratic participation, participatory processes, equal involvement, recognition of contributions of children, building relations, cooperation and connect not only with each other but also with the common good created.

All the designs of the case studies have provided specific ideas, under the frame of collaborative development and implementation of the proposal, on how the parties have planned to include the philosophy of the commons in the case studies. The answers also show that they have adequate preliminary notions of the topic, which are highly necessary to include the educational commons approach on the design for implementation of the case studies.

3.3. Previous knowledge/experience on the pedagogical methodologies and practices

It is also essential to analyse third parties' ex-ante experience of applying the pedagogical tools and methodologies at the Smooth project's basis. The following graph (Graph 3), on the one hand, reveals one positive factor: each of these tools is already being applied by almost all third parties in half or more pedagogical scenarios. "Project work" and "Pedagogical documentation"

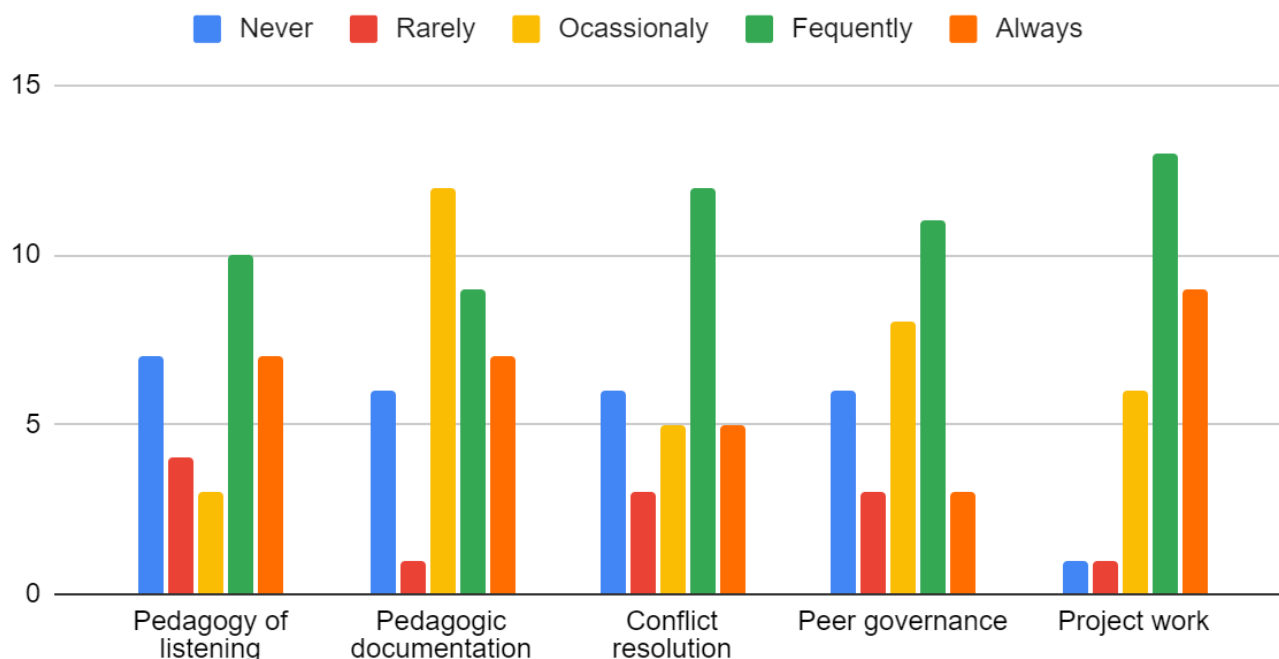
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are the two ones more often used. However, indeed, around one in five of them have never used "Conflict resolution", "Peer governance", "Pedagogical documentation", or "Pedagogy of Listening". This needs to be taken into consideration and addressed when designing and applying the cases in parallel to the training process (T3.1, T3.2).

Graph 3:

Thid parties' previous experience on the use of pedagogical tools such as...



Source: Own elaboration.

Although this quantitative and standardised data is revealing, it is also essential to balance it with the more elaborated information collected with open questions about the parties' familiarity with the methodologies. In this sense, it is important to acknowledge that one case study can involve different third parties that may not be on the same page concerning their previous experience on the methodologies.





Few third parties are unfamiliar with most of the proposed pedagogical tools (a preschool and an elementary school of the Municipality of Thermi, Greece). Some parties may have a strong experience with some methodologies but not with others (Centro Tau-Associazione Inventare Insieme, Caritas Diocesana, Childhood centres in a local community outside Stockholm). In contrast, on other occasions, this expertise depends not so much on the organisation but the educator/teacher option or interest (Public Schools in Portugal). In other cases, the parties lack experience or "they know them but not always know how to use them" (ElParlante) or "not in detail" (SKOG). Another frequent circumstance is having applied the methodologies "mostly unknowingly" (Estonian Youth Mental Health Movement - ENVTL), "without knowing how the tools are called" (Scooter project) or "not always under these names" (HTISA). In this sense, some organisations are familiar with or use these methodologies practically but without a deliberate theoretical articulation (En Dynamei Ensemble, Mesopotamia Solidarity School -/ Dock - Hub for SSEhan). One associated issue is that this can be accompanied by "some lack of methodological framework and specially validation tools to measure accomplishment of objectives" (ElParlante).

On the other hand, a small set of third parties seem familiar with all these tools (A Voz do Operario). This would have even been registered and proved from many publications and work already done at the levels of design, implementation, and analysis (Reclaiming Place and Mathematics as Commons in Affective Spaces of Learning). Meanwhile, some parties recognise having "expertise and since long accumulated practical and theoretical knowledge on the three methodologies of a pedagogy of listening, pedagogical documentation and project-work" they are not so used to working around conflict resolution and peer-governance, even though they are an evident part of these methodologies (Early childhood centres in a local community outside Stockholm).

Concerning each particular methodology, although acknowledging at the same time their possible interconnections, this is what the parties have stated:

Pedagogy of Listening: Some parties talked about their use of approaches based on listening (Tekeando) or applying listening techniques to learn about children's needs and design the educational practices (Big Bang School, School of Nature, A.El Raval). Other partners go a step beyond and state that "Not only use the pedagogy of listening within our own daily mentoring activities, but on a more broader scale to include children into real-life projects" following the





guidelines of Reggio Emilia, Montessori, child culture design, design thinking, democratic education (VIVITA).

Pedagogical documentation: Although, in most cases, it is not used in the original-formal version, many teachers/educators are accustomed to keeping notes and doing team reflections regularly (Big Bang School, School of Nature, Wonder School, Tekeando). In specific cases, these processes incorporate the contribution of children (VIVITA). For example, guidelines can be taken from design thinking, design sprinting, creative problem solving, reflection, team retrospectives, video interviews.

Conflict resolution: This tool is used to achieve a harmonious environment (Big Bang School, School of Nature) and is mentioned in reference to different cases (A. El Raval). One partner recognises not having a lot of practice with it. Still, when, occasionally, during teamwork, children have gotten into conflicts, they "try to kindly guide them back to positive collaboration" (VIVITA).

Peer governance: is regularly applied in different cases (Big Bang School, School of Nature). For some parties, it involves children and young people in decision-making processes (City of Osnabrueck - Department for Children, Youth and Families – Youth Department) or promoting the "development of participation and governance among peers" (Tekeando). For others, it is associated with the inclusion of kids into activity planning, giving them the lead in ideating event concepts, planning and executing the events, and peer-mentoring (VIVITA). This may be materialised in the assemblies of the children and the teachers where the pedagogical community take decisions (Institute for theory and practice of libertarian education The Little Tree).

Project Work: Some parties declare developing its curriculum and implementing the principles (Big Bang School, School of Nature, City of Osnabrueck, Department for Children, Youth and Families – Youth Department, Tekeando, Centro Tau-Associazione Inventare Insieme, Caritas Diocesana,). For example, "children learn about new concepts through projects - doing their own desktop research, conducting interviews with stakeholders, prototyping and testing solutions and presenting the outcomes of the projects" (VIVITA).

Other pedagogical tools applied by the parties: In addition to these five tools and methodologies, the parties have mentioned others that may be worth collecting and sharing:
MOMus-Museum of Contemporary Art: Adopt current trends of museum education and





museum learning theories. In other cases, the emphasis is on participatory art and social inclusion practices where children act as equal agents and independent researchers, experiencing hands-on activities and collaborating with visual artists. Children are allowed to transmit their ideas through different means of expression, including music (Tekeando, CEAIN). Other examples are peer and community learning oriented to achieve higher active participation of the school community (Wonder School); peer learning, peer evaluation (Centro Tau-Associazione Inventare Insieme, Caritas Diocesana).

How do you expect to use these pedagogical tools in the case study?

In addition to having a picture of previous experiences, we find it essential to inquire how the parties expect to use them in the Smooth project as they may be helpful for all the partners. At this point, we have extracted six key ideas around the integration of the methodological tools:

1. It should be done from the initial design throughout the process; this is at the design, implementation, analysis, and evaluation stage.
2. It requires facilitating training on pedagogical tools. Some parties declare they need to be trained in the seminars on how to use these tools (AEI Raval; Municipality of Thermi; Public Schools in Lisbon) and that a preliminary training period of the staff is necessary to get acquainted with the commons' logic (Municipality of Thermi). Once the community familiarises itself with the theory of these pedagogical tools, they will be adopted and critically used mainly in co-managing the community (Mesopotamia Solidarity School -/ Dock - Hub for SSE).
3. It will be something positive that will enrich the practice. AEIParlant would like to reinforce and learn from the tools they are already using and empower the ones they don't use frequently. School of nature recons that many valuable commons practices can be applied in this case study such the following pedagogical tools and suggest they will use a combination of them to design and implement the educational process. Concerning specific ones, the pedagogical documentation will be a new tool for the school for the Big Bang School. For VIVITA, the Pedagogy of Listening and Conflict Resolution will be valuable tools that will be applied to give a chance to children to express their feelings and find their own solution in case of a conflict. This organisation highlights that they expect to get a deeper academic perspective on the self-built and tested methods and get some guidelines into further improving our process. The Institute for theory and practice of libertarian education The Little Tree will use the pedagogical documentation as a means of reflection for all participants in the pedagogical process "through

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a strict, methodical and democratic way". This process will be oriented "to see and understand what exactly is happening in the pedagogical process and what the child can do beyond predetermined frameworks of expectations and rules".

4. All this should be done in a participative and collaborative way. FRATERNA highlights that the methodologies will be applied according to the negotiation mobilised with the participants. Likewise, Momus's participants and facilitators will decide together on the content of the meetings and on processes of sharing knowledge. That's also the case for ENVTL, where "the process of the case study will be largely dependent on the group process, the self-initiative of the members and support from the coordinator". AelRaval expects to design the project together and learn from each other as a team. In this sense, City of Osnabrueck, Department for Children, Youth and Families – Youth Department plans to give the children and young people the opportunity to become active as coaches themselves, if they so wish." For En Dynamei Ensemble every realisation will be based on sharing ideas and improvising with ideas and bodies and the participatory process that will be the result of "co-working and co-creation, integrating peer governance, shared rules, rights, obligations, decision making and other commoning practices". Meanwhile, MoMus also points at the importance of creativity, coexistence and exchange of diverse ideas in promoting, specifically, project work.

5. It should be done experimentally, in a flexible way that can easily be adapted to contingencies. MOMUS suggests that they will engage with the methodologies putting at the centre "sound experimentation, improvisation, creative invention and elaboration of compositional ideas" and that this means that "openness and contingency will be ever-present qualities that will guide the process of working together", a process that incorporates core dimensions of commoning practices: peer governance, shared rules, collaborative decision making, collective negotiation of rights and obligations". This organisation also highlights that openness and contingency will be ever-present qualities that will define the process.

6. It will be something that can enrich and be reinforced with other methodologies and tools. The proposed pedagogical may become a way of enhancing the work that is already going on in third parties' practice." For example, some parties suggest that the pedagogical tools will be applied through audiovisual methodology and photography (UPF-AelRaval, MOMus). UNIPA-Centro Tau-Associazione Inventare Insieme Caritas Diocesana proposes, specifically, integrating pedagogical documentation with tools and techniques derived from visual





sociology. AT Worder School, "every activity will be designed and implemented through the integration of arts to promote multiliteracy, so the participants express themselves verbally and in non-verbal ways". Other parties will connect the methodologies with "aesthetic experimentation".

Notes from the feedback - reflections

It is very favourable to the implementation of the CSs that all the partners explored and gathered the previous knowledge with third parties, figured out how to use the methodological proposals, and collected information about the field and context.

The application of the key pedagogical methodologies during the implementation of the case studies is the training strategy defined in D3.1 training manual.

The learning strategy is crucial, especially considering the importance of four spheres; (learning platform + the social network site: these two aspects will help to feel an international project belonging.) + training manual/material already developed + local training meetings.

Besides, the designed international training strategy is recommended to reinforce our efforts on the local side. Local, if possible, face-to-face activities: Develop local workshops with the members of the third parties. 1-2 days conferences or seminars, in January or February (before the first run starts): Organise per partners or countries - local languages - specific expertise of the third parties they would be able to share).





4. Research dimensions

4.1. **CORE RESEARCH DIMENSIONS.** Following the documents elaborated at WP1, we have suggested three core research dimensions that should be addressed in every case study.

- **Community: Diversity, inequalities and intersectionality**

All the designs of the CS set this dimension in the students, children, pupils or young participants involved. Thus, we can find different adult profiles conforming to the community, primarily based on the participation of the teachers and educators, families, parents (in some cases emphasising the majority presence of mothers) and different profiles implicated as social workers, artists, experts and professionals in specific topics, researchers, education students, city representatives, the municipality, and the community where the case is settled.

Intersectionality is a condition reflected in many of the descriptions of the community. The majority of the proposals are focused on sectors that face social exclusion, inequalities, socioeconomic deprivation, disabilities, low social abilities, vulnerable backgrounds, among other conditions. Also, the awareness of the diversity of the groups considering the potential of this variety of experiences, knowledge and possibilities, are strengths for the CSs and the research process.

- **Common good or service**

The common goods that will emerge from the case studies are mainly connected with the use of the pedagogical methodologies proposed in the SMOOTH project; pedagogical documentation, project work, pedagogy of listening, conflict resolution, peer governance. Specifically, these methodologies will help document, bring to the surface, and reflect on how the participants create, produce, and maintain a shared resource (maybe more). The information related to this dimension states the partners' awareness of the relevance of the pedagogical tools and how those are paramount in producing the common good.

The approaches are aimed to obtain learning and governance processes or spaces, knowledge production, techniques for free expression of children and youngs, recognition as equal and active citizens, the transformation of culture, experimentation, equality communities, experiment with multidisciplinary collaboration, collective creativity, co-researching with young participants, sharing and caring, democratic and engaged citizenship, higher participation and self-governance resources.





The description of this research dimension shows how the consideration of the common good itself is challenging to describe as this will be the result of a continuous process of negotiation within the community. Thus, the openness of this research dimension is manifest in all the contributions. The production of goods is pre-design based on creativity, the utilisation of languages, ways of expression, narratives, and communication technologies to guarantee the active participation of the case study community.

- **Commoning practices: Children's and young's participation, agency and citizenship**

The commoning practices are based on co-decision making and negotiation horizontally as social practices that help the community self-governance on the educational commons' basis. Some case studies establish the correlation between the use of the pedagogical methodologies of the Smooth project as their principal basis for the development of the commoning practices.

The regular assemblies by children, youngsters, often with teachers or other adults, are predominant in all the proposals. Also, processes based on peer to peer governance, peer-to-peer sharing and learning, shared responsibilities and rules, rights and obligations, the promotion of a power balance between children and adults upsetting hierarchical structures of production and knowledge dissemination, are represented in this research dimension.

Intersectionality also appears as a relevant condition to consider and address when it comes to equal participation, use of the common good, or tools for inclusion.

The relevance of active listening, the recognition of children as experts and creative ways of expression are also mentioned in some cases, considering those as necessary aspects to enhance participation and co-creation of the educational commons.

4.2. **CONTINGENT RESEARCH DIMENSIONS.** In addition to these core research dimensions, we have proposed some contingent research dimensions that may or maybe not be addressed in a specific case study. The partners were asked to reflect on whether and how their CS implies working around the following dimensions:





- **Relations and impacts into wider community**

Even though this research dimension has been considered contingent, all the case studies designed have included a proposal to expand the research. This shows how the relevance of the impacts into the community is assumed as a central aspect to be explored with each case study.

The cases mention concepts and processes such as interdependence, local community, the relevance of public education and services, the role of the schools and museums in society and to foster democratic citizenship and participation of the community, expected impacts in coexistence, opportunities based on the dissemination of the experience, public exhibitions of the audiovisual materials generated and the contribution of experts persons, institutions or city councils involved.

Some specific impacts are connected with the location (for instance, the building of a scooter park and its effects on the residents in the district) and creating proposals open to broader participation of citizens.

Considering that "*The small community acts as an educator to the larger community* (CS. WONDER Schools)" summarises the general spirit of the contributions collected in this research dimension.

- **Develop of common-friendly policies and states**

This research dimension has been included in the majority of the case studies designs. This is a sign of the general expectations to reach deep transformations on the policies and the institutional strategies for inclusion. As project Smooth intends, some case studies state in this research dimension the aim of providing innovative and more efficient tools for proposing new policies to better engage children and adults in developing a more secure, inclusive, fair, resilient and sustainable economic, political and social model of Europe.

With less specificity, other case studies focus their proposals on creating relationships between schools and cultural institutions, showing how culture engagement cultivates educational commons and combat the marginalisation of discriminated populations as migrants and refugees. The children's participation in public and political life is considered an evidence-based recommendation to propose new policies and promote an advocacy role on the local and state level.

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- **Spaciality: space and experience**

As with the previous dimensions, spaciality is a relevant aspect in the designs of the majority of the case studies. Space plays a central role in the case studies where the public space is involved as a space of cultural dialogue and experience, or occupy it to make the commoners feel at home or inclusion in terms of space. Spaciality is also considered to build ties between young people and the neighbourhood, developing a greater sense of belonging.

Active involvement in the design of collective infrastructures as a skate park, schoolyard, or even walking tours in the cityscape for a critical co-creation and reclaiming what can be considered as commons by the participants, and also approaches of the narrativity -concerning space- as a crucial and disruptive power against the dominant stories of a place/community are represented as relevant aspects in the cases.

- **Technologies and digital commons**

The technologies and the digital commons approach are included in almost half of the case studies. Besides, it is relevant to point out the differences in the provision of implementation of this dimension. We find cases where technologies appear as tools to support other dimensions such as self-governance, impact to a wider community, the use of the pedagogical methodologies of the Smooth approach, for exchange of knowledge or to boost active citizenship. Sometimes this research dimension is shown as not having a central role in the case study or an issue to be explored during the implementation of the case study. On the other hand, other cases indicate this aspect as an essential tool for citizenship and empowerment. In this line, we can find cases where audiovisual resources are considered a means for social transformation or the development of software, hardware, and APPs to enhance children's creativity, promote active mobility, and boost active citizenship.

4.3. **ADDITIONAL DIMENSIONS** are conceived as relevant aspects that can enrich the preliminary approaches, opening this field to specific dimensions that partners could have added freely. However, to encourage to find additions to this point, templates of CS proposed some categories which have had a good reception:





- **Climate crisis - environmental perspectives**

As expected, this research dimension is less represented in the overall designs than the previous ones; nevertheless, many case studies (ten in this preliminary stage) include environmental perspectives. Some cases considered this a core aspect due to the aim to create green skills and competencies, sustainable development, possibilities to engage with environmental movements, react against the economisation of urban spaces, and promote biodiversity for system stability.

The environmental perspective is considered a perspective that can emerge from the interest and ideas of children participating in the community, so incorporating this research dimension could change during the implementation of the case studies.

- **Coloniality - decolonial perspectives**

Decolonial perspectives are in a lower representation than the core and contingent dimensions showing a similar tendency to the environmental approach, being considered in the preliminary design of ten case studies. It is relevant to mention its inclusion in the case studies related to multicultural scenarios where the decolonial perspective fits. Decolonial practices are considered within the field of integrating marginalised people into the institutional context of a cultural institution, the coexistence between cultures. The aim of exchange perspectives is to put the commoners in the place of the other and question certain privileges or their ways of looking at things. In this sense, it is relevant exploring new decolonial perspectives both inside and outside notions of the commons and educational research.

- **Care crisis - feminist perspectives**

Nine of the designed pedagogical scenarios have included this dimension into consideration. In addition, four scenarios cannot conclude about its further presence or not, following the possible interest of the participants once the case study starts.

The approach's depth is mainly considered a crucial aspect related to interdependence, including proposals that considered feminism and care perspectives embedded in the practical and theoretical work. This research dimension appears also embodied in the practical pedagogy based on experience on genre inequalities of the pedagogical team (mainly women). The use of the given methodology describes other perspectives of this dimension. The audiovisual participatory approaches are considered feminist approaches, promotion of the central role of women in the





participatory process or the challenge of the prevailing narratives and genre stereotypes. Carentizenship is expressed as an opportunity to open new cultures lying at the heart of the design of some scenarios.

Notes from the feedback - reflections

Every partner developed appropriate descriptions of the research dimensions; all the documents filed include approaches and plans based on an "educational commons" basis. The research dimensions are connected with the development of WP4-5-6, which will be running in parallel. For this reason, it will be necessary to address the interaction and coordination between them to facilitate the implementation of the research process.

It is essential to highlight that WP4 is focused on the educational event. WP5 and 6 are focused on the analytical dimensions of WP4. The coordinators of these WPs (4-5-6) will take the lead in organising together, considering the interconnection of these three packages. It will be necessary to map the different educational, pedagogical and research activities of the three WP

Recommendation: complete a more specific and detailed Gantt chart to have a proper view of the whole process).





5. Implementation and research process

Concerning the research methodologies, it is important to depart from the fact that Smooth is a mix-method project. At this particular phase, the case studies templates reveal that a multi-method design will be applied in almost every pedagogical scenario. What's more, in addition to traditional methodologies (interviews, focus groups), most partners will include innovative and creative methods. This is coherent with the most extended versions of the case study design (Yin, Simons).

Beyond that, it is not possible to go into much detail for now. Working towards an action research process implies that the methodological path can not be predetermined. The specific methodological design of each case study is to be constructed by each partner together with third parties and the participants. However, according to the grant agreement and previous deliverables, all the designs should include an action research process with and by children and youth that integrates the following aspects:

- Facilitating participants' access (CYP and educators) to the design and knowledge needed to develop the case study.
- Including commoning tools and adaptability of infrastructures to one's circumstances creatively.
- Promoting embeddedness with the local cultural context.
- Applying convivial tools that enable participants to discover and articulate their priorities in correlation with the common strategies.

More details on how different pedagogical scenarios intend to address these points can be found in [Annex 1: Directory of case studies' education scenarios](#) design fact sheet. However, some general issues can be identified as follows:

Firstly, it is fundamental to highlight that the action research processes will not only intend to study the commons but also to promote and implement them and their principles. Young people will have a conscious and active role in both spheres, they will be encouraged to freely reflect and express what the core values of the commons mean to them (I am because we are-Uth) and to construct personal narratives, viewpoints and practice proposal regarding the ideals of commons (MOMus). In some cases, they can even be addressed as experts who teach the adults present about their practice (Scooter UOS).





This is relevant because it seems that in a considerable number of cases, the initial design of the CS has been done by mainly adult participants: researchers, and third parties (teachers, educators or facilitators) who have been involved since the beginning of the application and will continue to be so during the whole project process. Although children and young people's interests have been considered in the design, their active role should gain relevance during the implementation phase, reflecting on the research process and making their own contributions, for example, in assemblies. They may:

- conduct a primary mapping of commoners' social needs (hear we go again, MoMus)
- engage in the decision making processes regarding the project's development
- generate knowledge from their own experiences.
- propose and develop actions in their context based on the knowledge generated. (South Zone UCA)

Some partners also consider the organisation of an advisory group of children, composed of 4 to 6 children, which will make the follow-up of the proposal at the city council (UMinho).

The training on the core concepts and methodologies will facilitate children's and young people's active participation as it is an inevitable part of a pedagogy of listening, pedagogical documentation and project work. In any case, concerning CYP participation, it is essential to acknowledge that the process could be rather challenging, so it has to be carefully designed and managed not to overload the young participants. Therefore, some partners are committed to building up an approach where young people's awareness and contributions are based on their free will and interests, without moving their focus away from the main content of the CS. (VIVITA TalTech). In parallel other cases put at the centre the empowerment, the active self-realisation and project management capacities of the participating young people (Open Space for Mental Health)

An additional relevant point is the need to consider that children and their families constitute a heterogeneous population. Partners should always consider the different systems of oppression (race, religion, ethnicity, migrant status, disability, age, or socioeconomic status) and specifically how they overlap. These individual characteristics "intersect" with one another and overlap, contributing to unique experiences and exposing children to double or triple discrimination grounds, making them more vulnerable in the diversity of dimensions of social life. (RED-NOVA). Therefore, it is also important to involve educators, young people and the



parents in the assessment and evaluation of the first round activities helping to collect data to correct and adjust them for the second round (UNIPA).

Concerning the specific aspects that should be included, the following paragraphs summarise partners' reflections:

★ **Inclusion of commoning tools and adaptability of infrastructures to one's own circumstances in a creative way.**

The partners highlight the importance of encouraging participants to express their needs and interests or the observed issues in their communities/schools/neighbourhoods. Using dialogue cycling through action and following democratic principles may help participants articulate their priorities in correlation with common strategies (University of Thessaly). Access to a variety of adaptable spaces or other infrastructures adapted to the commoner's suggestions and particular and special needs (hear we go again, MoMus) may also help. The adaptations will depend and be creatively mobilised for the purposes and the specific requirements as these emerge during the project (Open Space for Mental Health. TalTech).

The three core methodologies (pedagogy of listening, pedagogical documentation and project work) are all very closely related to conceptualisations of the commons and commoning tools. The project aims at making these relations more explicit and articulated. (MAU). In this sense, the adapted use of these pedagogical methodologies and development of our own tools and infrastructures for the self-government of the community during the case study may be fundamental (Aristotle University of Thessaloniki)

Some tools that the partners mention are: brainstorming sessions and children's assemblies (Uth), the use of photography and the internet within a media education approach (UNIPA), common based games (commons-poly, common's musical chairs, etc.), art techniques (for example from educational drama: role-playing, improvisation, pedagogy and theatre of the oppressed etc.) and active listening.

★ **Promoting embeddedness with the local cultural context.**

The local cultural context will play a significant role in the CS, which may promote the local's interaction with the global context. (I am because we are-Uth). Moreover, at different stages of the research, the cases might include or at least interact with various agents of the neighbourhood/communities (including the municipality, children's from other parts of the

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town). Many CS contain a process of collective analysis and understanding of the group's needs and demands and a mapping of their environmental problems and narratives concerning rights, equity, and diversity (RedNoVA –UMINHO). Once the diagnosis has been made, a space for co-creation with the neighbourhood may be generated to create social cohesion and develop intergenerational communication and negotiation strategies. This allows to go beyond the case study itself and make it beneficial for the community in general, for example, with the creation of final interactive objects open for the community (Reclaiming PLACE and MATHS as COMMONS through AFFECTIVE SPACES UTH), or of a scooter park which will be located in the middle of the community, integrated into the cityscape and the specific district (UOS).

Some tools that the partners mention are: Public dissemination through exhibitions, presentations, campaigns, training and info sessions in schools, youth centres (UPF, TalTech) to prompt political action and public awareness; Media Education (i.e. Media Literacy) and Digital Commons for youth social inclusion (UNIPA); place-making and body mobility as movement-and-thinking in particular walking tours; storying Data, performed stories, story-telling, facilitated memory mapping research, aware technologies, locative media and other digital media that "use" our position in space as a context.

★ **Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies.**

Some cases highlight the importance of providing alternative ways for expression and creativity and encouraging the construction of personal narratives and viewpoints regarding the ideals of commons. In this sense, one of the most critical issues of the three methodologies (pedagogy of listening, pedagogical documentation and project-work) is that they can bridge the gap often created between the individual and the group (Taking place and making sense MAU). It is relevant to consider the particular characteristics of the CS group, encouraging, at the same time, the construction of personal narratives, viewpoints and capacities regarding the ideals of commons. (MoMus). This way, the accumulated and generated knowledge will strongly depend on the group's own experiences and expertise. (VIVITA TalTech). For example, one case will examine how open-source tools might be of help for the specific community by supporting the young members to enrich the community with their self-initiative (Open Space for Mental Health. TalTech); another case will rely on the diversity of the participants and their different levels of knowledge and expertise as the user's stories serve to capture the voices of the participants and to involve them even more in the process of planning a Scooter Park (UOS),

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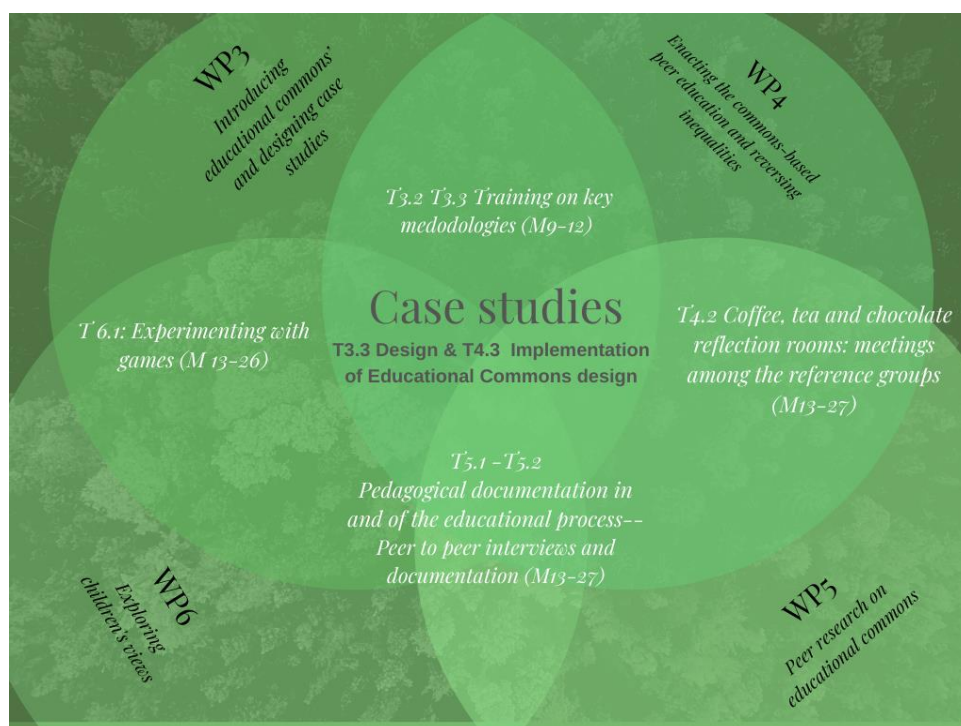
another case will use of art techniques to address social issues, such as racism, sexism, adultism etc. in a playful way these techniques may facilitate student's shifting attitudes and values on a footing of egalitarianism, equality and justice.

Some tools that the partners mention are: a facilitator and a psychologist to support the process of photo-elicitation, digital tools (platform, mobile phones) for photographing and sharing pictures among participants, collaborative photo editing (city as commons, MOMus), various art techniques, such as dance, drama, music and visual arts; promoting a creative context, work to develop new ways of thinking and doing that can be spontaneous and innovative.

5.1. Interconnection among CS pedagogical and research spheres

The development of the CS's methodological designs needs to consider the different steps that constitute the implementation phase of the CS. The following diagram represents the intersections between different WP and tasks:

Diagram 2 Case studies WP and task interactions



Source: Own elaboration

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WP3. Task:3.3

The diagram shows how T3.2 and T3.3, training proposals, necessarily inform WP 4, 5 and 6's tasks. Meanwhile, T3.3 aims to design a variety of case studies/educational commons that will be effectively implemented during WP4, specifically in T4.3: Crafting commons-based peer education and reversing inequalities (M 13-27). In parallel to this implementation process, four additional tasks will be running to study and evaluate the development of these educational commons.

Considering the coordination of WP4, 5, & 6, three interrelated circles of communication; the 1st circle is between the leader of each package and the (sub)leaders of the tasks of the package, the 2nd among the leaders (and maybe subleaders) of these three packages and at a later phase a wider circle of communication among all partners where the leaders of the three packages would introduce suggestions, directions, and explanations to the rest of the project.

T4.2 Coffee, tea and chocolate reflection rooms where researchers and educators meet regularly to reflect upon the processes of implementation of the case studies. On the one hand, at a local level, the researcher and the reference groups of each partner (teachers/educators directly involved) will meet to discuss the progress of the specific case study. On the other, at an international level, all partners will meet and exchange views and ideas about the findings of the studies. These virtual and non-virtual meetings are part of pedagogical documentation (T5.1), which render participants' individual and collective learning processes visible and possible to analyse. Moreover, they create bridges and a solid basis for co-creating new and purposeful pedagogical contributions to support children's and youth's individual and collective learning.

Recommendation: Include children and young people in these reflection rooms (peer governance); developing a detailed schedule of these rooms (concerning T5.1, 5.2 and T6.1) is essential to make the most of them (be aware of possible overlapping with other tasks).

T5.1 Pedagogical documentation in and of the educational process be used throughout the educational process to continuously adapt CS's content and methods to what is coming about in the educational processes. In each case study, a researcher (in cooperation with the reference group, including children and young people) will observe and document the commons' patterns such as sharing, caring, togetherness, cooperating etc. Furthermore, the researcher will be actively involved in the activities of the case studies. This task includes

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WP3. Task:3.3



- T5.1.1 Investigating, collecting and analyzing the data (M 13-18)
- T5.1.2. Analyzing the data of all case studies in a comparative way (similarities and differences among them) with the participation of the children, pupils and students and making possible changes in the design of the case studies (M 19-25)
- T5.1.3 Investigating, collecting and analyzing the data (M 26-27)

Recommendation: Reinforce training on this methodology.

T5.2 Peer to Peer Interviews and evaluation, implies research by children and youth. A gender and age balance will be seriously considered in the child-youth research groups. Children, pupils and students will interview their peers to get feedback and some evaluation of the program and answers to the research questions from their point of view. It will be conducted at the end of each round. They will also participate in the interpretation of the data of the interviews.

Recommendation: Create a children and young people advisory group (2-4 people)

T6.1: Experimenting with games, to directly assess the level of commons-related attitudes of children and youth, we will play experimental games with them. Criteria of simplicity and time-effectiveness will drive our final choice concerning which game will be finally utilised. Researchers will be trained and conduct the games in class (with the help of the teachers/educators). The games will measure children's sharing, caring and cooperating attitudes. The games will be conducted at selected classes of the preschools/schools/ASPs of the study. The choice of the schools and the classes that will take part will be based on the criteria of availability and consent given by both children (and their parents, guardians) and school authorities. The final participants should constitute a statistically significant sample and be representative of the population studied.

Recommendation: Include the children and young people advisory group in selecting the games. Include intersectional approaches as selection criteria.

Notes from the Feedback - reflections

Highlight the relevance of the training platform and networking side for the success of the project. Take advantage of the launch of this training





platform as a moment to build community and a sense of belonging to the project.

Designate reference experts who would be available to address and answer third parties' questions and doubts on the methodology, pedagogical tools, implementation, etc., during the whole process→ These experts may be the ones who are giving the seminars.

6. For further thinking together

This manual aims at creating a general umbrella for the great diversity of cases that characterised the Smooth project. Doing that should also help the parties develop the tasks included in WP4, WP5, WP6. The particularities of these tasks will be further developed by the partner leading them. Still, it is important to point at relevant matters that we could think about further together. What follows is a necessarily open and unfinished summary of some of these matters that have to be discussed with the WP4, 5, 6 task's lead partners:

1. Given the diversity of the pedagogical scenarios and the cases, we need to BE AS FLEXIBLE AS POSSIBLE.
2. An important number of third parties have no previous pedagogical methodologies experience. Therefore, the training courses and seminars together and the support of academic researchers is fundamental to addressing these deficits.
 - a. Each partner takes the lead for facilitating the training of their third parties on the pedagogical methodologies (following D3.1) and for the translation and adaptation of the pedagogical methodologies to the specific scenarios.
 - b. Third parties are experienced in different methodologies; how do we promote and facilitate the exchange of knowledge among them (peer learning)? In this sense, the Social Networking Site could be very important. How do we ensure that third parties are truly active in it?





3. How does the proposed research dimension connect with the specific research questions stated in WP5?

The objectives of WP5 are relate directly to the following specific research questions:

- a. Are there similar patterns in the diverse educational commons of the project?
- b. Can education be effectively organised on the basis of commons' patterns?
- c. What are the effects of applying commons' logic to addressing inequalities and achieving social inclusion of children and young people from vulnerable social groups?
- d. Can commons-based peer education contribute to further development of commons-based peer production?
- e. How do children and youth themselves collectively experience and construct the commons in educational settings?
- f. How the co-development of convivial tools, open technologies and infrastructures enables the children, pupils and students, to discover and develop their own priorities and improve active inclusion?
- g. Are there gender differences in how children and youth engage in an educational commons?
- h. Are there gender patterns in the diverse educational commons of the study?
- i. How do educational commons' members (children, young people and adults) experience peer governance?
- j. How do they manage and resolve conflicts within the community they belong to?

4. How do we operationalise the proposed research dimensions through the pedagogical methodologies?
5. Do we need a common pool of tools to collect information from WP 4, 5 and 6? If so, by which month do we need to be ready to introduce these tools to the third parties?
6. For coordination of the tasks related to the implementation of the CS, it could be helpful to create a detailed GANNT chart of these periods.
7. It might be helpful to create children/youth advisory groups (2-4 people) for facilitating meaningful participation in the whole research project: codesign, data collection, interpretation)





8. Parents/tutors involvement in the process seems essential but also difficult in some scenarios ¿How can we reinforce their participation?
9. D3.3 and its annexes offer a picture of a specific moment of the CS's pedagogical scenarios. Would it be interesting to update these documents at a future point?
10. How do we advance in the comprehension of the educational commons? The description made by the partners of the core research dimension shows how the consideration of the common good is difficult to describe as this will be the result of a continuous process of negotiation within the community.



7. List of case studies

N° of Case Study	PARTNER IN CHARGE	ROUND/DATES	CS's Pedagogical scenario
1	Aristotle University of Thessaloniki	1st round: Early March 2022 / 31 May 2022	Enriching alternative prevention approaches for addiction and psychosocial problems with the concept of educational commons
2	Aristotle University of Thessaloniki	2nd round: February 2023 / end of May	Enriching alternative prevention approaches for addiction and psychosocial problems with the concept of educational commons
3	Aristotle University of Thessaloniki	1st round: March 2022 - June 2022 (13 weeks)	Dock - Hub for SSE/Mesopotamia Solidarity School
4	Aristotle University of Thessaloniki	2nd round: February 2023 / end of May	Dock - Hub for SSE/Mesopotamia Solidarity School
5	Aristotle University of Thessaloniki	March 2022 / June 2022	Self-Regulated Learning (SRL)
6	Aristotle University of Thessaloniki	January 2023 / May 2023	Self-Regulated Learning (SRL)

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	niki		
7	Aristotle University of Thessaloniki	March 2022 / June 2022	The House in the Forest
8	Aristotle University of Thessaloniki	January 2023 / May 2023	The House in the Forest
9	MAU	March 2022 - June 2022	Taking Place - Making Sense: Equal public education for all childhood (early childhood centre 1)
10	MAU	August 2022 - December 2023	Taking Place - Making Sense: Equal public education for all childhood (early childhood centre 2)
11	MAU	January 2023 - June 2023	Taking Place - Making Sense: Equal public education for all childhood (early childhood centre 3)
12	MOMus	January-March	'In and out of synch': creative dialogues between Russian Avant-garde art and young people's music-based experimentations
13	MOMus	January - April	City as commons
14	MOMus	March - May 2022	Common Ground
15	MOMus	January to May 2022	"Hear we go again"
16	NOVA	March 2022 to	RED. Rights, Equity and Diversity

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		June 2022;	(Escolas Marquesa)
17	NOVA	October 2022 to January 2023	RED. Rights, Equity and Diversity (Escolas Marquesa)
18	NOVA	March 2022 to June 2022;	RED. Rights, Equity and Diversity (Escolas Gil Vicente)
19	NOVA	October 2022 to January 2023	RED. Rights, Equity and Diversity (Escolas Gil Vicente)
20	NOVA	March 2022 to June 2022;	RED. Rights, Equity and Diversity (A Voz do Operário)
21	NOVA	October 2022 to January 2023	RED. Rights, Equity and Diversity (A Voz do Operário)
22	TalTech	March 2021 for 3 months	Open Space for Mental Health
23	TalTech	Autumn 2022	Open Space for Mental Health
24	TalTech	March-June 2022	VIVITA Vista - from idea to prototype in 10 weeks.
25	TalTech	Autumn 2022	VIVITA Vista - from idea to prototype in 10 weeks.
26	UCA	March 2022 / June 2022	South Zone Community Process - Young Zone
27	UCA	October 2022 to January 2023	South Zone Community Process - Young Zone
28	UCA	March 2022 / June 2022	Save the Children - Child and Adolescent Resource Centre (CRIA)
29	UCA	October 2022	Save the Children - Child and

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		to January 2023	Adolescent Resource Centre (CRIA)
30	UGhent	March-June 2022	HTISA
31	UGhent	March-June 2023	HTISA
32	UGhent	March-June 2022	Sint-Lievenscollege Business
33	UGhent	March-June 2023	Sint-Lievenscollege Business
34	UMinho	1st round - Starting - march 2022	Mapping of children's spaces
35	UMinho	2sd round - starting - september 2022	Mapping of children's spaces
36	UNIPA	April-September 2022	The challenges of Media Education and Digital Commons for youth social inclusion (Palermo)
37	UNIPA	January -June 2023	The challenges of Media Education and Digital Commons for youth social inclusion (Palermo)
38	UNIPA	April-September 2022	The challenges of Media Education and Digital Commons for youth social inclusion (Agrigento)
39	UNIPA	January -June 2023	The challenges of Media Education and Digital Commons for youth social inclusion (Agrigento)

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WP3. Task:3.3

40	UOS	01/2022-04/2022	Planning a Scooter Park
41	UOS	05/2022-12/2022	Scooter Riding
42	UOS	05/2022-12/2022	Scooter Workshop
43	UOS	01/2023-04/2023	Evaluations Workshop
44	UPF	March 2022 - 4 months	Communicating Action: Navas and Sant Genís neighborhoods
45	UPF	March 2023 - 4 months	Communicating Action: Navas and Sant Genís neighborhoods
46	UPF	End January/February 2022	Empowering El Raval
47	UPF	End January/February 2023	Empowering El Raval
48	University of Thessaly	March 2022 / June 2022	WONDER Schools
49	University of Thessaly	January 2023 / May 2023	WONDER Schools
50	University of Thessaly	September 2022	Reclaiming PLACE and MATHS as COMMONS through AFFECTIVE SPACES (Athens-Volos)
51	University	Early	I am because we are

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WP3. Task:3.3

	of Thessaly	March/2022, 3-4 months duration or 13 weeks	
52	University of Thessaly	February 2023, 3-4 months duration or 13 weeks	I am because we are
53	University of Thessaly	Early March/2022, 3-4 months duration or 13 weeks	Libertarian education of the commons: collectivization of learning and knowledge by preschool children.
54	University of Thessaly	February 2023, 3-4 months duration or 13 weeks	Libertarian education of the commons: collectivization of learning and knowledge by preschool children.



7. Annex

ANNEX I Directory of case studies' pedagogical scenarios

AUTh

N°1. Enriching alternative prevention approaches for addiction and psychosocial problems with the concept of educational commons

N°2. Mesopotamia Solidarity School

N°3. Self-Regulated Learning (SRL)

N°4. The House in the Forest (HF)

MAU

N°5. Taking place and making sense - Equal public education for all children (early childhood centre 1)

N°6. Taking place and making sense - Equal public education for all children (early childhood centre 2)

N°7. Taking place and making sense - Equal public education for all children (early childhood centre 3)

MOMus

N°8. 'In and out of synch': creative dialogues between Russian Avant-garde art and young people's music-based experimentations

N°9. City as commons

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WP3. Task:3.3

Nº10. COMMON GROUND

Nº11. "HEAR, WE GO AGAIN"

NOVA

Nº12. RED. Rights, Equity and Diversity (Agrupamento de Escolas Marquesa de Alorna)

Nº13. RED. Rights, Equity and Diversity (Agrupamento de Escolas Gil Vicente)

Nº14. RED. Rights, Equity and Diversity (A Voz do Operário)

TalTech

Nº15. VIVITA Vista - from idea to prototype in 10 weeks.

Nº16. Open Space for Mental Health

UCA

Nº17. South Zone Community Process - Young Zone

Nº18. Save the Children - Child and Adolescent Resource Centre (CRIA)

UGhent

Nº19. HTISA

Nº20. Sint-Lievenscollege Business

UMinho

Nº21. Mapping of children's spaces





UNIPA

N°22. The challenges of Media Education (i.e. Media Literacy) and Digital Commons for youth social inclusion (Palermo)

N°23. The challenges of Media Education (i.e. Media Literacy) and Digital Commons for youth social inclusion (Agrigento)

UOS

N°24. Planning a Scooter Park

N°25. Scooter Riding

N°26. Scooter Workshop

N°27. EvaluationWorkshop

UPF

N° 28. Empowering El Raval

N° 29. Communicating Action: Navas and Sant Genís neighborhoods

UTh

N°30. WONDER Schools

N°31. Reclaiming PLACE and MATHS as COMMONS through AFFECTIVE SPACES

N°32. I am because we are

N°33. Libertarian education of the commons: collectivization of learning and knowledge by preschool children.



N°1. Enriching alternative prevention approaches for addiction and psychosocial problems with the concept of educational commons

Smooth partner: Aristotle University of Thessaloniki

Main idea and expectations of the CS:

This case study will explore the relationship between educational commons and prevention of addiction and other psychosocial problems – i.e., anxiety disorders, depression, domestic violence, school violence etc. An intervention will be carried out in a high school class with the main goal of the prevention of addiction and other psychosocial problems. Specifically, students and teachers will discuss the school problems that may arise, will define their own needs and discuss collectively how to address them. The participants will be around 20 students and 1 or 2 teachers. The content of the activities cannot be determined in advance, as it will be generated by the interests of the students. They may concern art, culture, sports, etc. or problems that may exist in the school such as violence, socially excluded pupils, etc. The activities will take place on a weekly basis in a high school in the city centre of Chania (Crete).

Objectives and goals of the CS:

Objectives and goals of the intervention:

- Empowerment of participants and their community
- Strengthening relationships of participants, enhancing sense of community and sense of belonging
- Taking responsibility for dealing with their problems through collaboration
- Providing creative spaces so that students can express their feelings in a creative rather than self-destructive way
- Developing social skills and communication skills

Objectives and goals of the case study:

The main purpose is to examine the implementation of the theory of educational commons in prevention interventions and its impact. Furthermore, it is of key importance to examine whether social inequalities can be addressed by the implementation of educational commons within the school context and to what extent.





RESEARCH DIMENSIONS

The commoners. Participants will be students and teachers. The students will have different characteristics such as gender, different economic status, some of them will be migrants, and some of them may face family problems.

The common - education. Educational resources that are expected to emerge from the intervention is a way in which students and teachers can work together in order to manage school life in a collective way, be more active in their school and tackle problems that arise collectively.

The commoning practices. In this type of prevention the main goal is to re –establish and reconstruct the school community. It is of key importance that school/class operates as a community in which the members (students and teachers) discuss the school problems and are actively involved in addressing them. The role of the prevention specialist is to encourage and establish these procedures and actions in order to contribute to this process. These preventive strategies are centered around values such as fairness, collaboration, social equality, solidarity and reciprocity.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community

In this intervention emphasis will be placed on practice. Actions and activities will take place in school or in the local community. By extension, they will have an impact on the wider community.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects:

Facilitation of the access of participants (pupils, students and educators) to the design and knowledge needed to develop the case study.

- Participants will have an active role throughout the course of the intervention.

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- The decision making and responsibility uptake will be done on the basis of equality
- Participant dialogue and expression will be of key importance.
- Involvement of all active members will follow democratic principles.
- The action steps will be planned and implemented collaboratively by the participants.
- Evaluation of the intervention design, as well as reflection on its implementation and the observed results, will be done jointly by the participants.
- Cycling through action and reflection will take place.

Inclusion of commoning tools and adaptability of infrastructures to one's own circumstances in a creative way. In our first sessions participants will be encouraged to express their needs, interests or the observed issues in school. Then brainstorming sessions will follow in which participants will express their views/ideas for action. In these procedures dialogue plays a crucial role. A large space for everybody's opinion will be provided, while understanding and collaboration will be promoted. Using dialogue and following democratic principles may help participants articulate their own priorities in correlation with common strategies.



Nº2. Mesopotamia Solidarity School

Smooth partner: Aristotle University of Thessaloniki

Main idea and expectations of the CS: Empowering students to effectively participate in the co-management of the community on equal terms.

Objectives and goals of the CS: The same as mentioned above.

RESEARCH DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. Highly diverse community in terms of class, gender and nation, race

The common - education. Good practices and manual of egalitarian self-management in the educational community by all its members

The commoning practices. The aim will be to empower young people to effectively participate in the co-management of the educational community by developing adequate practices and rules.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community: Possibly, to be explored

Develop of common-friendly policies and states: Internal self-government rules of the community that will be articulated in a format which can be replicated by other communities.

Technologies and digital commons: To be explored in the case study: search for adequate digital technologies to support the self-governance of the community.

Spaciality. Space and experience: The space will involve the community of Mesopotamia with physical presence in the space of Mesopotamia in Moschato, Athens, and with digital online communication tools.

ADDITIONAL DIMENSIONS.

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WP3. Task:3.3



Climate crisis - environmental perspectives: Applicable, relevant dimension

Coloniality - decolonial perspectives: Applicable, relevant dimension

Care crisis - feminist perspectives: Applicable, relevant dimension

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects:

Facilitation of the access of participants (pupils, students and educators) to the design and knowledge needed to develop the case study. Measures will be taken to enhance the inclusion of all members in developing good practices of self-governance.

Inclusion of commoning tools and adaptability of infrastructures to one's own circumstances in a creative way. Selective and adapted use of the pedagogical methods of the project (pedagogy of listening etc.) and development of our own tools and infrastructures for the self-government of the community during the case study.

Promoting embeddedness with the local cultural context. Embeddedness is relevant, and practices of self-government will be adopted by participants themselves to our local context.

Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies. Emphasis will be placed on empowering children/students to articulate their own priorities on the management of the community.





N°3. Self-Regulated Learning (SRL)

Smooth partner: Aristotle University of Thessaloniki

Main idea and expectations of the CS:

The main idea of this CS is to promote commoning practices in formal education context, configuring education as a common good, which is collectively governed by its community. Particularly, children (K12) will take responsibility for their learning without the necessary assistance of the teacher(s). Hence, A group of 20 children will learn how to work as self-organized groups and as autonomous beings.

SRL will be based on two crucial principles; the principle of unity and the principle of interdependence. Each principle is proposed to be implemented in 6 weeks. The units of each principle will be put into practice for 2-4 hours per week and the group (researchers, teachers, and children) will reflect and design proposals to improve the community. The workshops will be implemented on a weekly basis in Big Bang School, private school in Lakomma, Chalkidiki. The participants will experiment with games, artistic and creative tools, environmental, geographical, sociohistorical and communicational approaches.

Objectives and goals of the CS:

The approach of this case study will be based in the principles of collaboration and peer learning as well as in reflection. So, for the workshops the goals are:

1. Explore alternative ways of pursuing democratic decision-making processes
2. Empower children's agency and participation in public spaces and public life; children and youth as commoners
3. Advance a culture of co-responsibility and care for co-citizens, the city, education and the environment.
4. Open school to community by creating public spaces and by making children visible

RESEARCH DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

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WP3. Task:3.3



The commoners. The participants involved in the case are mainly children (6th Grade) and educators concerning intragenerational and intergenerational relations.

Particularly, SRL focuses not only in children with different linguistic and cultural backgrounds but as well as in children's families, educators, out of school mentors and inter-local community are engaged in these settings.

The common - education. There are several resources that will possibly be used in SRL.

Initially, Flip-Classroom, Project work and Peer Learning are at the core of the way that children act, interact. learn and create a common space that allows for knowledge production, experimentation with new ways of thinking and doing on the basis of equality, collaboration, collective creativity, sharing and caring;

Activities will take place not only in the classroom environment but as well as in the (digital) community in order to create a public sphere. Intra-local and interlocal engagement have emerged here to promote sociocultural learning and community-based learning. In this context, a group of students develop a sense of what is good and what needs to be improved in the communities they live in.

Children's needs are equally important to be heard, tracked and adjusted in this case study. Both Active Listening and Conflict Resolution will be valuable tools, as well as they will be applied to give a chance to children to express their feelings and to find their own solution in case of a conflict.

Moreover, Pedagogical documentation will be the key for creating smooth spaces of democratic citizenship since it is a way of listening to children that helps us to learn about children during the course of their experiences and to make the learning visible to others for interpretation.

The commoning practices. Children will be aware of the every-day agenda/goal setting. Hence, classroom life will be organized through worksheets. These worksheets will have open questions and missions. Children will be responsible to work as groups in order to find out the best way to respond to them. Resources such as books, encyclopedias, tablets and laptops will be very useful for children to investigate every issue. Last but not least, the teacher will operate as a critical friend and facilitator and his role will be mostly consultative.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY.

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Relations and impacts into wider community. Based on the principles of resilience, community, collectivity, social economy, we will look for examples of interdependence in nature, while we will create groups of students, parents and fellow citizens, who will communicate and collaborate around a community goal. Hence, many of the activities will involve the local society of the village “Lakkoma”.

Technologies and digital commons. There are some applications that are expected to be used such as “Google classrooms” and “Classdojo”. Furthermore, the classroom will have a connection with other schools of the world through the project “Ecole du monde”.

Spaciality: space and experience. School and local community

ADDITIONAL DIMENSIONS.

Coloniality - decolonial perspectives. One of the important issues which SRL will take into account is Coloniality. Specifically, the way colonials existed and the coexistence between cultures.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects:

We develop an action research process as we do not only intend to study the commons but also to promote and implement their principles.

All the participants will have a contribution to the design of this project. The collected data will be shared with the educator(s) in order to exchange opinions about the procedure of workshops. Communication between educator(s) and researcher(s) can be alleviated since it will help to the reflection and possible replanning of the direction in accordance with children's needs.

Among the interesting things that we should take into consideration about SRL adaptability is the process of organizing new learning paths. To be more precise, the way of using every-day agenda/goal setting and open work sheets can be characterized as a commoning practice.



N°4. The House in the Forest (HF)

Smooth partner: Aristotle University of Thessaloniki

Main idea and expectations of the CS:

The main idea of this CS is to promote commoning practices in formal education context, and to configure education as a common good, which is collectively governed by its community. Children (K6) will learn the concept of peer-governance through a house in the forest and activities in nature. Particularly, they will learn how to be autonomous and collective beings and they will come into contact with concepts such as (collective) self, diversity, interdependence, adaptability, unity, recycling, communication, literacy, geometry, health.

The workshops will be implemented on a weekly basis in School of Nature, private kindergarten in Trilofos, Thessaloniki. The participants will experiment with games, artistic and creative tools as well as environmental and communication approaches.

Children and teachers will organize time and space as well as they make sense and transform culture, knowledge and values – the commons – of society. In particular, HF focuses on the values of Interdependence, Friendship, Cooperation and Trust.

These principles and also the corresponding skills (communication and linguistic / multilingual literacy, mathematical literacy, social skills and learning skills) can be developed with a focus on nature and environmental organization, the experience of the commons, the creation of a group, the process of creating a group and organized space in nature.

Objectives and goals of the CS:

1. Advance a culture of co-responsibility and care for co-citizens, the education and the environment
2. Empower children's agency and participation in public spaces and public life; children as commoners
3. Explore alternative ways of pursuing democratic decision-making processes
4. Build and foster community through differences
5. Open preschool to community by creating public spaces and by making children visible

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WP3. Task:3.3



RESEARCH DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. Members of the educational community consist of children (4-6 years old) and educators concerning intragenerational and intergenerational relations. Particularly, HF focuses not only on children with different linguistic and cultural backgrounds but as well as to children's families, educators, and the local community are engaged in these settings.

The common - education.

The tools of the school and consequently of the workshops are:

- participatory learning / learning in nature and from nature
- project work
- autonomous learning environments / peer learning
- active listening
- reflection
- open consultation / weekly and daily school assemblies
- Familiarity with the diversity of species and systems in nature / Familiarity with the community
- interviews / radio and television

The commoning practices. HF is a sustainability project and it focuses on caring (caring about humans, animals, nature etc), appreciating the fact that all people are different and special. Moreover, this CS creates a space based on the needs of the self and the group. That is how children make the rules from the house to the forest, with the tool of children's assemblies and reflection.

Every person has something valuable to offer from his experience in his/her life and it is important to be engaged in this CS. Hence, the participation of parents, grandparents, people from different countries and languages will be engaged in every workshop.





The process that will be followed is based on the development of the project methodology as well as the scheme education-research-reflection-action. Each topic follows specific material in order to be part of the overall grid of the “Harmony for Life” curriculum (harmony-project.org). In each subject children and education will spend a visit to nature (house in the forest, local beach) or in shelters (rest home, animal shelter) in order to observe, to record, to capture, to plan practicing in anatomy, to research in sources of information, to be interviewed, to visit places specialized on the suggested principles above.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY.

Relations and impacts into wider community.

Based on the principles of resilience, community, collectivity, social economy, we will look for examples of interdependence in nature, while we will create groups of students, parents and fellow citizens, who will communicate and collaborate around a community goal. Hence, the main part of the activities will be in the forest near “School of Nature”, Trilofos.

ADDITIONAL DIMENSIONS.

The following dimensions are not explicit in the general description of the CS but may be worth taking in consideration.

Climate crisis - environmental perspectives. Green practices are at the core for this CS, as well as increased support for the development of green skills and competences.

APPLICATION OF THE CASE STUDY

This CS will develop an [action research process](#) with and by children and youth, that integrates the following aspects:

All the participants will have a contribution to the design of this project. The collected data will be shared with the educator(s) in order to exchange opinions about the procedure of workshops. Communication between educator(s) and researcher(s) can be alleviated since it will help to the reflection and possible replanning of the direction in accordance with children’s needs.





N° 5 - 7. Taking place and making sense - Equal public education for all children (early childhood centre 1, 2 & 3)

Smooth partner: Malmö University (MAU)

Main idea and expectations of the CS:

Public education, in the Western parts of the world, has its roots in the Greek concept of *scholé*, implying the responsibility of the older generation to create *free time* and a *public place* for the new generation to *make sense of* and *transform* culture, knowledge and values – the *commons* – of society (Masschelein & Simons 2013). This definition of education, and its focus on inter-generational commonalities, creates the background for the case study that specifically explores how *equal public education for all children* may be effectuated through 1) a *pedagogy of listening*, 2) work with *projects* and *pedagogical documentation* and 3) learning and teaching activities that take place at and explore *material public places as theme and topos* - where children can make sense of and transform culture, knowledge and values in their local community.

In the case study we will depart from a *pedagogy of listening*, considering that *all* children are intelligent and full of potentials and that they, already at very young age, should be carefully listened to. Children are here seen as full-worthy citizens with the right to actively participate and transform culture, knowledge and values – *the commons* – of their communities (Cagliari et al. 2016; Dahlberg, Moss & Pence 2013; Olsson 2009, 2013; Rinaldi 2006). That *all* children, beyond categorizations – whether these are framed in terms of age, class, gender, race, ability or any other terms – are full-worthy citizens, demands that education is a *public*, rather than an individual question and responsibility. Most importantly, that responsibility entails the complex task of rendering public education sensitive and adapted to, *both the individual child and groups of children*. Therefore, the study will explore and further develop pedagogical and scientific methods and tools that are capable of creating equal conditions for public education, that, even though common, are *less striated* and instead more elastic, flexible, adaptive and *smooth* - so that *all* children may participate in society in a profound and real way (Deleuze & Guattari 2004; Olsson 2009). Work in *projects* is a pedagogical method that answers to this, as it concerns the staging of learning and teaching activities in an exploratory process of specific contents over time and from different perspectives. Here, children, teachers and researchers, with all their individual contributions, become co-researchers and co-creators of commonalities (Dahlberg, Moss & Pence 2013; Olsson 2013). *Pedagogical documentation* (observations, photos, film-sequences and

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WP3. Task:3.3

collection of artefacts from learning and teaching activities) is another analytical, scientific and pedagogical tool that render children's individual and collective learning processes visible, and thereby possible to analyse (Cagliari et al. 2016; Dahlberg, Moss & Pence 2013; Olsson 2009, 2012). Such analysis creates the base for teachers' and researchers' creation of new and purposeful pedagogical offers in order to further support children's individual and collective learning (ibid). *Public places as theme and topos*, implies that culture, knowledge and values are not only abstract ideas, but, rather, that these *commons* of any given society, are both discursively and materially expressed in and through concrete public places (Ceppi & Zini 1998; Loevli 2007; Kwon 2004; Olsson 2010). Learning and teaching activities that take place in and through public places, may, therefore, offer opportunities for children to make sense of and transform culture, knowledge and values – commons – of their local community.

Objectives and goals of the CS:

The main objectives and goals of the Swedish case-study are:

- creation of knowledge concerning the relation between place-taking, sense-making and equal public education for all children,
- creation of knowledge concerning inter-generational commonalities and children, teachers, researchers as citizens and co-constructors of culture, knowledge, values - the commons - of society,
- further development of the methods of project-work and pedagogical documentation as scientific and pedagogical tools for making learning- and teaching processes visible for analysis and pedagogical intervention,
- further development of site-specific methods as artistic, scientific and pedagogical tools for exploration and transformation of commonalities,
- assessment of potentials, limits and significance of knowledge and methods generated within the project,
- dissemination and discussion of results in academic, educational and political/policy-contexts.

RESEARCH

DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The commoners in the Swedish case study are: children, caregivers, educators

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and principals, artistic advisors, researchers and the larger community, including public officials and policymakers. The municipality is marked by great variation in socio-economic conditions, educational levels, nationalities and languages as well as great variation in terms of architectural and geographical features, in public services and other social-spatial resources. Early childhood centres in the municipality already have experiences of active and intersectional work with children and caregivers, where such *diversity* in children's varying life-conditions have been addressed in terms of *equality*, *inter-cultural* and *inter-generational* dialogue and *social integration*. These centres have already tried out innovative and creative ways of promoting new ways of acting and thinking *democratic citizenship* where the *child* is a *commoner*. *Collaboration*, *collective creativity*, *sharing and caring* have marked these efforts since the beginning of the 1990-ties. For instance, the early childhood centres have actively worked together with parents in order to create a sense of community where *all children are everybody's responsibility*. For children, a "central atelier" (an art atelier where artistic expression in a wide range of materials is made possible), has been created, where all children from the municipality are welcomed and where an "atelierista" (an artistic adviser) work together with children and teachers in projects and with pedagogical documentation. Here children get the opportunity to meet and work with peers from all schools in the municipality. Furthermore, these early childhood centres have a long tradition of working with *a pedagogy of listening*, *project-work* and *pedagogical documentation*. Experienced and high-quality teachers and head-teachers run these early childhood centres and there is a well-developed and functional organisation and structure that supports working with a pedagogy of listening in projects and with pedagogical documentation. Finally, this municipality is a long-standing partner in our earlier research-projects and the proposed case study will thereby be facilitated in all its phases.

[The common - education.](#) In the case study we will explore how children conceive of and pose questions about different public places, such as transportation-systems, parks, squares, libraries and museums. We will, based on teachers and researchers' pedagogical documentation and analysis of children's interests and questions of these places, choose specific contents and themes to work with in projects together with groups of children over a longer period of time. We will use pedagogical methods inspired by artistic site-specific methods such as walks, map-makings as well as experimentations, interventions and inventions at and through public places (Atienza & Sand 2016; Clark 2010; Hamm 2015; Olsson, Dahlberg & Theorell 2015; Änggård 2015) in order to create time and space for children's study and transformation of culture, knowledge and values – the commons – of the local community, as they are expressed in and through these places.

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The commoning practices. These commoning practices are particularly accentuated in the work with a pedagogy of listening, pedagogical documentation and project-work, that all build upon children's participation, agency and citizenship. Of particular interest are here verbal and extra-verbal assemblies together with children, where processes of negotiating rules, rights, obligations and decision-making may be illustrated and discussed. Moreover, there is here the need to take into account the whole "educational atmosphere" and the pedagogical environment, including the teachers' role, that will create, or not, the conditions for such processes to occur in accordance with the logic of the commons.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY.

Relations and impacts into wider community. In the study, researchers from the disciplines of pedagogy, art and architecture will collaborate with children, teachers and principals from the early childhood centres as well as will citizens, public officers and policymakers in the local community. All researchers involved in the study have experience of collaborative and trans-disciplinary work, concerning equal public education for all children, where a culture of *co-responsibility* and *care* for *co-citizens*, the *city*, *education* and the *environment* as well as the engagement of citizens in the *co-design* and *co-execution* of *urban policies*, the *revitalization* of *city neighbourhoods*, *urban infrastructures* and *social economies* have been in the forefront (Atienza & Sand 2016; Olsson 2009, 2013; Olsson & Theorell 2014; Olsson, Dahlberg & Theorell 2015; Sand 2014, 2019; Sand & Ateinsa 2012). The possibility to, within the case study, join these experiences from practice and research, and to continue our joint efforts over a longer period of time, creates excellent conditions for the creation of practical and theoretical knowledge on *how to create equal public education for all children*.

Develop of common-friendly policies and states. As indicated above, the case study builds upon common-friendly policies on all levels – from the everyday practice together with children, teachers and caregivers to engaging in work with and through public sites, including also citizens, public officers, policymakers in the local community.

Technologies and digital commons. Early childhood centres as well as artistic advisers and researchers have experiences of including a wide range of technologies into the methodologies of a pedagogy of listening, pedagogical documentation, project work and aesthetic experimentation. Although such efforts have not been conceptualized as "digital commons", we see great opportunities of further enriching the methodologies through exploring digital commons within the

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case study.

Spaciality: space and experience. As indicated above, space plays a central role in the case-study as *public places* are treated as *theme and topos*, where culture, knowledge and values are not only abstract ideas, but rather *commons* of any given society, both discursively and materially expressed in and through concrete public places. Through working with the above-mentioned methodologies at and through public places we create conditions for children's study and transformation of culture, knowledge and values – the commons – of the local community, as they are expressed in and through these places.

ADDITIONAL DIMENSIONS.

Climate crisis - environmental perspectives. Third parties have extensive experiences of working with all aspects, social, environmental and economical of “sustainable development”, and have engaged in long-term projects together with children and caregivers on these issues. The experiences and knowledge gained through these projects will influence also the current and proposed case study.

Coloniality - decolonial perspectives. In relation to the general situation in Sweden and the particular situation in the municipality where the case study will take place, decolonial perspectives are of utmost importance. In fact, there is in Sweden, as in many other European countries, a growing tendency towards “dividing” practices and hardening divisions along identity-lines as well as geographical lines. In the case study we will pay particular attention to how the commons and the chosen methodologies may counter-act such tendencies and present viable alternatives already in the early years. This work will take place both practically, building upon earlier educational experiences, but also theoretically through exploring new decolonial perspective both inside and outside notions of the commons and educational research.

Care crisis - feminist perspectives. Early childhood education and care may be the educational practice that most clearly accentuates the need for new perspectives on care and feminist perspectives in general and in education in particular. Gendered structures, just as colonial ones, still haunts society in general and education in particular, and feminist perspectives, not the least from aesthetic, materialist and philosophical sources will therefore be used both in the practical work in early childhood centres and in theoretical development within the continuous research efforts in SMOOTH.





APPLICATION OF THE CASE STUDY

This CS will develop an [action research process](#) with and by children and youth, that integrates the following aspects.

[Facilitating the access of participants \(pupils, students and educators\) to the design and knowledge needed to develop the case study.](#) Third parties will take part in the training on the core concepts and methodologies before implementation of the case study. Third parties have since the beginning of the application for funding been part of the design of the case study, and will continue to be so during the whole project process. Children's participation is an inevitable part of the three methodologies a pedagogy of listening, pedagogical documentation and project-work. The design of the content and form of the projects that will be conducted within the case study will begin by periods of observations of children's interests. It is from these interests that the projects and the case study will be designed.

[Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way.](#) The three methodologies a pedagogy of listening, pedagogical documentation and project work are all very closely related to conceptualizations of the commons and commoning tools. The case study will make these relations more explicit and articulated.

[Promoting embeddedness with the local cultural context.](#) As stated above, experienced and high-quality teachers and head-teachers run these early childhood centres and there is a well-developed and functional organisation and structure that supports working with a pedagogy of listening in projects and with pedagogical documentation. Finally, this municipality is a long-standing partner in our earlier research-projects and the proposed case study will thereby be facilitated in all its phases.

[Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies.](#) As stated above, one of the most important issues of the three methodologies a pedagogy of listening, pedagogical documentation and project-work is that they are capable of bridging the gap often created between the individual and the group. This, however, is always the greatest challenge in the educational practice, and throughout the case study this one of the major research questions that we will focus together with children, teachers and care givers.





N°8: 'In and out of synch': creative dialogues between Russian Avant-garde art and young people's music-based experimentations

Smooth partner: MOMus Modern-Costakis Collection

Main idea and expectations of the CS:

How could we initiate a creative dialogue between young people and modern art? What would a creative musical response to the exhibits of a modern art museum would look like? Taking as a starting point the works of the Russian avant-garde exhibited at MOMus Museum of Modern Art-Costakis collection, we are planning to initiate an experimental educational project where young people will delve into a process of music and sound-based experimentation, based on values of the commons, such as 'cooperation', 'equal participation', 'caring', 'self-regulated autonomy', 'responsibility' and 'sharing'. Artistic practices of artists belonging to the Russian avant-garde tradition can be seen as a particularly relevant base for such an endeavour, as the artists belonging to this tradition favoured intense experimentation with a variety of media, betraying a deep concern with inter-media and inter-artistic relationships, playfully 'reconciling' typography with poetry, music with painting, architecture with theater, costume and fashion, etc. These pioneers of the early 20th century (Malevich, Popova, Kliun, Rodchenko, Goncharova, among others) went against established artistic norms, experimented with new imagined worlds and became the driving force for artistic breakthroughs whose ramifications are still felt today, as their conquests are still functioning as sources of inspiration for contemporary artists.

Objectives and goals of the CS:

In this case study, participants will be treated as active creators of music and music-making contexts that are based on their developing and shared interactions with particular works and ideas that spring from the creative interaction between museum collections and the participants. Rather than treating the museum collection as a corpus with which one is acquainted, we will approach it as a 'hint-provider' that triggers young participants' creative experimentation utilizing different creative means and artistic practices, creating links between conceptual threads that run through the collection and young people's ideas and life-worlds.





RESEARCH DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. We are planning to work with teenagers aged 15-18, 1o EPAL, a vocational high-school in Stavroupolis, Western Thessaloniki. The school is located in a rather underdeveloped part of the city populated by people from diverse ethnic and social backgrounds, who face issues of childhood poverty, educational poverty, restricted access to technology and marginalisation. In this case study intersectionality will form a core dimension of the research focus and analysis.

The common - education. The common resources in this case study include the museum collection itself, consisting of Russian avant-garde artworks, but also the emergent and collaborative learning process as well the creative work that will be the result of composing and improvising.

The commoning practices. The playful engagement with sound experimentation, improvisation, creative invention and elaboration of compositional ideas will be at the centre of the planned workshops. This means that openness and contingency will be ever-present qualities that will guide the process of working together, a process that incorporates core dimensions of commoning practices: peer governance, shared rules, collaborative decision making, collective negotiation of rights and obligations. Participants will become curators of their own experiences and creations by providing an example of a democratization of culture through participatory processes that focus on appropriating the museum space and its contents, upsetting hierarchical structures of production and knowledge dissemination.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY.

Relations and impacts into wider community. Creative work based on equality, collaboration, collective creativity, sharing and caring, experimentation through new modes of thinking and doing, and critical reflection on the role of the museum in young people's lives can be seen as contributing to the cultivation of democratic citizenship. It is also hoped that aspects of this work will have an impact on reconsidering the role of the school as a space that offers openings and maintains active relations with the city's cultural institutions.

Develop of common-friendly policies and states. This case study can be regarded as contributing

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to a new ethos regarding the relationships between schools and cultural institutions. The analysis of the ways in which participants' creative engagement with culture cultivates educational commons, might, in the context of the SMOOTH project in general, be seen as providing regional, national as well as European, policy makers with new ways forward, enabling them to propose new policies to better engage young people with culture in the context of a more secure, inclusive, fair, and sustainable political and social and cultural model of Europe.

Technologies and digital commons. Participants will be acquainted with (mainly open source) music and composition software as well as with electronic instruments.

Spaciality: space and experience. Participants will be encouraged to navigate through the museum space in ways that foster personal and creative readings of the works. Collaborative improvisation and compositional work will enable the participants to occupy and use the museum space in ways that make them feel 'at home', leading them to experience the museum as common..

ADDITIONAL DIMENSIONS.

The following dimensions are not explicit in the general description of the CS but may be worth taking in consideration.

Coloniality - decolonial perspectives. This case study may be seen as functioning within the broader area of decolonial practices within the fields of both museum and music education, through modes of practices that (a) problematise the issue of whose work might be seen as having a place in the museum, (b) encouraging educators to 'learn with' the young co-participants, (c) upsetting hierarchies regarding the right to music creation, and (d) embracing different perspectives on knowledge and its production.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects:

Educators/facilitators and researchers collaborate in the design of the first draft of the case study. This design is based on creating openings for the participants to assume responsibility for the particular directions that the project will take, on the basis of commoning practices as outlined above. Also, during the implementation of the case study the participants will be encouraged to reflect on the research process, making suggestions and contributions.





Identifying students as everyday experts is of central importance for the case study. The flexible and personalised use of commoning tools and the adaptability of infrastructures aim to encourage free expression of ideas and feelings through creative work.

Providing alternative ways of expression and creativity. Encouraging the construction of personal narratives and viewpoints regarding the ideals of commons.

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WP3. Task:3.3



Nº9: City as commons

Smooth partner: MOMus-Thessaloniki Museum of Photography

Main idea and expectations of the CS: The main idea of the proposed CS “City as Commons” is to empower refugees to experience the urban space of Thessaloniki through the artistic medium of photography, introducing the core values of educational commons. This participatory project is based on the fact that Museums can act as places of commons and can provide safe spaces for negotiation, dialogue and cooperation. The project is based on the premise that a museum visitor is not only a “passive consumer” but an equal participant. The participants will be invited to use the museum-spaces for developing their project, share knowledge and experiences treating the museum as their starting point of exploring and interpreting the city through artistic practices. Participants will be familiarised with basic principles of photography through photography workshops that will enable refugees to express their thoughts and concerns about their daily life in Thessaloniki. Their project will culminate in a digital exhibition which may be presented inside or/and outside the museum-spaces, creating links with the wider community.

Objectives and goals of the CS:

- Photographic presentation of co-decided issues that concern the daily lives of the refugees/members of the group in Thessaloniki.
- Development of participants’ critical thinking and consciousness.
- Enriching participants’ experiences, through core common values such as sharing, cooperation, dialogue and collective governing of the project.
 - Promoting intercultural dialogue
 - Enabling active inclusion of young refugees in the cultural life of the city.
 - The production of joint artistic actions / works inside and outside the physical space of the Museum.

RESEARCH DIMENSIONS

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WP3. Task:3.3



CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. Refugees aged 13-18 years old will participate in a photography workshop. Participants will be of different backgrounds facing serious issues related to educational poverty, migration and access to technology.

The common - education. The common resources in this CS are the museum collections and the urban space of the city, the learning process and the collective governance of the project. Workshops will be based on commoning practices such as pedagogical documentation, project work, pedagogy of listening.

The commoning practices. The participants and the facilitators will decide together on the content of the meetings and on processes of sharing knowledge. The project will start by listening to participants' experiences in the city. The group will co-decide the subject/content/questions of each photo excursion in Thessaloniki in order to arrive at the overall theme of the whole project. During our meetings, participants will have the chance to express their views regarding the subject based on their own photographs.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY.

Relations and impacts into wider community. Empowering marginalised young refugees, facilitating their equal participation in the cultural life of the wider community. Creative work based on equality, collaboration, collective creativity, sharing and caring, and critical consideration of the role of the museum in young people's lives can be seen as contributing to the cultivation of democratic citizenship.

Develop of common-friendly policies and states. The project can be regarded as an example of how creative engagement with photography might be a means for combating marginalisation of refugees. The analysis of the ways in which participants' creative engagement with culture cultivates educational commons, might, in the context of the SMOOTH project in general, be seen as providing regional, national as well as European, policy makers with new ways forward.

Technologies and digital commons. Development of photography and digital skills; employment of digital sharing technologies.

Spaciality: space and experience. Workshops aim to help participants to experience the urban

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environment of the city of Thessaloniki in different ways, to express their ideas about how the city can become friendly and accessible to people from various cultural backgrounds, and to craft a city map where participants can find common cultural resources.

ADDITIONAL DIMENSIONS.

Coloniality - decolonial perspectives. This case study may be seen as functioning within the broader area of decolonial practices within the field of integrating marginalized people into the institutional context of a cultural institution. through modes of practices that (a) problematise the issue of co-work between people within the institution, (b) upsetting hierarchies regarding the right to artistic creation, and (c) embracing different perspectives on knowledge and its production.

Care crisis - feminist perspectives. Citizens' journalism

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

Educators/facilitators and researchers collaborate in the design of the first draft of the case study. However, during the phase of implementation, the workshop will be based on peer governance; on the basis of commoning practices participants will discuss, reflect and decide about each step of the process and on the particular character of their artistic interventions. They will be encouraged to post and discuss their work on a digital platform (e.g. discord), reflect on the research process, making suggestions and contributions.

Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way. Identifying refugees as everyday experts is of central importance for the case study. The flexible and personalised use of commoning tools and the adaptability of infrastructures aim to encourage free expression of ideas and feelings through creative work. Participants will be equally provided with the same training, beginning from the basics photographic skills. They will all have access to the same tools. Each participant will contribute to the project according to his/her personal interests and abilities.

Promoting embeddedness with the local cultural context. The final project is based on participants' distinctive relationships with the city and local people. Artistic work of the participants will be presented in a digital exhibition, and/or inside and outside the museum-spaces, creating links with





the local cultural context.

Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies. Providing alternative ways for expression and creativity. Encouraging the construction of personal narratives and viewpoints regarding the ideals of commons. A facilitator and a psychologist will support the process of photo-elicitation. Digital tools (platform, mobile phones) will be used as the main tools of photographing and sharing pictures among participants. Moreover the final photo editing will be the result of collaborative work.





N° 10. COMMON GROUND

Smooth partner: MOMus-Experimental Center for the Arts

Main idea and expectations of the CS:

This case study will be approached as an ongoing workshop between young people with and without (apparent) disabilities. It will explore the “common ground” and the interaction among the participants. They will all delve into a process of sharing and experimenting with art tools, mainly dance and performance, based on values of the commons, such as ‘cooperation’, ‘equal participation’, ‘caring’, ‘self-regulated autonomy’, ‘responsibility’. The research group will deal with issues of identity, self-identification, personal and public space, life values, having as main axes the identities of the ego, the combination of space and identity, and the interpretation of time based on life stations.

The main expectation is to enable inclusion, augment the mutual visibility and interaction of people with and without disabilities.

Objectives and goals of the CS:

The main objectives and goals of the case study are:

1. The negotiation of co-decided issues that concern the daily life, but also the future of the life of the young people who are the members of the group.
2. Strengthening interaction between people with and without disabilities, as well as practices for enhanced participatory democracy.
3. Enabling the active inclusion of young people with disabilities in the arts and the social context.
4. The development of the imagination, critical thinking and consciousness of the participants, especially in relation to issues related to disability and sharing.
5. The strengthening of non-formal education and an alternative pedagogy through the use of art, and especially through music and dance / performance.
6. The production of joint artistic actions / works inside and outside the physical space of the Experimental Center.

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RESEARCH DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. We are planning to work with young people of 16-30 with and without disabilities, so to form a group that is mixed in terms of their physical condition, education background, personal interests, art experiences. Issues of personality, education, healthiness and well-being, impairments of different kinds, family situation and possibly gender will be addressed.

The common - education. The common resources in this case study are mainly each person's background, their will to share their experiences and aspirations, as well as the experience of a particular art space they will be working in. We also plan to use the visualisation of the steps of the process as a common resource also, which means that the collaborative learning process will also be a subject of common educational resources. Moreover, a new common production/work (i.e. a common performance) might be the result of the creative process and it is expected to emerge.

The commoning practices. Every working meeting of the workshop and every realization will be based on sharing ideas and improvising with ideas and bodies. In this sense openness and contingency will be ever-present qualities that will define the process and the result of co-working and co-creation, integrating peer governance, shared rules, rights, obligations, decision taking and other commoning practices. The participatory process of the case study will be tested as an example of a renewed appropriation of the institution and of knowledge production.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community. The relation and the impacts into wider community is a main research dimension of the case study, since disabilities are approached basically as social impairment and interaction among people with and without disabilities is considered as of primary importance. The mixed group that is going to be formed is regarded as a kind of reflection of the wider society, the Greek one in particular. Creative work based on mutual respect, active listening and response, sharing and caring, together with the art tools, can be seen as contributing to the cultivation of a new ethos of co-existence.

Develop of common-friendly policies and states. The difficulties of the abovementioned interaction, due to the core focus of the mixed group of the case study, is the main reason that leads us to take into consideration a possible re-evaluation of common-friendly policies and states

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as a vital parameter of the research. Having that in mind, such a report would enable policy makers to propose new policies regarding the radical inclusion of people with impairments.

Technologies and digital commons. In the present case study, we will monitor the capacity of all participants to use technologies. It is not sure that they will be all able to do so, but we plan to monitor the exchange of such knowledge and sharing between them.

Spaciality: space and experience. The particularity of the space, as the space of cultural dialogue and experience, will be highly taken into consideration in relation to the common experience we want to produce. Inclusion in terms of space is also of importance for the case study. Dance, as one of the core means of artistic expression, will encourage the participants to occupy and use the space of the Experimental Center for the Arts.

ADDITIONAL DIMENSIONS.

Coloniality - decolonial perspectives. This case study may be seen as functioning within the broader area of decolonial practices within the field of integrating people with disabilities into the institutional context of an art space, through modes of practices that (a) problematise the issue of co-work between people with and without disabilities within the art institution, (b) encouraging educators to 'learn with' the young co-participants, (c) upsetting hierarchies regarding the right to artistic creation, and (d) embracing different perspectives on knowledge and its production.

APPLICATION OF THE CASE STUDY

This CS will develop an [action research process](#) with and by children and youth, that integrates the following aspects.

Facilitating the access of participants (pupils, students and educators) to the design and knowledge needed to develop the case study. Educators/facilitators and researchers collaborate in the design of the first draft of the case study. This design is based on creating an open-ended possibility for the participants to assume responsibility for the particular directions that the project will take, on the basis of commoning practices as outlined above. Also, during the implementation of the case study the participants will be encouraged to reflect on the research process, making suggestions and contributions. Ideally, we would like to assure the possibility to the participants to re-assess the data produced by providing access to them.

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Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way. Identifying participants as everyday experts is of central importance for the case study. The flexible and personalised use of commoning tools and the adaptability of infrastructures aim to encourage free expression of ideas and feelings through creative work, as long as the participants themselves can exercise basic capacities.

Promoting embeddedness with the local cultural context.

Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies. Taking into account the particular characteristics of the group of the case study, mapping the participants' own priorities and basic capacities is of major importance. Encouraging the construction of personal narratives and viewpoints regarding the ideals of commons, as well as the personal, will be applied.



N°11. "HEAR, WE GO AGAIN"

Smooth partner: MOMus Museum of Contemporary Art, Collections of Macedonian Museum of Contemporary and State Museum of Contemporary Art

Main idea and expectations of the CS:

This case study explores the implementation process of the educational commons theory through a creative dialogue between a group of deaf teenagers, contemporary art, and the museum as a site of non-formal education.

Having as point of reference a wide range of artworks from the permanent collection of MOMus Museum of Contemporary Art –Collections of Macedonian Museum of Contemporary Art and the State Museum of Contemporary Art, the commoners will use and develop their specific sensory abilities in order to approach, explore, interpret contemporary art and express themselves.

Diversity and variety, as basic elements of contemporary art works which often employ more than one human senses, will act as a starting point for discovering alternative ways of perception and artistic expression. Bodily movement, interdisciplinary art workshops and digital tools will facilitate commoners to experiment and co-create.

Objectives and goals of the CS:

1. Enabling participants to experience contemporary art exhibits, and to express themselves both individually and collaboratively in the framework of participatory creative artistic practices based on their decisions.
2. Encouraging experimentation with different media in the museum space in ways that will facilitate deaf teenagers to discover, define and share with other visitors the unique way that they approach and experience contemporary art works.
3. Development of participants' critical thinking and consciousness.
4. Enabling active inclusion of the participants in the cultural life of the city.
5. The production of joint artistic actions/ works inside and outside the physical space of the Museum.

RESEARCH

DIMENSIONS

The commoners. A team of 15-20 high school students with varying degrees of hearing problems, ranging from light hearing loss to no functional hearing (complete deafness). Students who are deaf, communicate exclusively with the use of sign language, while hearing impaired people may communicate through sign language, spoken language, hearing aids or both.

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The common - education The common resources in this CS are the museum collections and the urban space of the city, the learning process and the collective governance of the project. Workshops will be based on commoning practices such as pedagogical documentation, project work, pedagogy of listening.

The commoners are expected not only to get familiar with the museum environment as a hostile and engaging space, but to act as equal agents and researchers and creators. The meetings will involve hands-on activities, handling resources, tactile experiences and cooperation with a visual artist and a performer/choreograph aiming to facilitate the opportunity to transmit their ideas through a combination of different media including those that respond better to their special sensory abilities.

The commoning practices. The museum will first carefully detect the interests, the existing artistic experiences and the current preferences of the participants. All commoners (facilitators and students) will share theoretical or practical knowledge on an equal basis. The adoption of “open”, pluralistic and many-sided approaches that contemporary art permits and promotes, will become a core part of the educational process. Commoners will co-decide step by step the process of the participatory artistic project and they will be involved in intersectional, creative, bottom-up artistic practices by using a wide range of contemporary media (mixed media, multisensory artworks, bodily language, kinesthetic, digital art), in collaboration with artists and performers.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community.

Despite the fact that young deaf people are present and visible to various forms of social life, their “voice” in cultural sites, such as museums, is not heard strongly enough. This CS aims to facilitate their equal participation in the cultural life of the wider community. Creative work based on equality, collaboration, collective creativity, sharing and caring, and critical consideration of the role of the museum in young people's lives can be seen as contributing to the cultivation of democratic citizenship.

Develop of common-friendly policies and states





The CS will empower commoners' agency and participation in public life by building and fostering new modes of thinking and acting on the basis of equality, collaboration, collective creativity, sharing and caring. The whole process is part of the museum's policy to promote social inclusion.

Technologies and digital commons

The final collaborative artistic outcome may include digital media depending on the decisions of the team. Commoners might create a digital navigation guide or a collective artwork for the community. In any case, the artistic or other outcome will be uploaded online, it will be shared to internet users on a permanent basis strengthening deaf teenagers' 'voice' in the local community.

Spaciality: space and experience

The project encourages the co-creation of a spatio-temporal network among the commoners, the museum and the wider urban space. During the educational process the museum will be an open space for dialogue on issues such as public space, common memory, common cultural goods (forms of public art). Visits to nearby sites of cultural interest will encourage participants' connection to the public art and the history of the city. Personal readings and interpretations of the artworks will help participants to familiarize themselves with the museum and public space while constructing their own personal connections.

ADDITIONAL DIMENSIONS.

Coloniality - decolonial perspectives

This case study may be seen as functioning within the broader area of decolonial practices within the field of integrating marginalized people into the institutional context of a cultural institution. through modes of practices that (a) problematize the issue of co-work between people within the institution, (b) upsetting hierarchies regarding the right to artistic creation curatorship and proposing official narratives (c) embracing different perspectives on knowledge and its production.

APPLICATION OF THE CASE STUDY





The CS will support as much as possible the involvement of deaf teenagers in the research process by:

- ✓ conducting a primary mapping of commoners' social needs, preexisting artistic experiences, special ways or difficulties of expressing ideas and feelings through sign language, as well as their current preferences and specific interests
- ✓ engaging them in the decision making processes regarding the development of the project
- ✓ encouraging the commoners to reflect on the research process by making suggestions and contributions

Including communing tools and adaptability of infrastructures to one's own circumstances in a creative way. The museum will offer a variety of adaptable spaces in and out of the museum premises where the commoners can act both individually and collectively during each of the meetings holding as much time and space each one needs. Necessary tools (objects, devices, screens, handling resources) or other infrastructures adapted to the commoner's suggestions and special needs, can be used in flexible ways, even into the exhibition spaces, so as to facilitate their "mission" as researchers and creators. The above communing tools will facilitate the team participants to express their ideas and feelings through creative work.

Promoting embeddedness with the local cultural context. The commoners of this CS will get in touch with contemporary art and with the "local" contemporary public art (mainly sculptures) situated at the east center of Thessaloniki, near the museum. Furthermore, the commoners will deal with issues such as the connection of the public art and the history of the city, the common memory and the culture transformation. Creative involvement will give them the opportunity to develop their own view and ideas about the contemporary visual arts, as well as about the character of their own city.

Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies. Based on the commoners' special sensory needs and abilities, the necessary tools (objects, handling resources, contextual images, others) will be decided by the commoners themselves. The application of convivial tools will facilitate the construction of personal narrative and viewpoints regarding the ideals of commons.



Nº 12-14: RED. Rights, Equity and Diversity (Escolas Marquesa, Escolas Gil Vicente & A Voz do Operário)

Smooth partner: NOVA (Portugal)

Main idea and expectations of the CS: The impact of racism and discrimination on the lives of children and adults. This issue addresses a crucial topic that has not been studied in Portugal, at least from a multidisciplinary, comparative and child-centred perspective. It's about the need to understand children's conceptions and actions on diversity, differences, racism and discrimination on their daily lives in preschool and basic school in Lisbon (Portugal).

To consider that children are not uncritical beings in matters of racism and to consider them competent in understanding and acting as social actors is to assume that they have the competence to participate in an anti-racist formation process.

Objectives and goals of the CS:

- analyse how issues of rights, equity and diversity are addressed in kindergarten (4-6 years old) and basic school (6-14 years old);
- understand how children actively interpret racism, discrimination and stigmatization in their relationships and actions (play);
- understand how afterschool programs (APs programs) could contribute to develop skills that enhance equity in diversity among vulnerable children and promote active social inclusion and help to reverse inequalities through the educational commons;
- build up a model created by commons knowledge peer production (children, youth workers, educators, teachers, parents);
- local policies to be taken by local authorities regarding implementing RED project.

B.	RESEARCH	DIMENSIONS
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CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. Portuguese society assumes itself as multicultural (Stoer & Magalhães, 2005), which generates greater social and academic interest in issues associated with diversity, discrimination and stigmatization, categories understood at their intersectionality.

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WP3. Task:3.3



In education, it is seen as posing immense challenges, placing education professionals and families facing the need to respond to a diverse school population, which carries with it a set of representations of itself, the world and others. It is in this context unveiled and analyses the narratives and experiences of children (Christensen & James, 2008; Pechtelidis, 2018) and adults as commoners in the field of ASPs it's relevant and important. However it is not a perceptive perspective in research in Portugal. The inadequacy of studies on racism and discrimination in education context, on the one hand, and a centralization of teachers' discourses, on the other, leads us to think about the need to understand children's conceptions and actions about racism and discrimination as well.

When the place that diversity occupies in the legitimizing discourses of social relations is recognized, both of oppression and exclusion, and of emancipation and inclusion among peers (Olson et al., 1981; Connolly, 1998; Essed, 2002) and between adults and children (Corsaro & Molinari, 2012), the absence of studies in Portugal, considering these dimensions gives the project an innovative character even more when it starts from the analysis of children's voices.

Social relations between children are pierced by issues of racism, power and discrimination (Dei & Johal, 2005; Araújo & Maeso, 2015) often disregarded by adults, which not only obscures the process of how children (re)signify and negotiate among themselves, thus disregarding them as social actors subjects of rights, but also supports depoliticized, uncritical and decontextualized pedagogical discourses and practices.

Literature on the theme of childhood and racism has focused primarily on two fields: understanding and describing general types of diversity among children; and the proposal of methods to be used to combat racism, promote tolerance and culture (Olson et al., 1981; Stoer & Magalhães, 2005). Approaches are lacking to understand the complexity of actors and interactions involved in the daily (re)production of racism, particularly with young children who, according to various investigations (Connolly, 1998), are already racially aware. On the other hand, research suggests the difficulty that teachers and other professionals have in talking to children about racial issues, diversity and rights.

[The common - education](#). The CS will be engaged with pedagogical documentation, pedagogy of listening and project work. Therefore it is very important that the educator's experiences of these methodologies must be enriched by the training planned before the case starts.





The commoning practices. The process includes the negotiation and agreement of social practices and norms that help a community to manage the educational environment, with special emphasis on addressing intersectionality, equal use and access. The idea is to generate a practical and active dialogue between the children and adults to promote more power balance, based on children's participation. In practice this will be enacted by performing regular assemblies, negotiating the distribution and redistribution responsibilities, registering decisions, among others as well as on negotiating the aims or methodologies applied.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community. Through engaging actively with children, educators, teachers and other professionals as well as with people from the community in the selected schools. Explore alternative ways of pursuing democratic decision-making processes involving children. Increase diversity in the decision-making processes of social groups. Strengthen inter-cultural and inter-generational dialogue and social integration. Train teachers, educators and other professionals in the democratic participation and engagement of children.

Develop of common-friendly policies and states. RED emphasis on children's participation and active citizenship dimensions - encouraged as result of the CS.

Technologies and digital commons. Depending on the progress of the process.

Spaciality: space and experience. Generate smooth spaces of democratic citizenship and experimentation through new modes of thinking and doing on the basis of equality, collaboration, collective creativity, sharing and caring.

ADDITIONAL DIMENSIONS.

Climate crisis - environmental perspectives - Coloniality - decolonial perspectives - Care crisis - feminist perspectives. As the CS will be largely dependent on the interests and ideas of children's members of the educational community. No such dimension is taken currently into consideration.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

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We will develop an action research process and by nature such an approach demands the active participation of all the participants. Considering this, all the steps will be developed with the children, educators, teachers and other professionals. Some basic steps:

We will start with a process of collective analysis and understanding of the group's environment (school context) and the problems concerning rights, equity and diversity. Gradually we will involve children in developing mapping exercises and narratives on rights, equity and diversity. After this first moment of mapping we will follow a methodological path based on commoning practices where the participants will be encouraged to reflect on the research process, making suggestions and contributions. We will also consider the organization of a workshop for educators, teachers and other professionals.

We will develop the CS in Participants: 2 public schools and 1 private school in Lisbon located in the oldest and most popular areas of Lisbon and it is considered one of the poorest and least literate areas in the city. Children and their families constitute a heterogeneous population, where the situations of housing degradation, resettlement, economic, social and social problems and social exclusion are common. It is also significant for the number of children of different nationalities and social backgrounds. Then, we will consider different systems of oppression, and specifically how they overlap and are compounded - race, religion, ethnicity, migrant status, disability, age, or socioeconomic status. These individual characteristics “intersect” with one another and overlap contributing to unique experiences and may expose children to double or even triple discrimination grounds, making them more vulnerable in the diversity of dimensions of social life.





N° 15. VIVITA Vista - from idea to prototype in 10 weeks.

Smooth partner: Taltech

Main idea and expectations of the CS: "VISTA - from idea to prototype in 10 weeks" is a 10 week programme for 9-14 year old children and youth supporting them to develop the basic prototyping skills and entrepreneurial mindset.

During the 10 week programme, the children have the possibility to take part in various workshops that focus on developing their creative problem solving skills and prototyping their solutions. Each participant gets individual mentoring from 2 dedicated mentors from VIVITA team and a selection of external experts. Experts vary from a range of backgrounds including seasoned entrepreneurs, engineers, tech investors, psychologists, designers, physicists, chemists and other professionals from other walks of life. Each participant gets a tailor-made programme for the 10 week period that will allow them to turn their idea into a tangible first prototype. The children can enter into the programme with both ideas of physical and digital products but also with causes for societal change. The programme is free of charge for the children and youth. All costs related to the workshops, experts and the materials, tools and technology needed for building the prototypes are covered by VIVITA.

VISTA is initiated by VIVITA Creativity Accelerator for children and youth. Vista programme is piloted and currently running only in Estonia, but the goal is to make it part of the VIVITA global programme.

VIVITA is an international creativity accelerator network for kids and youths that currently operates in 7 countries (EE, LT, JP, SG, PH, US, NZ). VIVITA operates open makerspaces and innovation labs for children and youth, develops educational technology software and hardware solutions for children and runs content that increases children's interest in STEAM subjects, and encourages them to be entrepreneurial, learn creative problem solving methods and quick prototyping skills. VIVITA has no teachers and no formal curriculum. The activities are driven by children and youth themselves, and adults play a supportive and inspiring role in this journey. We believe this will increase their confidence and help them grow into talented, smart and responsible world-changers.

Objectives and goals of the CS:

- Give children and youth the mindset, toolset and skillset for quick prototyping their own

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solutions, products and services and getting from a rough idea into a tangible result within a limited time frame.

- Inspire children and youth to become future entrepreneurs, inventors, makers and world changers by linking them up with professionals from all walks of life.
- Establish a launch pad for children's innovations that can change the world.

RESEARCH

DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The core of the VIVITA VISTA community is the young people at the age of 9-14 years who have joined this educational community based on their free will and idea that they would like to develop into a usable prototype during 10 weeks of duration of the case study. Educators from VIVITA kids and youth creativity accelerator are also part of the educational community and moreover, there will be additional experts, start-up founders etc involved partly in the programme in order to empower youth to work on realisation of their idea. While it may seem that the kids and youth accelerator could mainly reach out to youth who do not face particular social inequalities (being located in one of the prominent neighbourhoods in Tallinn, representing one of the outstandingly modern approaches in youth sector being part of the global network, initiated in Japan etc), one might argue that the target population of this educational community is still diverse. For example, the educators have described that some of the involved young people face exclusion in their schools due to their special interest towards tech matters and/or not having enough socio-emotional skills for creating close relationships in their class environment etc.

Also, as two of the first VISTA editions have been executed already, there is an agreement with Third Partner that for the 3rd edition that will be organised as CS in the frame of SMOOTH project, additional attention will be dedicated to social inequalities. While it is still work in progress to design the CS accordingly, f.ex it could mean that in the call for the project the priority will be given to ideas that serve a common social good (please note that during the previous VISTA editions, f.ex new solutions have been worked out by young people for loneliness among youth, for mental health) and/or to young people facing difficulties and/or less opportunities in their lives for various reasons.

The common - education. During the CS of VISTA all of the above-mentioned - pedagogical

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documentation (this has been done so already in previous editions via extensive photo and video documentation, also featuring quotes from participants of the educational community about their learnings etc), project work (as the core of the project is the process of project management from the idea to the prototype of the product by youth themselves, supported by experts from different fields) and pedagogy of listening (as participants will also be supported by mentors etc). The research trajectory of this CS aims at capturing all of these dimensions but the more detailed plan is still tbc.

The commoning practices. VISTA has a strong emphasis on youth participation - in fact the whole programme will be designed based on the ideas that young participants want to realise during 10 weeks, aiming to support them in doing so with top-level experts, individual mentorships etc. In that sense the educational community is offering a fully tailor-made support for the individuals participating in it and aims at equipping them with entrepreneurship skills and empowering their ability for agency and active role taking not only in the project but also wider. Depending on the final product the young person has worked out during the programme, s/he will be encouraged to take steps to further develop it and/or promote it to other stakeholders in local community, f. ex for the Friendship Bench that was developed by a 11 year old girl in one of the previous editions of VISTA programme, she is continuing work on it with her friend and such benches now exist in three towns in Estonia already, she has also been in different events talking about her initiative and why she considers attention to youth loneliness so important etc). One might argue that in this way, also an active citizenship dimension has been encouraged as result of the programme. The dimension of peer-to-peer governance, peer-to-peer sharings and learning have declared to be part of the activities of the kids and youth accelerator but the practices will need to be further researched during the CS.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY.

Relations and impacts into wider community. VISTA CS will involve a rather wide community already in the realisation of the project, with participating youth and their parents, with educators from Third Party organisation, with wide network of experts supporting youth with their idea, also through dissemination activities depending on ideas young participants will be working on etc. Probably, depending on the specific nature of the CS, besides the participating youth, their parents and educators, also additional adult experts involved in the programme might be a useful research target group in this case.

Develop of common-friendly policies and states. While this is not a primarily prioritised direction

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in this CS, depending on the progress and accumulated learning out this process, it might be feasible that such CS would be further developed and promoted as freely accessible module for non-formal learning practice on youth entrepreneurship, project management etc. Considering that the Third Party organisation is part of the wider global network (with Vivita accelerators operating in Japan, Singapore, Lithuania) , it might have strong potential for that.

Technologies and digital commons. VIVITA is operating as educational technology platform building an open software and hardware ecosystem to enhance children's creativity. There has been developed a modularized, scalable, easy-to-use software and hardware toolset called "Viviware" for rapid prototyping with less programming that provides unified open data platform called Vivita Account to manage their creative work for further collaborations. The example and potential of it as an example of digital commons is one of the potential perspectives for future research.

Spaciality: space and experience. Vivita provides a creative learning space called Vivistop, equipped with modern creative tools such as 3D printers and inspirational creative stuffs such as recycled materials etc. As one of its principles, Vivita declares that they give all the children free access to that creative learning environment, regardless of economic, social, or regional constraints, with no teachers and no curriculum, based on the ideas, interests and creativity of the youth themselves. The way the learning environment is designed, developed and managed based on these principles serves as an interesting research subject.

ADDITIONAL DIMENSIONS.

Climate crisis - environmental perspectives. No such dimension is taken currently into consideration, there are some chances that a relevant thematic will be proposed for example in the sense of upcycling or circular economy which relates with the makers movement.

Care crisis - feminist perspectives. As the CS will be largely dependant on the interests and ideas of young members of the educational community that they want to realise during the 10 weeks programme, the potential to involve any of these topics - and more - is there. The help between makers is considered a base for the collaboration so, in this sense issues of care crisis are addressed.

APPLICATION OF THE CASE STUDY





This CS will develop an action research process with and by children and youth, that integrates the following aspects.

Facilitating the access of participants (pupils, students and educators) to the design and knowledge needed to develop the case study. Tbc. The process will be rather challenging for participating community members in terms of their own learning and moving from the initial idea to the working prototype within 10 weeks, so it has to be carefully designed and managed not to overload the young participants. However, they will surely be informed about the research process and contributing to it throughout, so the research team of TalTech in cooperation with Third Party aims at building up an approach where young people are aware of and can contribute to it based on their free will and interests, with not moving their focus away from the main content of the CS.

Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way. The main core of the CS is young educational community members realising their own ideas, with the support from other community members, so the dimension of adapting and including the commoning tools and infrastructures dependent on the specific idea of the young person is clearly integrated.

Promoting embeddedness with the local cultural context. This will be guaranteed with a strong support from wider community to realisation of ideas of young members of educational community, also through public dissemination of results of the CS programme etc. Youth will be encouraged and supported to further develop their prototypes also after the programme (and some members of previous editions have already done so successfully via their own schools, through VIVITA network or other organisations on local level).

Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies. We will develop an action research process where participating youth as well as the educators will be actively engaged in contributing to it by sharing their own reflections and learnings regarding the key principles of commons that is an important basis for promotion and further seeding the practices based on such principles. This way, the accumulated and generated knowledge will be strongly dependant on the group's own experiences and knowledge. Also, as the main content of the VISTA programme is the development of ideas as proposed by children and youth themselves and further developed with the support of adults during the programme, it is empowering children and youth's actions to impact their own environments.



N° 16. Open Space for Mental Health

Smooth partner: Taltech

Main idea and expectations of the CS: Open Space for Mental Health is a series of regular events (every other week or once a month) meant to encourage creativity and community-building as well as the planning and execution of events by the members of Estonian Youth Mental Health Movement (ENVTL), that would otherwise engage as passive participants. There are two roles that must be filled for an Open Space for Mental Health event to take place: the coordinator and the organizer - the young person: The coordinator is a member of the ENVTL and the organizer is a member of the community, who takes an active role to initiate an event for the other community members.

The coordinator is usually a member of ENVTL that is more experienced, known and trusted by the other members. They already have experiences with hosting events and are familiar with the practical side of it: finding and booking a suitable space, creating an event on Facebook and sharing the info about it, helping the organizer prepare the materials and the space, supporting the organizer during the event. The coordinator is responsible for the framework of Open Space, its continuity and, if necessary, the moderation of the events. The coordinator is also a public figure in the sense that when members get an idea for something they would like to do together, they know to contact the coordinator to make it happen.

The organizer is a member of ENVTL that has an idea for an event they would like to organize, something to teach or share with other members. Once the time for the Open Space for Mental Health events has been set and the concept introduced to the members, communication may be established either way: it could be the coordinator reaching out to members they know might have interesting ideas for shared activities or it could be the organizer letting the coordinator know of their willingness to try their hand at organizing a particular event. The coordinator then helps the organizer prepare for the event by booking the time slot and space, assisting the organizer in setting up, hosting and closing the event.

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In the days after the event, the organizer and coordinator reflect on the process of making the organizer's idea come to life and the event itself. The organizer may wish to host another event in the future, and the coordinator goes on to plan the next Open Space for Mental Health event with the next organizer.

Objectives and goals of the CS:

As ENVTL is an activist organization, it is of utmost importance to encourage and empower its young members to take responsibility, plan and follow through with what they've set out to do. ENVTL has a rather vulnerable target group and membership, so it can be extremely difficult for many of the members to share their ideas, experiment with them and experience the feeling of success from creating something for others.

For the first few years ENVTL existed as an official organization, only a handful of people were actually organizing events for the members. After long conversations with people that had previously proposed activities for ENVTL members, but were unwilling to organize them, the obstacles that had deterred them became clear: it was the finding a suitable date for everyone, talking to someone about booking a room, creating an event on Facebook and sharing it with the members that they found too stressful. That is mainly about self-initiative and self-realisation in the context of project management.

The objective of Open Space for Mental Health is to offer an opportunity for people that have wonderful ideas, but do not know where to start with them, struggle with time management, have feelings of self-doubt and inferiority, face vulnerability and unstable situations due to their own mental health and similar struggles of their peers etc.

Aside from the benefits Open Space for Mental Health offers for young people wishing to become more active within ENVTL and to organize something, it also gives other members the chance to partake in diverse events, facilitates peer to peer learning and supporting, allows members to form friendships, to experiment, explore.

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All of our events follow the Principles of Safe Space. These principles are the core of the ground rules - remember that some components of these Principles may be invaluable in some situations, and inappropriate in others. Set it up with your context in mind!

Equalize the Space

- confidentiality – share experiences & lessons, not gossip and identifying details
- make space/take space – challenge yourself to step out of your pattern
- challenge the idea or the practice being voiced, not the person voicing them
- everyone has equal worth, and all perspectives are equally valid

Check Your Assumptions

- no judgments or 'disclaimers/self-judgments'
- everyone is an individual, not just a representative of a group
- 'I Statements' – own your perspective, don't project it
- believe in our common best intentions

The Right to be Human

- respect each other's right to be human (to have a bad day, to be triggered, to fail, etc.)
- honor differences always, center them when appropriate (family of origin, culture, orientation, race, class, gender, ability, etc.)
- acknowledge emotions appropriately
- practice giving and receiving forgiveness

Consensual Dialogue

- active listening – attention focused, appropriate eye contact, check body language, inquire about (and use) preferred pronouns
- take a risk and speak up, but maintain everyone's right to pass
- silence is okay – pauses in the pace of dialogue invite all the voices in the room;
- 50% rule – each party is responsible for an equal part of the 'problem' and the 'solution'

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The goals for Open Space for Mental Health are to empower the next generation of young activists to have the courage, drive and means to organize within the community (an organizer could become the coordinator or part of the board or create something completely new), make their voices heard on a larger scale in the society, try activities and hobbies that are introduced in the Open Space Events and gain confidence and self-assurance by being in a positive supportive space.

RESEARCH

DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. ENVTL is a fully youth led organisation as an initiative of young people who face mental health issues in their lives (anxiety, depression, suicidal thoughts, self-harming etc) and see that through the ENVTL they can both find support for their own struggles for wellbeing and coping, also support other young people in similar situations and even further, to take action to raise awareness on mental health issues and reduce stigmatisation in society at large. It is evident that the young people who struggle with mental health issues often face difficulties in keeping up with their studies in formal education and/or have more fragile position in the labour market; very often these young people also describe the lack the feeling of belonging as they are not understood by their parents and peers in school - so ENVTL provides the significant community experience for these young people. The members join the community on full voluntary basis and so far it is mostly young people at the age of 15-35 years old.

The common - education. As the case study aims at empowering young people through the process, supporting the group dynamics and initiative taking by youth themselves to propose activities for self-development and self-realisation for the common good in this educational community of ENVTL, pedagogy of listening and project work are the core concepts the activities will be based upon. However, the CS is still under development and more detailed resources/goods will have to be further elaborated.

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The commoning practices. ENVTL is a fully youth led organisation that aims at empowering their members through different activities. In principle they explain that their activities can be categorised into three different types of activities:

- community support, to help members to create meaningful relations and peer-to-peer learning among each other. Part of it is also the Open Space for Mental Health that will be developed as CS in SMOOTH project;
- activism, meaning that ENVTL members contribute to different working groups and campaigns on local and state level to help raising awareness and reduce stigmatisation in society;
- personal support activities to support their members with individual and group counselling, for example through informal therapy groups so-called the Rumbling therapy (Mölaterapia) that provides a safe peer-to-peer support group for youth to share their struggles with mental health.

The members of the organisation have explained that their new activities/groups start with agreeing on rules for working together (shared rules), there are clearly stated principles for each of the activities like safe-space and violence-free speech (rights, obligations, safety guidelines for members), as youth led organisation it is based on youth free will participation and as youth advocacy organisation it is clearly working on youth agency and citizenship. Hence it can be stated that the practices of commoning seem to play an important role already in the practices of the educational community, however they seem to be not consciously conceptualised as 'commons' yet. The further design of CS will seek to further enforce these aspects.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community. The core of the CS will be initiatives by young people themselves, mainly targeted at other members of educational community, however depending on the exact aim and nature of these self-initiated projects as part of Open Space, there might be additional experts invited to meet with youth and other relations and impacts developed.

Develop of common-friendly policies and states. As ENVTL continues its advocacy role on local and state level, the experiences gained and the learning accumulated during the CS, might serve

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as further insights also for developing common-friendly policies.

Technologies and digital commons. Since it is not known yet what exactly will be the interests and proposals by youth as part of the Open Space CS, the potential to involve also tech and digital commons is there but currently, does not have a central role.

Spaciality: space and experience. ENVTL as educational community declares that considering the sensitivity of the issue of mental health and personal vulnerabilities of their members, all their activities follow the concept of safe-space. This might serve as an interesting subject for future research.

ADDITIONAL DIMENSIONS.

Again, as the CS will be largely dependant on the interests and ideas of members of the community, the potential to involve any of these topics and more is there (Climate crisis - environmental perspectives - Coloniality - decolonial perspectives - Care crisis - feminist perspectives). It can also be noted that the coordinator of the organisation has referred to personal background of anarchist social movement previously and that some principles have inspired also the ENVTL community empowerment practices. However, this issue has not been further clarified and researched yet.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

Facilitating the access of participants (pupils, students and educators) to the design and knowledge needed to develop the case study. The core of the Open Space CS will be the group process to empower the participating young people to propose their own ideas for activities that the ENVTL community would benefit from, either for the self-development of members, understanding the roots and influences in relation to mental health issues etc. Hence the project will strongly be built upon the active self-realisation and project management capacities of young people which will serve as good basis for raising their awareness also on the design and





management of the case study. More exact planning for how this will be embedded into the CS is still work in progress.

Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way. Since the CS of Open Space for Mental Health is run in a youth led educational community (supported by a youth coordinator of the project who is a member of the community as well) and will be based on self-initiatives of young members, it can be predicted that commoning principles and tools will be creatively mobilised for the purposes and needs as these emerge during the project.

Promoting embeddedness with the local cultural context. ENVTL is working actively to promote the understanding of youth mental health issues and reduce stigmatisation in society through different campaigns, trainings and info sessions in schools, youth centres etc, thus the integration with the local context is strongly represented. That will further depend on the exact ideas that the members will propose and realise as part of the Open Space CS.

Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies. The core of the Open Space for Mental Health is the ideas that young members of the educational community would like to implement and/or what they see as beneficial for other community members, based on their needs and interests. By supporting them in this process, it is also seen as process to empower them to take an active role enriching the community with their self-initiatives. It will be examined the case that open source tools might be of help for the specific community.



Nº 17. South Zone Community Process - Young Zone

Smooth partner: UCA

Main idea and expectations of the CS:

The main idea of this CS is to promote the creation and analysis of a participative educational process where the educational commons can be experimented and observed. This takes place within a wider participatory process which intends to involve the community.

The educational process will consist of collaborative and transdisciplinary after school workshops around a specific topic: Water (a traditional common). 15 young people (+ educators) will explore their context, detecting and sharing interests around Water (approaching the natural, historical, cultural, economic dimensions of this good). The groups will reflect and design proposals to improve the community. The workshops will be implemented on a weekly basis in the Municipal Centre of the Intercultural Community Process, in Jerez de la Frontera. The participants, will experiment with games, artistic and creative tools, environmental, geographical and communication approaches. The results will be returned to the community.

Objectives and goals of the CS:

It is important to differentiate the general objectives and goals of the workshops from the more objectives and goals of the CS. So, for the workshops the goals are:

- Generate confidence and foster relationships based on respect and mutual responsibility.
- Enacting sharing, cooperation and collective innovation, capacity for dialogue and collective organisation.
- Promoting intercultural and intergenerational relations.
- Experimentation with different forms of arts and promote ecology of knowledge.
- Enhancing children's equal participation, agency and citizenship.
- Reflecting on the neighbourhood (urban commons) and how we experience and represent it

The Goals of the case study are to enact and experiment the educational commons, acknowledging their tripartite structure of the commons:

-Analysis of the community creation and governance

-Analysis of the interactions of the community, the good/service, and the communing practices

-Analysis of difficulties and challenges faced

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RESEARCH DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The participants involved in the case are mainly young people and social workers and educators; families only participate occasionally. This community is linked with a wider community process in the zone. The young people are a intercultural, gender balances and diverse group of teenagers (14-17), some of whom experience family vulnerable situations, migrant and refugee backgrounds, mental conditions. The educators team is mostly female, women in their 30s and 40s.

The common - education. The subject consists of a problem associated with the 'water' and the participants' contexts. Considering that 'water' involves natural social, economic, political dimensions and rights, the specific matter for the entire process is chosen by the participants. The approach will be multi-multidisciplinary with simultaneous development of different layers of information and constant support to manage possible tensions between local and global aspects. This process will be engaged with pedagogical documentation, pedagogy of listening and project work. Therefore it is very important that the educator's experiences of these methodologies must be enriched by the training planned before the case starts.

The commoning practices. The process includes the negotiation and agreement of social practices and norms that help a community to manage the educational environment, with special emphasis on addressing intersectionality, equal use and access. The idea is to generate a practical and active dialogue between the young participants, to favour more power balance. In practice this will be enacted by performing regular assemblies, negotiating the distribution and redistribution responsibilities, registering decisions, among others as well as on negotiating the aims, the topic and the material or methodologies applied..

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community. Both because of the possibilities open by the topic (water in the past and the present of the community) and because the CS is developed within a wider community process (more integration and protagonism to children). The institutions (City Council and regional government beyond intervention programs in the zone) will be represented by the community process and also may be benefited by the rise of participation of the community.





Develop of common-friendly policies and states. The institutions (City Council) are part of the wider community process. There is the intention and possibility for generating policy advocacy.

Spaciality: space and experience. There is the intention to study young peoples' experiences and uses of water-related in their community.

ADDITIONAL DIMENSIONS.

Climate crisis - environmental perspectives. Environmental approach is fundamental in this case study. As the core topic of the workshops is water, the possibilities to engage with environmental movements and impact in the awareness of climate crisis are widely open.

Coloniality - decolonial perspectives. This case study corresponds to a multicultural scenario where the decolonial perspective is contingent. The recognition of the different cultural backgrounds and how this aspect intersects with each one's role in society will be observed, questioned and faced to reverse hierarchical patterns.

Care crisis - feminist perspectives. Gender is a key aspect of the proposal, with feminism forming a common thread of the methodologies implemented by the project team. We consider that the data gathering, presentation and activation processes require a feminist focus in which the data, the design and the communities of users are necessarily interdependent, and it is impossible to explore alternative ways to develop the city based on the new commons without adopting an approach grounded on feminist.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

We develop an action research process as we do not only intend to study the commons but also to promote and implement them. Young people will have a conscious and active role in both spheres.

-We start with a process of collective analysis and understanding of the group's environment (community context).





- A general "water" theme is proposed, but it will be the young people who will collectively specify and decide which specific aspects or dimensions of this theme they will work on and how.
- Knowledge is generated from the youth group's own experiences and knowledge.
- Based on the knowledge generated, the young people themselves can propose and develop actions in their own environment.



Nº 18. Save the Children - Child and Adolescent Resource Centre (CRIA)

Smooth partner: UCA

Main idea and expectations of the CS:

The main idea of this CS is to promote the creation and analysis of a participative educational process where the educational commons can be experimented and observed. This takes place within a wider participatory process which intends to involve the community.

The educational process will consist on collaborative and transdisciplinary after school workshops around a specific topic: Water (a traditional common). A group of 15 young people (+ educators) will explore their context, detecting and sharing interests around Water (approaching the natural, historical, cultural, economic dimensions of this good). The group will reflect and design proposals to improve the community. The workshops will be implemented on a weekly basis in Cerro Amate (Seville). The participants, 15 young people, will experiment with games, artistic and creative tools, environmental, geographical and communication approaches. The results will be returned to the community.

Objectives and goals of the CS:

It is important to differentiate the general objectives and goals of the workshops from the more objectives and goals of the CS. So, for the workshops the goals are:

- Generate confidence and foster relationships based on respect and mutual responsibility.
- Enacting sharing, cooperation and collective innovation, capacity for dialogue and collective organisation.
- Promoting intercultural and intergenerational relations.
- Experimentation with different forms of arts and promote ecology of knowledge.
- Enhancing children's equal participation, agency and citizenship.
- Reflecting on the neighbourhood (urban commons) and how we experience and represent it

The Goals of the case study are to enact and experiment the educational commons, acknowledging their tripartite structure of the commons:

-Analysis of the community creation and governance

-Analysis of the interactions of the community, the good/service, and the communing practices

-Analysis of difficulties and challenges faced

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RESEARCH DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The participants involved in the case are mainly young people and social workers and educators from Tekenado and Save the Children; families only participate occasionally. The young people are a intercultural, gender balances and diverse group of teenagers (14-17), some of whom experience family vulnerable situations, family deprived situations, mental conditions. The educators team is mostly female, women in their 30s and 40s.

The common - education. The subject consists of a problem associated with the 'water' and the participants' contexts. Considering that 'water' involves natural social, economic, political dimensions and rights, the specific matter for the entire process is chosen by the participants. The approach will be multi-multidisciplinary with simultaneous development of different layers of information and constant support to manage possible tensions between local and global aspects. This process will be engaged with pedagogical documentation, pedagogy of listening and project work. Therefore it is very important that the educator's experiences of these methodologies must be enriched by the training planned before the case starts.

The commoning practices. The process includes the negotiation and agreement of social practices and norms that help a community to manage the educational environment, with special emphasis on addressing intersectionality, equal use and access. The idea is to generate a practical and active dialogue between the young participantes, to favour more power balance. In practise this will be enacted by performing regular assemblies, negotiating the distribution and redistribution responsibilities, registering decisions, among others as well as on negotiating the aims, the topic and the material or methodologies applied..

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community. Both because of the possibilities open by the topic (water in the past and the present of the community) and because the CS is developed within a wider community process (more integration and protagonism to children). The institutions (City Council and regional government beyond intervention programs in the zone) will be represented by the community process and also may be benefited by the rise of participation of the community.





Develop of common-friendly policies and states. The institutions (City Council) are part of the wider community process. There is the intention and possibility for generating policy advocacy.

Spaciality: space and experience. There is the intention to study young peoples' experiences and uses of water-related in their community.

ADDITIONAL DIMENSIONS.

Climate crisis - environmental perspectives. Environmental approach is fundamental in this case study. As the core topic of the workshops is water, the possibilities to engage with environmental movements and impact in the awareness of climate crisis are widely open.

Coloniality - decolonial perspectives. This case study corresponds to a multicultural scenario where the decolonial perspective is contingent. The recognition of the different cultural backgrounds and how this aspect intersects with each one's role in society will be observed, questioned and faced to reverse hierarchical patterns.

Care crisis - feminist perspectives. Gender is a key aspect of the proposal, with feminism forming a common thread of the methodologies implemented by the project team. We consider that the data gathering, presentation and activation processes require a feminist focus in which the data, the design and the communities of users are necessarily interdependent, and it is impossible to explore alternative ways to develop the city based on the new commons without adopting an approach grounded on feminist.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

We develop an action research process as we do not only intend to study the commons but also to promote and implement them. Young people will have a conscious and active role in both spheres.

-We start with a process of collective analysis and understanding of the group's environment (community context).





- A general "water" theme is proposed, but it will be the young people who will collectively specify and decide which specific aspects or dimensions of this theme they will work on and how.
- Knowledge is generated from the youth group's own experiences and knowledge.
- Based on the knowledge generated, the young people themselves can propose and develop actions in their own environment.



N°19: HTISA

Smooth partner: UGhent

Main idea and expectations of the CS:

HTISA is one of five schools that are joining together in 'Jan Van Eyck-Campus'. Years ago, a few schools in Ghent submitted a candidate file for an ambitious new school in the city. Today, the participating schools are actively working on the pedagogical and didactical content. The school will be ready for use September 1st, 2026.

The general project vision has already been developed and has traces of the commons in it, as it puts cooperation at the forefront. This process of change therefore offers many opportunities, but also carries risks. Even though it's a big part of its vision, very little has been done to let different school actors participate in the process of developing this new school. It's therefore necessary to implement a commons-based trajectory to give shape to the new campus.

Using a commons-based approach and a lifeworld orientation (Grunwald & Thiersch, 2009) we set a participatory process in motion which intends to involve the whole (school)community. We will study, together with teachers, students, school leaders, parents..., how the school can be made into a shared place where everyone feels connected to the school. In this way, using co-creation, we will give shape to the new campus starting from the commons.

Objectives and goals of the CS:

The objectives and goals of this case study are to gain insight into the different actors' vision on school, their everyday concerns relating to the school, etc. By doing so, we will be able to organize the new campus starting from the commons, but we will also generate findings that will be relevant in a much broader educational context.

RESEARCH

DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

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WP3. Task:3.3



The commoners. The case study will be conducted in a secondary school, located in Ghent, Belgium. Therefore, the students, teachers, parents, school leaders... are part of this study. The students of HTISA come mainly from vulnerable backgrounds. We will focus mainly on the upper grades.

The common - education. The common resources in our case are the learning process and the governance of the community.

The commoning practices. Everyone that is part of the school will be involved in the construction of the project and will be able to give their visions. The idea is to generate a practical and active dialogue between the school and the other actors (youngsters, teachers...).

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community. Yes, we will also work with the neighborhood in which the school is situated.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

We will ask all actors (teachers, school leaders, students, parents...) about their vision on school, their everyday concerns, etc. and will use it to shape the new school.





N° 20. Sint-Lievenscollege Business

Smooth partner: UGhent

Main idea and expectations of the CS:

Sint-Lievenscollege Business is one of five schools that are joining together in 'Jan Van Eyck-Campus'. Years ago, a few schools in Ghent submitted a candidate file for an ambitious new school in the city. Today, the participating schools are actively working on the pedagogical and didactical content. The school will be ready for use September 1st, 2026.

The general project vision has already been developed and has traces of the commons in it, as it puts cooperation at the forefront. This process of change therefore offers many opportunities, but also carries risks. Even though it's a big part of its vision, very little has been done to let different school actors participate in the process of developing this new school. It's therefore necessary to implement a commons-based trajectory to give shape to the new campus.

Using a commons-based approach and a lifeworld orientation (Grunwald & Thiersch, 2009) we set a participatory process in motion which intends to involve the whole (school)community. We will study, together with teachers, students, school leaders, parents..., how the school can be made into a shared place where everyone feels connected to the school. In this way, using co-creation, we will give shape to the new campus starting from the commons.

Objectives and goals of the CS:

The objectives and goals of this case study are to gain insight in the different actors' vision on school, their everyday concerns relating to the school, etc. By doing so, we will be able to organize the new campus starting from the commons, but we will also generate findings that will be relevant in a much broader educational context.

RESEARCH DIMENSIONS

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reversing inequalities through educational commons



WP3. Task:3.3



CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The case study will be conducted in a secondary school, located in Ghent, Belgium. Therefore, the students, teachers, parents, school leaders... are part of this study. The students of Sint-Lievenscollege Business come from diverse backgrounds. We will focus mainly on the upper grades.

The common - education. The common resources in our case are the learning process and the governance of the community.

The commoning practices. Everyone that is part of the school will be involved in the construction of the project and will be able to give their visions. The idea is to generate a practical and active dialogue between the school and the other actors (youngsters, teachers...).

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community. Yes, we will also work with the neighborhood in which the school is situated.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

We will ask all actors (teachers, school leaders, students, parents...) about their vision on school, their everyday concerns, etc. and will use it to shape the new school.



Nº 21. Mapping of children's spaces

Smooth partner: UMinho

Main idea and expectations of the CS: The University of Minho in collaboration with the Porta 7 will conduct a pedagogical intervention in an after-school program for children at risk of poverty and social exclusion aged 6-14 in Guimarães, Portugal.

Objectives and goals of the CS:

- Participate in the state of the art, literature review and pedagogical materials of the project
- Construct specific knowledge on children's use of public spaces, in the Pevidém area
- Identify children's mobility patterns, through the inclusion of ICT platforms and mapping exercises
- Conduct walking interviews that can inform the maps to identify mobilities, autonomies and safety in the communities
- Contribute to the HD maps generated with the groups working on the *Learning Field*, providing specific information on what makes communities safer in children's perspectives
- Disseminate the results in children's communities and schools, and on on-line platforms
- Participate in dissemination events
- Write a final report of the case study
- Participate in conferences
- Distribute the final report to decision-makers

RESEARCH DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commons. The participants involved in the case are mainly children and social workers and educators from Porta 7; families only participate occasionally. The children involved in the process are intercultural, gender balanced and diverse group, ages between 6-14, some of whom experience family vulnerable situations. The educators team is mostly

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female, women in their 30s and 40s.

The common - education.

The subject consists of a problem associated with children's mobility and autonomy, linked with a major goal that intends to promote children's social inclusion and the sense of belonging in their neighbors and active commitment as full members of their contexts of life.

The approach will be multi-multidisciplinary with simultaneous development of different layers of information and constant support to manage possible tensions between local and global aspects. This process will be engaged with pedagogical documentation, pedagogy of listening and project work. Therefore, it is very important that the educator's experiences of these methodologies must be enriched by the training planned before the case starts.

The commoning practices. The process includes the negotiation and agreement of social practices and norms that help a community to manage the educational environment, with special emphasis on addressing intersectionality, equal use and access. The idea is to generate a practical and active dialogue between the children and adults to promote more power balance. In practice this will be enacted by performing regular assemblies, negotiating the distribution and redistribution responsibilities, registering decisions, among others as well as on negotiating the aims, the topic and the material or methodologies applied.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY.

Relations and impacts into wider community. Yes, both because of the possibilities open by the topic (*Mapping of children's spaces*) and because the CS is developed within a wider community process (more integration and protagonism to children). The institutions, namely the City Council, will benefit by the rise of participation of the community.

Develop of common-friendly policies and states. Yes. The institutions (City Council) are part of the wider community process. There is the intention and possibility for generating policy advocacy.

Technologies and digital commons. Yes. There is the intention to develop an APP to be used

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by children and young people in order to promote active mobility and boost active citizenship

Spaciality: space and experience. Yes. The goal is to develop with children technological devices to be used by the larger community of children and young people.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects:

We will develop an action research process and by nature such an approach demands the active participation of all the participants. Considering this, all the steps will be developed with the children, young people and educators that will participate. Some basic steps:

- We will start with a process of collective analysis and understanding of the group's environment (community context) and the problems concerning mobility and safety;
- Gradually we will involve children in developing mapping exercises and narratives on safety/unsafety in the territory and also by the identification of safe/unsafe places;
- After this first moment of mapping we will be developing maps with children and prepare the needed material to develop an APP, to be used by children and young people with the goal of promote safe and autonomous mobility and a sense of belonging and wellbeing.
- We will consider also the organization of an advisory group of children (designated from the former 2 work groups), composed by 4/6 children, which will make the follow-up of the proposal at the city council.

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N. 22 & 23. The challenges of Media Education (i.e. Media Literacy) and Digital Commons for youth social inclusion (Palermo & Agrigento)

Smooth partner: UNIPA

Main idea and expectations of the CS:

In this CS young people will develop media education (media literacy) competencies “regarded as one of the key prerequisites for an active and full citizenship in order to prevent and diminish risks of exclusion from community life” (EU Commission Recommendation, 2009/625/EC). Through this “new civic education” young people will be encouraged to collaborate with one another and identify the challenges facing their communities, study them through critical analysis of media contents and other sources of evidence, and cooperate on creating and sharing their alternative media productions outspeaking their voices to prompt political action and public awareness.

Objectives and goals of the CS:

Our aim is to develop and experiment an intervention for building youth’s “civic intentionality”, i.e., “a set of design considerations for media literacy initiatives that are based on the value systems of *agency, caring, persistence, critical consciousness, and emancipation*” (Mihailidis 2018: 2, italics in original). Through such “intentionality” young people will put forth a positive dialog in their community and a “sense of being in the world with others toward common good” (Gordon & Mihailidis 2016: 2).

Mihailidis & Thevenin (2013) have elaborated an interesting model to identify and the core competencies for engaged citizenship (fig. 1). They suggest that in the age of ubiquitous digital and social media across all age groups, citizens must be able to critically access, analyze and create diverse forms of media content on which to base their democratic participation. In learning to critically read media messages, citizens are developing the abilities to gather accurate, relevant information about their society and to question authority (both textual and, by implication, institutional). They suggest that citizens with the capacities to participate, collaborate, and express online stand a better chance to become critical thinkers, creators and communicators, and agents of social change: helping to empower civic voices for the future of sustainable, tolerant, and participatory democracy in the digital age. The model is centered around four “core medial literacy competencies” every engaged citizen should develop. The first two, participatory competency and collaborative

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competency, focus on Jenkins' notion of participatory culture (Jenkins et al. 2009) and imply the acquisition of skills that "make it possible for average consumers to archive, annotate, appropriate, and recirculate media content in powerful new ways" (Jenkins et al., 2009: 8). Participatory culture occurs in online communities where meanings are co-produced as a collaborative effort, extending what Putnam (2000) calls bonding and bridging social capital. Whereas participatory and collaborative media literacy competencies operate at the macro-level of engagement, expressive media literacy competencies focus on the content that each young citizen creates and shares at a personal level. "By focusing on the creation, dissemination, and reception of individual expression, young citizens can reflect on the content of their voice, and also on the power they have to be part of a larger civic dialog" (Mihalidis & Thevenin, 2013: 1618). Through the acquisition of critical competency the engaged citizen is capable of taking a critical distance from the media messages around him/her reflecting on their ideological and commercial implications. Of course, the implementation of this framework largely depends on the conditions of possibilities made possible by the actors (both individual and institutional) operating in local contexts (schools, families, NGOs, public authorities and policymakers). In any case, as Mihalidis & Thevenin conclude, "while there may be no single metric or normative position for a 'good citizen,' it seems that in an increasingly mediated world, citizens with the capacities to participate, collaborate, and express online stand a better chance to become critical thinkers, creators and communicators, and agents of social change: helping to empower civic voices for the future of sustainable, tolerant, and participatory democracy in the digital age" (2013: 1619, *italics in original*).

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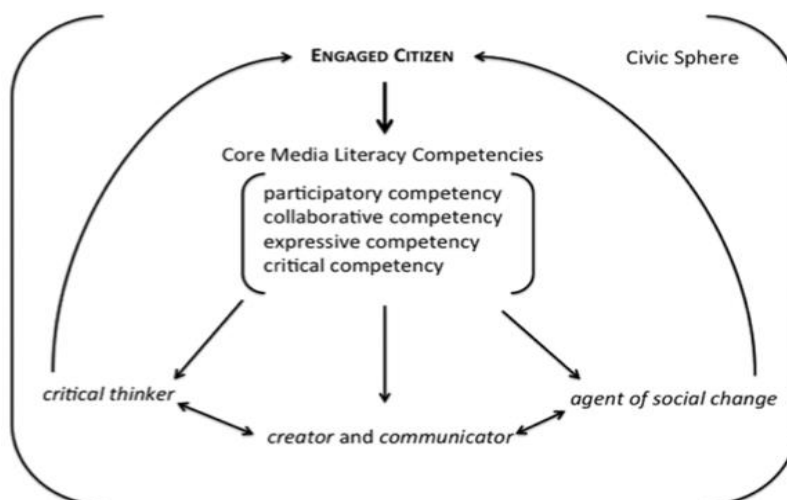


Figure 1 - A framework for media literacy as a core competency for engaged citizenship.

RESEARCH

DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The CS will be developed with young people aged 12-16 (involving, if possible, their parents too) in two youth clubs in Palermo and Agrigento attended by young people experiencing problems such as educational poverty, family problems, micro-criminality, early school leaving, etc. The one in Agrigento, in particular, works also with young people with a migration background.

The common - education. SMOOTH's methodology will be used (i.e. pedagogical documentation, project work and pedagogy of listening). We will also use media education methodology in order to develop young people's competency as "engaged citizens" (see Fig. 1)

The commoning practices. The CS will be developed in the framework of the digital commons. As suggested in D1.3, p. 12. Technological change has occasioned the formation of new modes of production and collaboration, which have spawned novel patterns of association and self-governance. These patterns do not only reinvent and diffuse the

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commons as a culture of co-creation and social sharing outside their traditional bounds of fisheries, forests and grazing grounds. They outline, also, new schemes of community and collective self-governance beyond the closely knit, stable and homogeneous communities of face-to-face interaction.

Building on this, we will articulate our activities in the following way:

- We first train the youth clubs' educators asking them to attend a media education workshop on "photography and social media" (March 2022).
- After the training they will work for a period of six months (April-September 2022) with young people using photography to develop their "core media literacy competencies" as described in Fig. 1. The experimental activities will engage young people (and possibly their parents) with both critical analysis and creative production of images. The photos produced by young people will be then shared via an online wikispace where they can collaboratively collect and show their productions to the general public raising awareness of the issues regarding the local community chosen by the young people themselves. Such productions will also be exhibited in offline contexts so that young people can engage with the local community (and the city as a whole) through face-to-face encounters.
- Throughout the experimental phase, the educators will be actively involved in the collection of data, according to an action-research approach.
- After the experimental phase, between October and December 2022, UNIPA researchers will analyse data and, with the collaboration of the educators, make the necessary adjustments to the CS so that it can be repeated in the second round (January-June 2023). A second round of data collection and analysis will then follow and close the CS.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community

At different stages of the CS, we aim to involve parents and the local community as a whole in the process of "reading and writing" about the issues concerning the local community through photography and the internet. As a consequence, we aim to foster in all participants a "sense of being in the world with others toward common good" (Gordon & Mihailidis 2016: 2) and a process of "agency, caring, persistence, critical consciousness, and emancipation" (Mihailidis 2018: 2).

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WP3. Task:3.3

Develop of common-friendly policies and states

Media education (media literacy) is amply supported in many policy documents at EU level as a “key prerequisite for an active and full citizenship in order to prevent and diminish risks of exclusion from community life”. Albeit with different level of implementation and coherence, many member states have introduced media education in their school curricula. More research needs to be done to see how this is occurring in the non formal education sector. Our case study aims to contribute to overcome this gap and provide policymakers at EU, national and regional level with evidence-based recommendation on how media education should be enacted in non formal educational contexts and integrated with formal education in the spirit of the “educational community”.

Technologies and digital commons

Photography and the internet will be used to encourage young people to collaborate with one another and identify the challenges facing their communities, study them through critical analysis of media contents and other sources of evidence, and cooperate on creating and sharing their alternative media productions outspeaking their voices to prompt political action and public awareness.

Spaciality: space and experience

Space and experience are key components of our CS. Both, however, will be redefined according to a “convergence” logic so that they are in fact the result of the interaction between offline and online dimensions.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

Facilitating the access of participants (pupils, students and educators) to the design and knowledge needed to develop the case study.

After the training, educators will involve young people and possibly their parents in the design of the experimental activities. Educators, young people and the parents will also be involved in the assessment and evaluation of the activities helping to collect data to correct

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and adjust them for the second round.

Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way.

Photography and the internet are very close to young people daily life experience. As such we think they will be highly motivate to use them within a media education approach by which they learn to make use of them in a more critical, creative, self-aware, responsible and pro-social way.

Promoting embeddedness with the local cultural context.

The local cultural context will play a significant role in the CS. Through photography and the internet young people will look at the challenges facing their community, study it through critical analysis of media contents and other sources of evidence, and cooperate on creating and sharing their alternative photo representation of it outspeaking their voices to prompt political action and public awareness.

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WP3. Task:3.3

N. 24. Planning a Scooter Park

Smooth partner: UOS

Main idea and expectations of the CS:

All CS will be based around the planning (start 2022) and construction (2022-2023) of a new trend sports area (Scooter Park) and the sport of *stunt scooter*. The first CS 'Planning a Scooter Park' will take place within the framework of a participation workshop, which will be conducted by the municipality in the course of the planning and construction of the scooter park. A group of children and young people who currently use the existing skate park for their scooter practice will be involved.

In the course of the workshop, there will first be an interactive exercise with the participating children and young people, during which they will be trained to answer questions about diversity themselves and in the group. Such sensitisation seems necessary because the group as such currently appears to be very homogeneous (young male scooter riders from the middle class) and the participation of other groups (girls, younger children, etc.) in the planning of the construction of the scooter park seems rather unlikely. Based on the exercises, user stories of the participating scooter riders will be generated. In order to capture the perspectives of other, non-present and future users, the participating children and young people, together with the researchers, draft additional user stories that take into account not only their own needs but also the needs of other scooter riders. These user stories will then be presented and discussed together in another part of the participation workshop.

On the one hand, we expect this to increase the sensitivity of all participants (planners, social workers, scooter riders), and on the other hand, we hope that the joint use of the square after its completion will be based primarily on the common interest in practising the same sport and that the user group will become more heterogeneous overall.

Objectives and goals of the CS:

The aim of the CS is to sensitise all participants of the participation workshop to diversity issues and to consider together with them how more users can be included in the planning process.

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WP3. Task:3.3

RESEARCH

DIMENSIONS

The commoners. The CS is carried out within the framework of the participation workshop for the construction of the scooter park. The group of participants thus consists of the children and young people present, the expert planner, the social workers and the researchers. The children and young people are of different ages, have different socio-economic backgrounds, have been involved with riding stunt scooters for different lengths of time and therefore have varying knowledge about the sport as well as diverging competences with regard to sporting practice. The CS puts the question of diversity at the centre and thus also catches up with aspects of intersectionality.

The common - education. The educational resources or assets for this CS can be the collaborative and participatory learning processes of the participants.

The commoning practices. The municipality has had a playground concept for ten years, which provides for the participation and inclusion of future users in the planning of playgrounds or sports areas. The target group, in this case the scooter riders, are encouraged to actively participate in the planning process with their own ideas and knowledge about scooter practice. In this way, the participation workshop of the municipality already offers a framework within which the children and young people present can actively participate. All participants have the same rights to contribute to the planning process. They are thus addressed as experts for their own sport. The aim of the CS is to extend this effect through the exercises on diversity and the creation and collection of user stories.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY.

Relations and impacts into wider community.

Since the planned trend sports area will not only be used by the children and young people participating in the participation workshop and the planning, at least an effect on the entire group of scooter riders in the municipality can be expected. Since the scooter park is also located in a district, effects can also be expected for the residents of the district.

Develop of common-friendly policies and states

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Due to the experiences that the children and young people have through their participation in the planning and construction of the trend sports area, they experience themselves as political actors, which in a certain way leads to political education.

Technologies and digital commons

It is quite conceivable that the planned user stories will be created as videos, photos or in other digital formats. However, this cannot be answered conclusively at the moment, as the children and young people themselves decide on the form of presentation of the user stories.

Spaciality: space and experience

The common experience of participation in the planning process is based on the fundamental idea of cooperation and appreciation.

ADDITIONAL DIMENSIONS.

Climate crisis - environmental perspectives

Over time, children and young people have been pushed out of urban space in favour of infrastructural construction measures and the economisation of urban space. Because the planning and construction of the new scooter park was largely triggered by the newly emerging trend sport, the number of scooter riders and the competition for *good spots*, the children and young people themselves are actively involved in shaping urban space.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

Facilitating the access of participants (pupils, students and educators) to the design and knowledge needed to develop the case study. The children and young people are addressed as experts in scooter practice. In essence, they are the ones who teach the adults present about their practice. The diversity exercises are also designed to be understandable and interactive, so that the workshop participants can ask questions at any time. Furthermore,

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the children and young people are accompanied by the researchers during the creation of the user stories to be generated, so that existing competences on the part of the children and young people (e.g. related to filming, photography, drawing) can be taken into account.

Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way. Since the CS is essentially based on the existing competences of the children and young people and seeks to further promote these in an interactive process, the adaptation of the contents and structures of the CS to the participants is fundamental and included in the planning.

Promoting embeddedness with the local cultural context. After its completion, the scooter park will be located in the middle of the community, so that it will be integrated into the cityscape and the specific district.

Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies. At its core, the CS relies on the diversity of the participants and their different levels of knowledge and expertise. The user stories therefore serve to capture the voices of the participants and to involve them even more in the planning process.

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reversing inequalities through educational commons



WP3. Task:3.3

N.25 Scooter Riding

Smooth partner: UOS

Main idea and expectations of the CS:

All CS will be based around the planning (start 2022) and construction (2022-2023) of a new trend sports area (Scooter Park) and the sport of *stunt scooter*. The second CS 'Scooter Riding' will take place parallel to the construction phase of the scooter park. In addition to the children and young people who have already participated in the first CS 'Planning a Scooter Park', other children and young people who are willing to cooperate with the researchers will also be involved.

The main focus of the second CS is on the practice of scooter riding. This new trend sport is one in which the riders themselves are mostly quite young. The age limits we know are between six and 17. Unlike in other scenes – such as the skate scene, where adult skaters ride with their own children – there is no *natural* second generation of scooter riders. The idea of the second CS is therefore to find out together with the scooter riders what makes stunt scooter practice attractive for children and young people and to generate a common knowledge about scooter riding together with them, which can then be passed on to interested children and young people. For example, on the basis of the user stories created in the first CS ('Planning a Scooter Park'), aspects of diversity are also focused on, as it can be asked how diversity within the group of scooter riders can be increased and access to this sport (for previously underrepresented groups) can be created.

To this end, various activities related to scooter riding (e.g. individual scooter events, stunt scooter courses) are planned to encourage children and young people to reflect on their own practice and share it with other interested parties. In addition, individual children and young people will act as trainers themselves, if they so wish.

Objectives and goals of the CS:

The aim of the CS is to bring the children and young people involved into an exchange about the practice of scooter riding and to pass on knowledge about scooter practice to other interested parties. In this way, inequalities within the scene, which is in the process of being

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found, are to be reduced and more understanding for each other is to be created.

RESEARCH

DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The group of participants consists of the participating children and young people, social workers, professionals (e.g. trainers) and researchers. The children and young people are of different ages, have different socio-economic backgrounds, have been involved with riding stunt scooters for different lengths of time and therefore have varying knowledge about the sport as well as diverging competences with regard to sporting practice. The CS puts the question of diversity at the centre and thus also catches up with aspects of intersectionality.

The common - education. The educational resources or assets for this CS can be the collaborative and participatory learning processes of the participants.

The commoning practices. This CS also relies on the competences and knowledge of the children and young people. They are seen as experts in scooter practice. They determine the extent to which they are involved in the organisation of e.g. courses or trainings. All children and young people have the right to participate in the structure of the programme and to have a say in it. To what extent it will be possible to implement the wishes on the basis of the given resources remains to be seen. However, the CS aims to generate an offer that is tailored to the wishes of the children and young people and developed together with them, which supports the children and young people in practising and passing on their own sports practice.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY.

Relations and impacts into wider community

The offers are advertised in different parts of the municipality with the help of the third party, so that children and young people from the entire urban area can participate.

Develop of common-friendly policies and states

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Due to the experiences that the children and young people make through participation in the offers, they experience themselves as actors who are included in decision-making processes and are valued because of their knowledge and competences. In this way, political education is carried out to a certain extent.

Technologies and digital commons

Filming or photographing one's own tricks with a smartphone by the riders themselves or by others is an integral part of scooter practice. For this reason, it can be assumed that digital recordings will also be made within the framework of the offers to be generated, which can then be made available to others, e.g. in the form of tutorials or similar. In this way, not only is one's own practice visually recorded, but the filming and photographing can itself serve as a medium of knowledge transfer. Furthermore, the researchers will also offer video formats that enable the children and young people to perceive themselves and others from new perspectives (e.g. by recording with a GoPro). What exactly the final products will look like will depend to a large extent on what ideas the scooter riders themselves come up with.

Spaciality: space and experience

The common experience of participation within the framework of the offers is based on the fundamental idea of cooperation and appreciation. The common interest in scooter riding serves as the basis for cooperation.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

The children and young people are addressed as experts in scooter practice. In essence, they are the ones who teach others (including the adults present) about their practice. This is especially true here, as interested children and young people can act as trainers themselves within the offers to be generated.

Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way.

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Since the CS essentially relies on the existing competences of the children and young people and seeks to further promote these in an interactive process, the adaptation of the contents and structures of the offers to be generated to the participants and their needs is fundamental and included in the planning.

Promoting embeddedness with the local cultural context.

The involvement of children and young people from different parts of the city promotes networking among the participants in the programmes, which can lead to the formation or strengthening of relationships among the participants.

Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies.

The CS focuses on the needs of children and young people in terms of the services to be generated, giving them an active role in shaping the structure of services.

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N.26. Scooter Workshop

Smooth partner: UOS

Main idea and expectations of the CS:

All CS will be based around the planning (start 2022) and construction (2022-2023) of a new trend sports area (Scooter Park) and the sport of *stunt scooter*. The third CS 'Scooter Workshop' will take place parallel to the construction phase of the scooter park. In addition to the children and young people who have already participated in the first CS 'Planning a Scooter Park', other children and young people who are willing to cooperate with the researchers will also be involved, including those who have already participated in the offers from the second CS 'Scooter Riding'.

The main focus of the third CS is on those practices that are part of the sport of stunt scooter riding and are not directly related to the actual practical knowledge of riding or the tricks and stunts. This means all practices that revolve around repairing and assembling stunt scooters, for example. It also includes *tuning* or other fine-tuning of the sports equipment. Since stunt scooters as sports equipment are by no means inexpensive, individual parts are often replaced until one can afford a new stunt scooter or there is not much left of the old one. Over the course of their time riding stunt scooters, individual young scooter riders have acquired knowledge and skills that they pass on to other, often younger, riders in their *everyday scooter life*, for example by helping them with repairs to their stunt scooters. But the scooter riders share not only repairs, but also life hacks with each other (e.g. Where can I order cheap but high-quality parts? Which tape is suitable for repairing broken *grips*? Where can I get cheap wax for the obstacles?)

The idea of the third CS is therefore to offer a kind of scooter workshop together with the scooter riders, in which the children and young people can actively deal with such questions. The idea is to generate a common knowledge about these practices of scooter riding, which can then be passed on to interested children and young people. In this way, the existing knowledge and skills are shared among the participants of the workshop, which results in more knowledge about their own sport and their own sports equipment. In addition, the cross-age group composition promotes social skills, which reduces inequalities.

The Scooter Workshop is planned in such a way that the children and young people are encouraged to reflect on their own practice and share it with others who are interested. In

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addition, individual children and young people will act as workshop trainers themselves, if they so wish.

Objectives and goals of the CS:

The aim of the CS is to bring the children and young people involved into an exchange about the practices around scooter riding and to pass on their knowledge to others who are interested. In this way, inequalities within the scene, which is in the process of being found, are to be reduced and more understanding for each other is to be created.

RESEARCH DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The group of participants consists of the participating children and young people, social workers, professionals (e.g. coaches) and researchers. The children and young people are of different ages, have different socio-economic backgrounds, have been involved with stunt scooters for different lengths of time and therefore have varying knowledge about the sport as well as diverging competences with regard to sporting practice. The same applies to the practices that revolve around repairing and replacing parts of the sports equipment. Similar to the previous CS, the aspect of diversity also plays an important role in the third CS.

The common - education. The educational resources or assets for this CS can be the collaborative and participatory learning processes of the participants.

The commoning practices. This CS also relies on the competences and knowledge of the children and young people. They are seen as experts in scooter practice. They determine the extent to which they are involved in the organisation of e.g. courses or trainings. All children and young people have the right to participate in the structure of the programme and to have a say in it. To what extent it will be possible to implement the wishes on the basis of the given resources remains to be seen. However, the CS aims to generate an offer that is tailored to the wishes of the children and young people and developed together with them, which supports the children and young people in practising and passing on their own sports practice.

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CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY.

Relations and impacts into wider community. The 'Scooter Workshop' is promoted in different parts of the municipality with the help of the third party, so that children and young people from all over the city can participate.

Develop of common-friendly policies and states. Due to the experiences that the children and young people have through their participation in the workshop, they experience themselves as actors who are included in decision-making processes and are valued for their knowledge and competences. In a certain way, this is a form of political education.

Technologies and digital commons. Filming or photographing one's own tricks with a smartphone by the riders themselves or by others is an integral part of scooter practice. For this reason, it can be assumed that digital recordings will also be made during the workshop, which can then be made available to others, e.g. in the form of tutorials or similar. In this way, not only is one's own practice visually recorded, but the filming and photographing can itself serve as a medium of knowledge transfer. What exactly the final products will look like will depend to a large extent on the ideas that the scooter riders themselves bring to the table.

Spaciality: space and experience. The shared experience of participation in the workshop is based on the fundamental idea of cooperation and appreciation. The common interest in scooter riding serves as the basis for cooperation.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

Facilitating the access of participants (pupils, students and educators) to the design and knowledge needed to develop the case study.

The children and young people are addressed as experts in scooter practice. In essence, they are the ones who teach others (including the adults present) about their practice. This is especially true here, as interested children and young people can act as workshop leaders

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themselves within the offers to be generated.

Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way.

Since the CS is based on the existing competences of the children and young people and seeks to further develop these in an interactive process, the adaptation of the contents of the workshop to the participants and their needs is fundamental and included in the planning.

Promoting embeddedness with the local cultural context.

By involving children and young people from different parts of the city, networking among the participants of the workshop is promoted, whereby relationships among the participants can be formed or strengthened.

Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies.

The CS focuses on the needs of the children and young people regarding the content of the workshop, which gives them an active role in shaping the workshop.

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N. 27. Evaluation Workshop

Smooth partner: UOS

Main idea and expectations of the CS:

All CS will be based around the planning (start 2022) and construction (2022-2023) of a new trend sports area (Scooter Park) and the sport of *stunt scooter*. The fourth CS 'Evaluation' will be conducted after the opening of the scooter park. All persons who participated in the previous CSs (children and young people, social workers, trainers, workshop leaders, researchers, planners, city representatives, etc.) will be involved (as far as possible).

The main focus of the fourth CS is on the evaluation of the measures and offers implemented with regard to diversity. For this purpose, a workshop organised by the researchers will be held.

Objectives and goals of the CS:

The aim of the CS is to find out to what extent the measures and offers have led to a more diverse circle of users within the emerging scooter scene and to improved cooperation among the scooter riders. The CS also aims to reflect on the participation process surrounding the planning and construction of the Scooter Park together with the participants.

RESEARCH

DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The group of participants consists of the participating children and young people, social workers, professionals (e.g. trainers, workshop leaders), city representatives and researchers. The children and young people are of different ages, have different socio-economic backgrounds, have been involved with stunt scooters for different lengths of time and therefore have varying knowledge about the sport as well as diverging competences with regard to sporting practice. In addition, a space for exchange between adults and the child and youth actors is created, within which the participants can exchange information about the participation process and the experiences made. The diversity aspect, which was

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pursued across all CSs, also plays a major role here, as the question arises as to what extent the individual CSs have led to a more diverse understanding of scooter practice among the scooter riders as well as the other participants.

The common - education. The educational resources or assets for this CS can be the collaborative and participatory learning processes of the participants.

The commoning practices. This CS also relies on the competences and knowledge of the children and young people. They are taken seriously as experts for their own living environment. For this reason, they are also included in the evaluation with their perspective. In this context, all participants have the same rights and must abide by the same rules (e.g. feedback rules). The children and young people are thus actively involved from the very beginning and can participate in the entire process and across all CS.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community

By involving the city's officials, they can use the knowledge they have acquired in the course of participation in the CS for future participation processes. In addition, it is to be expected that the children and young people who participated in the CS and the planning of the Scooter Park will also become involved in other projects, e.g. urban development, due to the experience gained.

Develop of common-friendly policies and states

All participants, including the children and young people, are valued with their knowledge and competences. This leads to a reflexive exchange process among all participants, which promotes the future participation of children and young people in decision-making processes (e.g. political) and shows them that their perspective counts. In a way, this promotes political education.

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This CS will develop an action research process with and by children and youth, that integrates the following aspects.

Facilitating the access of participants (pupils, students and educators) to the design and knowledge needed to develop the case study. The participants are addressed as experts. Through the exchange between all participants and the reflection of the participation process, the vote of the participants decides whether it was a successful process or not. This means that all participants have equal rights in the decision-making process.

Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way. As the CS is based on the active exchange of all participants, the adaptation of the contents of the evaluation workshop to the participants and their needs is fundamental and included in the planning.

Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies. The CS puts the needs of the participants at the centre of the workshop content, giving them an active role in shaping the workshop.

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Nº 28. Empowering El Raval

Smooth partner: UPF

Main idea and expectations of the CS:

The main idea of the case study is to enhance the participatory and collaborative skills of the young people of the AEIRaval educational association through the design, execution and evaluation of a project carried out by them and themselves. In addition, to explore the capabilities of audiovisual resources as tools for social change, what is sought is that the participants become commoners and that they reflect on the importance of the ties with their immediate community. AEIRaval is an association that works with children and young people after school hours (reinforcement of homework, study of the Catalan language, workshops, organized activities, etc). The idea of this case study is to propose a topic that allows the group of young people to work collaboratively with their classmates or other age groups of the centre working with younger children to reflect on their views of the future and that of their neighborhood (El Raval is a neighborhood in Barcelona of great vulnerability and risk of exclusion). Thus, working on the issue of the future perspective allows young people to explore the expectations that boys, girls and themselves have of the future, what the future means for them and how this is related to the neighborhood.

In this way, the older young people of AEIRaval (from 16 to 18 years old) will become co-investigators and will propose a project, based on the audiovisual, that allows them to inquire about the future expectations of the youngest children and adolescents of the centre. This will allow them to relate to them and generate a greater sense of belonging as a community. In addition, young co-investigators will develop organizational, decision-making, research, and relationship-building skills.

Objectives and goals of the CS:

- Strengthen the participatory and collaborative capacities of the young people of AEIRaval
- Explore the capabilities of audiovisual resources as tools for social change
- Enhance their skills as researchers.
- Promote critical thinking in the design and execution of projects.
- Promote intergenerational relationships within AEIRaval.
- Reinforce the feeling of belonging to the Raval community.

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RESEARCH DIMENSIONS

The commoners. The people who will participate in this case study as co-researchers are young people from 16 to 18 years old, the oldest group within the centre and those who are finishing or have already finished education.

The people who will be part of the project designed by the young people are boys, girls and adolescents, separated by age groups: early childhood (boys and girls from 3 to 5 years old); childhood (children 6 to 9 years old); and adolescents (10 to 13 years old).

The case study is developed in the neighborhood of El Raval, one of the neighborhoods with the highest demand for social action, with 50% of the population of migrant origin, especially from countries such as Pakistan, the Philippines and Bangladesh, also registering a high rate of unemployment that frequently causes marginalization. The group of young people, boys and girls participating is a very varied intercultural group, since they belong to the second generation of migrants, mostly from the aforementioned countries, a large part of them come from situations of vulnerability at a socioeconomic and educational level. There is a mixed presence in relation to gender, many come from Muslim families, although the group is also made up of a minority of local youth in vulnerable conditions.

Lastly, the group of male and female educators is highly varied in terms of age and gender, ranging between 20 and 40 years of age, with a balanced number between men and women.

The common - education. Through the Project Work methodology, it is intended to carry out an action-research project in which the young people of the Raval are, together with the educators and researchers, main co-investigators to discover the expectations of the future of the children and adolescents of the Raval. The project aims to answer the questions related to what prospects for the future the different actors involved in the neighborhood have, how the neighborhood impacts on the different views of the future, whether their own expectations for the future are linked to the neighborhood's imaginary or not. In other words, through the diagnosis, design and execution of an action research project, young people and researchers will inquire about these issues and will do so through audiovisual participatory methodology.

On the other hand, the Pedagogy of listening will be applied by exploring how young co-researchers want to develop research.

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In addition, both the audiovisual pieces and the exhibition that will be made once the project is finished need Pedagogical Documentation, since it allows both the children and adolescents participating in the project, as well as the young co-investigators and adult co-investigators to appreciate and reflect on the results of the project.

The commoning practices. The project will be carried out under the methodology of peer to peer research in which young people will be the co-researchers. They will be the ones to make the decisions about how the project will be carried out and they will also be the ones to implement it. The researchers will be the facilitators and moderators in the project execution process. In this sense, the traditional vertical research scheme is broken in which the adult expert investigates young people from a distant and adult-centred perspective, but it is they themselves who design, execute and propose actions of social change for adolescents, boys and girls from their own neighborhood. In this way, the young co-researchers are subjects of action. By carrying out a project and generating measures of change, young people develop as “commoners”, since they become leading social agents.

Thus, young people not only acquire investigative skills, but also acquire a socio-political stance. In addition, they will also develop skills such as teamwork, generating a common strategy and making decisions as a group. Through this they will be able to generate feelings of collectivity among them, as well as reinforce feelings of belonging to the neighborhood.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community

Regarding relations with the community, the case study ends with a “exhibition”, or the way that the young co-researchers decide, in which all the participants can show the result of the audiovisual pieces they have generated. On this exhibition is expected to have the participation of families and various social and educational entities of the neighborhood.

On the other hand, it is also expected that the young co-researchers reflect on the needs of the neighborhood and in this way work on the future prospects of the young people based on the obstacles and / or opportunities they identify.

Develop of common-friendly policies and states

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The case study, if its final evaluation is positive, aims to create an intervention model in the field of non-formal education based on the commons, specifically, the audiovisual participatory methodology, which can be applied in the future in the centre and extrapolated to other places.

Technologies and digital commons

The case study raises the development of audiovisual resources and the use of these as tools for research and social change. The young co-researchers acquired knowledge and skills about media literacy, audiovisual resources not only as entertainment but also as important tools for citizenship and empowerment.

Spaciality: space and experience

The case study aims to strengthen the ties of young people with the neighborhood and generate a greater sense of belonging. The aim is to investigate the imaginary they have of the Raval and their relationship with it, the positive and negative vision they have, how this is linked to their future perspective, how to improve it, etc. The idea is to highlight the importance of the neighborhood for the development of future opportunities.

ADDITIONAL DIMENSIONS.

Coloniality - decolonial perspectives

The decolonial perspective is present in the case study, as the future of young people or their future perspective is often determined by their situation of vulnerability. This means that the circumstances of vulnerability that have led the group and their families to migrate, added to the stereotypes associated with migration and the little receptivity of the host society; It has led to many of these people not having the same opportunities to develop as others. This affects their future and their vision of what they can do and therefore puts them at a disadvantage. That is why it is intended to influence how the identity aspect and the imaginaries of the host society positively or negatively affect them.

Care crisis - feminist perspectives

The case study has a feminist perspective. The audiovisual participatory methodology itself is feminist. In addition, the case study will pay special attention to girls and young women.

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Identity, cultural and religious traits in many cases pose barriers for women and can condition their visions of the future.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

The case study has 5 great moments in which young people from 16 to 18 years old will participate directly throughout all moments as decision makers and co-investigators. In this way, the following structure is proposed:

Acquisition of knowledge: in this first moment a series of participatory workshops will be carried out with young people to be able to know what they understand by the future, what is their vision of the future, how this is related to the neighborhood, what is the relationship that they have with the neighborhood. In addition, audiovisual resources and their potential for collecting information and for social change will also be explored. This first part is intended for researchers and young co-researchers to exchange conceptual ideas, perspectives, learn about what the other thinks and to acquire skills and knowledge in audiovisual and research.

Project design: Once the knowledge is acquired and a consensus has been reached on what the vision of the future is and what it implies, the young co-researchers begin to design how to deal with the issue of the vision of the future with the other groups in the centre using the most appropriate audiovisual tool according to their characteristics and ages. They will be the ones who will decide and design the project that will be carried out with the little ones.

Implementation: After the design, the implementation of the project is put into practice by the young co-researchers themselves. They will be the ones who will guide the “workshops” or the format that they will choose for each group. The adult co-investigators will only be facilitators and observers to support the young co-investigators. At this time, young people will be the experts in managing audiovisual resources with children and in this way they will apply audiovisuals as a tool for empowerment.

Reflection: Once the implementation phase is finished, there will be another participatory workshop with the young people to comment on what was found in the implementation and what conclusions can be reached. As well as reflect on what can be done with this information beyond the case study.

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Exhibition: The case study ends with an exhibition of audiovisual pieces of all age groups, inviting families and different social and educational entities. They will be the hosts and those who decide how and in what format to make the exhibition. Again adult co-investigators will provide support.

Nº 29. Communicating Action: Navas and Sant Genís neighborhoods

Smooth partner: UPF

Main idea and expectations of the CS:

The case study proposes putting into practice the Educommunication methodology that contemplates a process of consultation and participation, awareness, media criticism and debate, and finally, audiovisual co-creation as a means for social transformation. The resulting creation will be disseminated in different spaces in the neighbourhood and in different formats as a new way of communicating, questioning, and involving citizens.

Five phases of work are proposed: 1. research and diagnosis with all those involved, 2. co-creation work in parallel with the two population groups (old and young), 3. work with both groups together as a shared space, 4. return to professionals to analyze and consolidate everything that has emerged from the process through advice and training and, finally, 5. evaluation phase and closing in a final presentation event.

Objectives and goals of the CS:

- Encourage social relations and reinforce cooperation processes between the participating groups of the community (neighbours, professionals of services and local facilities, among others)
- Stimulate the feeling of belonging to the territory, enabling relationships and scenarios of reciprocity and complementarity to strengthen the community network and link to the territory.
- Promote cooperation to find collective responses together and build dynamics that facilitate consensus.
- Ensure that people are at the centre as active agents promoting change.

RESEARCH DIMENSIONS

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CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The neighbourhoods where the case study will be carried out are Sant Genís and Navas-La Sagrera. In the case of Sant Genís, work will be done with the group of young people from La Casa Grogà civic center and a group of older women from the Casal de Gent Gran de Sant Genís. In the case of Navas-La Sagrera, we will work with a group of young people from the Municipal School of Second Chance and Joves Click, and a group of older people from Casal de Gent Gran de Navas and La Palmera. Both neighbourhoods are characterized by being multicultural, so the group of both young and old will be very diverse and will have an important balance in terms of gender.

The common - education. Through the Pedagogy of listening, a diagnosis will be made in which the demands and needs of the neighbourhood will be investigated to guide the audiovisual pieces and actions towards the reality of the participants.

In addition, audiovisual pieces will be co-created and co-produced by both young and old. The production process of audiovisual pieces is considered an educational asset, since they involve a horizontal process of negotiation, decision-making and joint creation and creativity, as well as the construction of a common discourse. The participatory audiovisual methodology has similarities with Project Work, as it is a process of developing a project together and jointly, and with pedagogical Documentation, since finally the audiovisual products are the tangible results that will be reflected on.

The commoning practices. At first, through dialogue, young people and older people exchange experiences and perspectives to reach a consensus and be able to relate it at an audiovisual level. Then, at the time of the co-creation of the audiovisual pieces, there is a governance between equals (young and old) in which decision-making is done horizontally. In addition, when developing the audiovisual pieces, a coexistence is generated where the "norms" and roles must be agreed. In other words, audiovisual production requires teamwork and joint decision-making, but each one assuming a different position in order to arrive at a final product. In this way, the participants are empowered in decision-making and develop skills related to citizenship.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community

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The case study enables the anticipation of social vulnerability due to the fact of working in a network with the services and equipment for the community. In addition, it is proposed to bring the results to various social entities so that they can work on them and can finally be tangible for the community.

Technologies and digital commons

The central methodology of the case study is the participatory audiovisual methodology that proposes the co-creation of audiovisual products between young people and older people. The idea is to propose audiovisual resources as means for social transformation.

Spaciality: space and experience

The central thing in the case study is to delve into the relationship in the neighborhoods of young people and older people. That is to say, it is proposed to inquire about the idea they have of the neighbourhood, what is their personal experience in the neighborhood, how this has affected them and the negatives or positives of this. In this way, it is proposed to capture these experiences in various audiovisual pieces.

In addition, emphasis is placed on intergenerational activity as an effective way of working on social cohesion, since it seeks to develop intergenerational intelligence and solidarity, fundamental skills for inclusion and social coexistence.

ADDITIONAL DIMENSIONS.

Coloniality - decolonial perspectives

The context in which the case study will be developed is a multicultural context in which spaces for dialogue and co-creation will be fostered where people of different cultures and generations can relate, exchange perspectives, put themselves in the place of the other and question certain privileges or their own ways of looking at things.

Care crisis - feminist perspectives

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The case study transversally entails a feminist perspective, since it will promote the role of women as a central agent within participatory processes and their presence within the spaces of negotiation, decision-making, creation and management of instruments and audiovisuals will be encouraged, aspects that within the public and private sphere are dominated by men.

APPLICATION OF THE CASE STUDY

This CS will develop an [action research process](#) with and by children and youth, that integrates the following aspects.

5 Different stages are contemplated that also include different agents of the neighbourhood in order to go beyond the case study itself and make it beneficial for the community in general.

1-Investigation and listening: The needs and demands of the people of the neighbourhood are investigated to elaborate a pertinent diagnosis in reality as a script for the project. It delves into which are the most urgent problems, how they affect them and how they could be addressed.

2-Co-creation with the neighbourhood: Once the diagnosis has been made, a space for listening, communication and co-creation will be generated for the development of community communication pieces. In this way, the modes of expression and exchange are expanded, while creating the conditions for social cohesion between population groups. Thus, both young and old strengthen relationships and develop intergenerational communication and negotiation strategies.

3-Socialization of results: Once the results have been obtained based on the audiovisual pieces, a work will be carried out to raise awareness about the needs of the elderly and young people, and the shared responsibility of all agents of the territory to find answers that lead to social inclusion. Thus, community work and a greater sense of belonging to it would also be reinforced.

4-Training and evaluation: it is also contemplated to train the agents of the territory and community referents to guarantee continuity to the achievements achieved, transferring educommunication tools and techniques with an intersectional and intergenerational perspective.

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5-Presentation event: Finally, the case study proposes to carry out a final presentation event where the different audiovisual pieces can be visualized and different entities and agents from the neighborhood are invited to share the experience.

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N°30. WONDER Schools

Smooth partner: UTh

Main idea and expectations of the CS:

WONDER is an educational initiative of the environmental organization Mamagea* to cultivate and enhance environmental education. It comes from the acronym "Workshops for Nurturing and Developing Environmental Resilience" and it's addressed to school communities (students, parents, teachers).

WONDER Schools is the 1st WONDER project, an environmental, hands-on, educational program tailored for children, parents and teachers. The project started as an idea in April 2020 and won two 1st prizes in the first "Green Ideas Greece" and the tenth "Balkan Green Ideas" competitions.

The project in general attempts to:

A. To strengthen the school community and raise awareness so that it can take an active stance on environmental issues. Participants will be trained and familiarized with concepts and practices related to active citizenship, natural and urban environment, circular economy and sustainable urban agriculture.

B. To implement construction transformations and green interventions in the yard area through participatory design.

In the context of SMOOTH HORIZON 2020 the main goals are to:

- introduce the school community to common's theory and practices
- empower and educate the school community in the triptych of the commons
- prepare and empower the school community for the effective management of the school yard's infrastructures.

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- reduce the sealed surfaces in the school yard (cement)
- raise environmental awareness in the community.

The project is implemented in a primary school in the historical city centre of Thessaloniki, Northern Greece. It includes weekly meetings with the participants (12 children, 10 parents, 5 teachers) and public activities from the school community and the neighborhood (more than 30 participants/event). The duration in total is 9 months in total, including 40 educational and construction activities into the school area and the surrounding neighborhood.

Objectives and goals of the CS:

Through intervening into the school environment, the project aims to develop a community-based, environmentally friendly and participatory methodology. At the end of the program, participants will be able to participate more efficiently in mixed age groups, to use their imagination and to interact in different educational frameworks, to participate as commoners in democratic processes and be able to apply common practices in the school community. Also, they'll know how to manage plant and material waste both at school and at home, to reuse materials in the context of the circular economy, to experiment with natural and non-recyclable materials and to make constructions with natural or industrial materials. They will be able also to plant and take care of the school gardens, cultivate vegetables and take care of composting bins in collaboration with the neighbors. Finally, to take an active stance on environmental issues and inform other citizens and to work collaboratively.

More specifically the goals of the CS are:

1. Develop vital social and personal skills of children, youth and adults (teachers, practitioners and parents).
2. Create public spatio-temporal contexts for the new generation to make sense of and transform culture, knowledge and values -the educational commons- of society.
3. Increase diversity in the decision-making processes of social groups.

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4. Empower children's agency and participation in public spaces and public life; children and youth as commoners.
6. Explore alternative ways of pursuing democratic decision-making processes.
7. Build and foster community through differences.
8. Enhance the resilience and sustainability of education and relevant communities.
9. Open after school programs (ASPs) to the community by creating public spaces and by making children and youth visible.
10. Advance a culture of co-responsibility and care for co-citizens, the city, education and the environment.
11. Build trust and interest in democratic politics and institutions.
12. Promote political innovations at the local and municipal level by engaging citizens in the co-design and co-execution of urban policies, in plans for revitalizing city neighborhoods, urban infrastructures and social economies.
13. Gain knowledge about a. the relation of children's agency, education and physical activity and b. the community and public spaces from a children's perspective.
14. Generate smooth spaces of democratic citizenship and experimentation through new modes of thinking and doing on the basis of equality, collaboration, collective creativity, sharing and caring.
15. Assist European and national policymakers in formulating education policies responsive to present societal needs, and help educational agencies and educators to enable an active inclusion of children and youth at risk through the research findings.

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RESEARCH

DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The participants of the project who will act as commoners are the children, the parents and the teachers of 40th Primary Public School of Thessaloniki. Children that participate are pupils from age 9-12 (4th, 5th and 6th grade of the school), mostly girls. Each child is accompanied by 1 parent, also mostly mothers. The teachers from every grade participate in a rotated way so that there is one teacher in each workshop, again mostly women.

The common - education. The educational process of the workshops will be based on the methodology of peer and community learning in order to achieve a higher active participation of the school community. Pedagogical documentation and active listening will guide the (re)design and implementation of the activities in the project. At the same time every activity will be designed and implemented through the integration of arts in order to promote multiliteracy so the participants will express themselves in verbal and non verbal ways. Also, they will be able to act more collaboratively as they will develop a more democratic thinking, communication and problem solving skills.

The CS will attempt to promote the school yard as a common source that will foster inclusion, equality, active participation and environmental awareness. During the workshops participants will design and develop project work that will take place not only in the school yard but as well as in the school classes and in the wider neighborhood.

The commoning practices. The CS will be mostly based on educational processes in order to embody practical and theoretical methods in school daily procedures. The workshops that will be held refer to educating participants on temporary issues of the natural and urban environment, circular economy and sustainable urban agriculture. Through weekly meetings/assemblies they will be educated in a variety of thematics and in parallel participants will be able to express themselves about their will for the continuation of the project.

More particularly, The CS will introduce and expose them to more effective ways and

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methods of democratic practices while they are working in small groups. Through this process participants will plan and co-create rules and practices in order to plant vegetables, organize artistic and environmental activities at school and in the neighborhood and collectively manage the school community's vegetable gardens.

While planning a project, the community has to take a collective decision about the main idea, the timeplan, the materials etc. To achieve that, each team member will have to

1. inform the rest of the community about his/her idea
2. open and coordinate a discussion for the specific topic
3. end up with a commonly agreed decision.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community. Participants create a new community, within the wider school community, which, by developing ties, connects with the school environment and the wider neighborhood and rediscovers ways of communication.

-The small community act as an educator to the larger community

-The school in general can transform into a green neighborhood center/ hub (vegetable gardens, recycling center, composting).

Spaciality: space and experience. Participants' lived experiences of the school community in all school's environments (the classrooms, yard, wider neighborhood, during classes, play etc.), in the environmental and community dimension, at the level of non-formal education will guide their active involvement in the design of the yard.

At the same time the project provides the opportunity for intergenerational exchange, sharing of ideas and experiences, collective memory and knowledge. In this way participants will connect, not only with each other, but also with the school yard so that they can effectively manage the green infrastructure that will be created.

Moreover, through the project's intervention the school space will change in an environmental way. One of the most crucial environmental impacts is the increase of green percentages of the school yard.

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ADDITIONAL DIMENSIONS.

Climate crisis - environmental perspectives

- Creation of a new sustainable/resilience green space through participatory design processes
- Introduction of waste management practices
- Strengthening the circular economy
- Development of resilience and sustainability

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

Facilitating the access of participants (pupils, students and educators) to the design and knowledge needed to develop the case study. To promote active participation we will develop an action research process.

Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way. The following three methodologies: pedagogy of listening, pedagogical documentation and project work are all very closely related to conceptualizations of the commons and commoning tools. The CS will make these relations more explicit and articulated.

Promoting embeddedness with the local cultural context. This CS will promote local community action and intergenerational contact.

Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies. We develop an action research process as we don't only intend to study the commons but also to promote and implement their principles.

All the participants will have a contribution to the design of this project. The collected data will be shared with the educator(s) in order to exchange opinions about the procedure of

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workshops. Communication between educator(s) and researcher(s) can be alleviated since it will help to the reflection and possible replanning of the direction in accordance with children's needs.

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N°31. Reclaiming PLACE and MATHS as COMMONS through AFFECTIVE SPACES

Smooth partner: UTh - Learning Technologies and Mathematics Education lab, ECE

Main idea and expectations of the CS:

In this case study we are inspired by Lefebvre's urge to open up fixed container images so that to explore the commons in relation to place and mathematics. Such boxed images could rest with a city, a house, a street, a path, a valley, a tree, a river, a point, a line, a shape, a desire, a wish or, indeed, any place, object, idea or cultural value. He asks us to consider them as "a complex of nobilities, a nexus of in and out conduits" (Lefebvre, 1991, 92). As such, we will engage into a series of place-specific pedagogical interventions that aim towards opening up both common images of our taken as 'shared' urban or rural scape, but also common experiences of our taken as 'shared' mathematical knowledge (i.e. number, space, geometry, data or algorithms) through considering the tacit interrelations amongst place and mathematics situated in our attempts to make sense of our world. Even though, notions of geographical space and place have been historically common amongst mathematicians, architects, cultural theorists, media artists and geographers, disciplinary specializations have created crude alienations amongst knowledges areas due to specialized languages, signs and ways of producing outcomes challenging our capacity to reclaim them as 'commons'.

Objectives and goals of the CS:

Our core aim is to consider how adults with children (in varied ages) can move on towards reclaiming their personal and collective experiences with place and mathematics as 'commons' through transforming 'essentialist' ideas, values and morals concerning knowledge and spaces we inhabit. Taking into account that mathematics has been, and still is, re-presented in the school curriculum and in society at large as the 'essential' form of knowledge par excellence - i.e. the form of knowledge that serves to establish certainty, precision and truth, the precursor for describing, explaining and modelling our spatial world and the objective route for solving our problems, we wish to start by unfolding, challenging and troubling this very belief. In the realm of appropriate pedagogical interventions where such epistemic relations can be opened up, explored, narrated, disturbed, critiqued and reconfigured via collaborative workshops, we aim to co-create potentialities that allow for

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their transformative effects and for epistemic change.

RESEARCH

DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The case study will be conducted in a public pre-school located in the urban scape of the city of Athens. The children and the teacher will collaborate with their care-takers and a group of students at the University of Thessaly. In addition, we plan to appropriate digital technologies to connect the school with rural localities and life there in the context of the project.

The common - education. The proposed pedagogic interventions will bring participants together around small scale inquiry projects. The scope of the case study is to bring participants in affective bodying (Chronaki, 2019) allowing them to explore ecological affordances for the co-construction and co-circulation of cultural products and narratives. This will happen in the context of a deliberative and experimental design process where interactive walk and movement in the urban and rural scape will support our efforts.

The commoning practices. Our proposed case study draws on narratives commonly found in public media, cultural products, school materials and artefacts that rely on various genres of reasoning including the resort to formal and informal curriculum based mathematical knowledge. Our expectations could unfold around the following dimensions:

1. First, we regard real place and/or modeling environments that utilize data, geometric-constructions or, even, literary texts and stories as opportunities to unravel or promote social justice and democracy (Enyedy & Mukhopadhyay, 2007; Gutstein, 2006; Nespor, 2000) and for creating affective spaces for reconfiguring aspects of disciplinary learning that is culturally and historically relevant to learners (e.g., Bang & Medin, 2010).
2. Second, we also expect that deliberative efforts towards creative and critical literacy practices for interpreting the interrelations amongst place and mathematics are central to children's and adults' participation in civic public discourse in and outside of school (Philip, Schuler- Brown, & Way, 2013).
3. Third, following theories of place as they are configured through stories (Massey, 2003), we expect that narrative and embodied practices with the commons can be a context for developing understandings of place and mathematics across local and global scales.

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In the above, specific pedagogical methodologies will be utilized so that to promote peer culture, self-governance through shared rules and shared decision making in ways that safeguard primacy for children's agency.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY.

Relations and impacts into wider community. Through engaging actively with children, students, families, educators, as well as with people from the community in the selected places while practicing what Ingold described as *ethnography on foot* (Ingold & Vergunst, 2008), we will use oral stories, our senses and our walking-bodies as basic methodological research tools, co-producing alternative bottom-up digital/non-digital archives, in order to disseminate and critically think both on the potentiality of existent and the invention of new, collectively-built, narratives of the community.

Develop of common-friendly policies and states. Our proposed case study includes the resort of formal and informal curriculum based on the principal axes of the national changes in school curriculum for preschool education: targeted intervention to reinforce the educational work and skill workshops in kindergarten.

Technologies and digital commons. Children will collaborate with tutors and students from the school of education and the school of architecture to discuss, transform, re-create or co-create from scratch innovative micro-scale constructions out of basic generic shapes or forms (i.e. tessellations, shapes and patterns in 2D or 3D, asymmetries and symmetries, geometric transformations, textures as they occur in the natural and geological environment etc.). These speculative geometric micro structures will work as playful sculptures and they can be exhibits for a purpose at a specific city location. They will be constructed with both physical and digital media so that they can be accessed in both haptic and virtual ways. These final objects will have the potential to be placed in specific locations of the city, the school or the neighborhood creating interactive walks. In addition, a digital archive that maps the interactive phase will be created by our team.

Spaciality: space and experience. We are committed towards an open place-based education (Gruenewald, 2003) and we work towards experimenting with ways that place-making and body mobility as movement-and-thinking in particular walking tours in the city

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scape or the natural environment can be considered as both the content and process of critical conceptual practices for learning about how we co-create and re-claim what we consider as commons. We draw from a recent, “spatial turn” in social theory (e.g., Leander, Phillips & Taylor, 2010; Soja, 2010) and our experience in bringing these ideas in the context of mathematics education for creating affective spaces that involve body as bodying (Chronaki, 2015, 2017, 2019). In this realm, we aim to incorporate aspects of mathematics, the arts and cultural studies to aggregate cultural and scientific data as resources for exploring and understanding the space as a place-making process constantly under assembly (e.g., Massey, 2005; O'Rourke, 2013).

Acknowledging that the dominant spatial narratives of a place/community constitute structures of power (Farman, 2015), we aim to approach narrativity -in relation to space- as a critical and disruptive power against the dominant stories of a place/community.

ADDITIONAL DIMENSIONS.

Climate crisis - environmental perspectives. Exploring ecological affordances for the co-construction and co-circulation of cultural and ecology related products and narratives through the deliberative design of interactive walk and movement in the urban and rural scape.

Coloniality - decolonial perspectives. We expect that by creating affective spaces for children and adults to experience their relation to place and mathematics will create the conditions to break epistemic boundaries, to encounter self and otherness in the public sphere, and to reclaim what still remains as common knowledge for place and mathematics.

Care crisis - feminist perspectives. Creating open spaces to access data for telling stories in ways that challenge prevailing narratives and gender stereotyping about people and places and to ‘read’ such data as they appear in public media texts and in historical archives and as they make direct reference to their place of living.

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

Facilitating the access of participants (pupils, students and educators) to the design and

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knowledge needed to develop the case study. Teachers and researchers participate together in the designing of the first draft of the case study. During the implementation of the case study the children will be able to reflect on the research process and make their own contributions.

Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way. *Place-making* and *body mobility as movement-and-thinking* in particular walking tours. *Storying Data*, performed stories, story-telling. The use of *arts and culture* to discuss the role of public spaces. *Facilitated memory mapping* research by the children. Alternative ways of *archival materials* and *interviews* of local residents. *Movement and mobility*, *aware technologies*, *locative media* and other digital media that "use" our position in space as a context (Hur, On Ni Wan & Paterson, 2006). Moreover, the use of mobile media as a way to tell stories in space (Hjorth & Bell, 2012).

Children and adults will discuss and experience together games, crafts, literary texts and movie fragments of mathematical activity that narrate particular stories of diverse uses of mathematical knowledge in different contexts. The aim is to play with the ephemeral, the surprising and the unexpected that occurs as mathematical knowledge detours out of the school class to the streets of the city (Chronaki et al. 2017).

Promoting embeddedness with the local cultural context.

- a. By reading and relating to stories told for their place and local context
- b. playing with the ephemeral, the surprising and the unexpected in their community's everyday life
- c. providing opportunities for the passers to interact with our group
- d. creating interactive final objects open for the community.

Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies. We will use oral stories, our senses and our walking-bodies as basic methodological research tools, co-producing alternative bottom-up digital/non-digital archives, in order to disseminate and critically think both on the potentiality of existent and the invention of new, collectively-built, narratives.



N°32. I am because we are

Smooth partner: UTh -Lab of Sociology of Education

Main idea and expectations of the CS:

Introducing the core values of the commons, such as 'cooperation', 'solidarity', 'equal participation', 'caring', 'self-regulated autonomy', 'responsibility' and 'sharing' through pedagogical tools such as: *common based games* (common-poly, common's musical chairs, etc.), *art techniques* (for example from educational drama: role playing, improvisation, pedagogy and theater of the oppressed etc.), *children's assembly* and *active listening*. We aim for the children to express freely themselves on what the core values of the commons mean to them. Children are making sense of themselves and their lives by creating and 'narrating' stories (Phillips & Jorgensen, 2002). Therefore, our intention is to bring them in touch with commons' values and to investigate how they collectively experience, narrate and construct them in their daily life in the kindergarten or the school. We are interested in finding out how children are experiencing the commons and how they are collectively constructing them. We are also promoting and receptive to any kind of art the children might want to use to express themselves (music, dance, drama, visual arts). In other words, we target in co-building with children common spaces or 'nowtopias' (Bollier & Helfrich, 2019) in the here and now where all together can feel safe and change things that dislike around them, such as discrimination, bullying, sexism, racism, social exclusion and marginalization with the aid of the abovementioned pedagogical tools. Within this context we will explore how children can be empowered through real life simulations. A participatory form of education will be promoted and children will be seen as -potential- commoners. Considering that, not only do we need to serve our educational purposes but also to create playful and pleasant pedagogical environments (Farmer, 2007).

Objectives and goals of the CS:

Through this case study, children will be able to create a common space where they can safely negotiate their identities with other children. In this way, they will experience the co-fabrication and contingency of both their identities and community through osmosis with the rest of the group. Additionally, it will further enhance children's self-confidence,

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awareness of the active role they can play in shaping their identity as 'commoners' (Pechtelidis, 2018) and 'caretizens' (Casas-Cortes, 2019). Also, a basic research aim of the project is to see whether 'ubuntu's' ('I am because we are') (Bollier & Helfrich, 2019) logic can be promoted through the children's assembly and peer governance (Moschos & Kalisora, 2019; Pechtelidis, Kioupkiolis & Damopoulou, 2015; Pechtelidis, 2018; Pechtelidis & Pantazidis, 2018; Pechtelidis & Kioupkiolis, 2020) in general, where children feel more participatory and where they could learn to co-decide and co-shape realities and to be responsible citizens in the 'here and now', becoming 'commoners'. Another aim is to study how children apply the common's values into their everyday life situations, mainly in kindergarten and beyond. Finally, the awareness of the connection of the 'I' to the 'we' and the importance of being unique and autonomous but also an integral and vital part of a community are expected goals. This project aims to provide an equal education for all children enabling well-being and excellence for all of them and to thoroughly investigate if the logic of the commons can be transferred in formal education and effectively reverse inequalities and enhance active social inclusion.

RESEARCH

DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The case study will be conducted in a Kindergarten and in a primary school (1st grade class), located in Thessaloniki, Greece (municipality of Themi). Therefore, the pupils, teachers, and parents of these educational communities will actively participate in this study. The members of these communities come from different social and cultural backgrounds, and intersectionality will be at the core of the research focus and analysis.

The common - education. The common resources in our case are the learning process and the governance of the community.

The commoning practices. i) Firstly, the children will be familiarised with the commons' logic and ethics through a variety of popular games such as musical chairs, monopoly etc. We intend to reverse these games and make them operate according to the logic and rules of the commons (common-poly, common's musical chairs, etc. (Crocco, 2011; Kranjc, 2017; Pantazidis, 2018). ii) We continue with the finding out by the children of a daily topic that

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concerns them, about the value of 'sharing' for example. The choice of each value every time will come as a result of the workings of the children's assembly (Moschos & Kalisora, 2019; Pechtelidis & Pantazidis, 2018; Pechtelidis & Kioupkiolis, 2020) and active listening (Gordon, 2003). iii) Children, then, will be free to collectively find ways to achieve the desired results. In other words, they will co-design and implement the solution they have thought of. They will be introduced to different kinds of art that they can use to express the value decided. Finally, the children express the value of 'sharing' through drama and any other kind of art they wish (dance, music and visual arts).

Through this process children will be able to distinguish and enact the values of the commons in their everyday life as well as they will have the opportunity to bring their experiences to the table. We consider that the identification and expression of children's emotions through any of the above mentioned kinds of art is very important. So, there will be an introduction of the children to an early stage of Gordon's model of *active listening*, meaning for them to be able to identify the other children's feelings and give them back to them (as a creative feedback).

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY

Relations and impacts into wider community. We are primarily interested in how the children and the adults (teachers and parents) of the educational community are collectively making sense and constructing their interactions through the commons' values of 'sharing', 'caring', 'togetherness', 'equal participation', 'responsibility' and 'self-regulated autonomy'.

Develop of common-friendly policies and states. Through a cross-cutting, cross-disciplinary analysis about the role of educational commons, the main aim of this case study, and of the project in general, is to provide European, national, and regional policy makers new, innovative and more efficient tools for proposing new policies to better engage children and adults in developing a more secure, inclusive, fair, resilient and sustainable economic, political and social model of Europe.

Spaciality: space and experience. Space lies at the heart of this study, because our intention is to explore the inter and intra actions between the (pre)school space and the participants. Educational space is perceived as an agent with potential (and potential). Our aim is to explore this potential in the context of the commons' logic, and also if it can contribute in

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the reversing of inequalities in the field of education.

ADDITIONAL DIMENSIONS.

Care crisis - feminist perspectives

'Caretizenship' lies at the heart of this project, consisting of solidarity acts and grassroots commoning practices that are based on caring relations and mutual help. Caretizenship enables the opening up of new possibilities to reinvent a culture of togetherness and negotiate children and youth's multiple class, gender, national and religious identities (Casas-Cortes, 2019).

APPLICATION OF THE CASE STUDY

This CS will develop an action research process with and by children and youth, that integrates the following aspects.

Facilitating the access of participants (pupils, students and educators) to the design and knowledge needed to develop the case study. Teachers, educators or facilitators, and researchers participate together in the designing of the first draft of the case study. At a later phase, during the implementation of the case study the children/pupils will be able to reflect on the research process and make their own contributions.

Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way. *Common based games* (common-poly, common's musical chairs, etc.), *art techniques* (for example from educational drama: role playing, improvisation, pedagogy and theater of the oppressed etc.), *children's assembly* and *active listening*. We aim for the children to express freely themselves on what the core values of the commons mean to them. Children are making sense of themselves and their lives by creating and 'narrating' stories (Phillips & Jorgensen, 2002).

Promoting embeddedness with the local cultural context. This study promotes the embeddedness with the local culture and also the interaction of the local with the global context.

Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common strategies. Our aim is to study how children co-

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create stories relevant to the commons' values they are working with or/and to a daily topic about a value that concerns them and then how they perform their stories via various art techniques, such as dance, drama, music and visual arts. The use of arts techniques can have a powerful impact, since difficult social issues, such as racism, sexism, adultism etc. can be emerged in a playful way (Hodgson, 2013). Moreover, these techniques have been proven to be effective facilitation tools for shifting student's attitudes and values on a footing of egalitarianism, equality and justice (Boal, 2002; Darling-Hammond & Bransford; Wrigh-Maley, 2013). Art techniques are often used to help people to solve problems where conventional thinking particularly within a creative context is not working. They are also used to develop new ways of thinking and doing that can be spontaneous and innovative. Through these techniques children's ideas, emotions and imagination will come out freely and creatively.

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N° 33. Libertarian education of the commons: collectivization of learning and knowledge by preschool children.

Smooth partner: UTh

Main idea and expectations of the CS:

The present case study attempts to examine in depth the ability of children to function as commoners by incorporating the principles of a libertarian framework in which the values of the commons are applied and enforced to a significant degree and on a consistent basis. More specifically, the ways in which children themselves, as subjects of commoning, create conflict resolution tools, produce meanings and create, independently, learning groups, will be explored. As the ages of the children are from 1.5 to 5 years old it will be possible to explore the intergenerational and intragenerational socialization- from and to themselves- but also the way of adaptation and the "first steps" to the commoning of the learning process, of the younger members in the school community. With this research we would like to contribute to opening up the way for young people to autonomy and freedom, which cannot be taught, but is learned only through personal experience and collective responsibility. The individual, although unique, is not alone in the learning process, so we would not want to confuse the concept of individual autonomy with that of specialization from a liberal perspective. Individual autonomy, in the present study, has the meaning of personal responsibility and free choice during self-determination in the community (Haworth, 2012).

Objectives and goals of the CS:

The purpose of this case study is to explore the ways in which children - even from infancy - who participate in a libertarian learning community, perform and possibly incorporate values such as solidarity, mutual aid, equality, sharing, autonomy and at the same time produce collective knowledge through experimentation. First of all, we need to note that when we talk about learning we do not prioritize cognitive learning to the detriment of emotional, social and psychomotor learning. We believe that the ability to recognize and express emotions, empathy, the acquisition of communication and socialization tools, engaging in groups and building relationships, the development of physical movement skills, are all aspects that help the child in the peaceful exploration of knowledge (Karamali, 2017).

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We will focus on observing, discussing and recording the processes created by the children themselves as well as their content. We will observe how exactly what Rogers called "child self-realization" happens, wanting to describe the movement towards greater independence or individual responsibility, towards increasing self-government, self-regulation and autonomy away from heteronomous control or control by external forces (Spring, 1987). The inclusion of community infants (2 years old) in research and the a priori recognition of their ability to participate in direct democratic processes of knowledge acquisition is of great importance. The aim of this project is to explore the ways and the process in which preschool children in a libertarian context of the commons co-shape educational practice and produce collective meanings and knowledge.

RESEARCH DIMENSIONS

CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

The commoners. The case study will be conducted in a self-organized pedagogical venture named "Institute of theory and practice of libertarian education The Little Tree that will become a forest". Therefore the pupils, the teachers and the parents of this educational community will actively participate in this study. The members of this community come from different social backgrounds and the children already face adultism and gender segregations.

The common - education. The common resources in this case study are the children's and teachers' assemblies that make the decisions for the educational community and also the educational process in which children enjoy respect and are gradually liberated from the guidance of the adult by creating autonomous learning groups.

The commoning practices. The educational community comes in contact with the core values of the commons through the practices of daily life and the collective problem solving presented in a school routine. In this case study the collective rules as well as the decisions of the pedagogical community are created within the assemblies of the children and the teachers. These assemblies tend to consensus and presuppose active listening both among children and among teachers and children. For the specific ages of the children that attend

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“The little tree”, the assembly goes through discrete stages. At first, the assembly may only last 2 minutes, and our aim is to have children look each other in the eyes, expose themselves by speaking in front of an audience, wait for their turn, allow enough time for others, and listen to each other. In continuation, we introduce notions such as “proposing”, “deciding”, “consensus”, “majority/minority”, “co-formulation”; children are then able to bring the issues that concern them to the assembly and make decisions on them. In this stage, the decisions of the children’s assembly are transmitted to the teachers’ assembly and the parents’ group; they are either immediately implemented or the children’s assembly is informed of the reasons why their decisions cannot be implemented. Eventually, in the final stage, the children’s assembly is able to implement its own decisions.

CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY.

Relations and impacts into wider community. In this case study excursions will be another place, space, and time to discover themselves, others, and the environment around us. They explore the relationship of memory with culture, history, architecture, philosophy, and history within the city and its public spaces. With this means the children together with adults reclaim the- inhospitable and made for able-bodied white adults- public spaces, squares, public services and parks, intervening in the above. The city and nature are the best basis for the conquest of knowledge and freedom, not only for adults but also for children. We consider the effort this educational community makes as very important, to defend the claim of childhood as an autonomous period of life and not identifying it with the preparation for adulthood, but life itself inside and outside the walls of school and home.

Develop of common-friendly policies and states. A main aim of this case study is to provide European, national, and regional policy makers new, innovative and more efficient tools for proposing new policies to better engage children and adults in developing a more secure, inclusive, fair, resilient and sustainable economic, political and social model of Europe.

ADDITIONAL DIMENSIONS.

Climate crisis - environmental perspectives. The “Institute of theory and practice of libertarian education The Little Tree that will become a forest” is a pedagogical venture that aims to highlight a form of organization that promotes biodiversity for the sake of system

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stability on the one hand but also for the sake of biodiversity itself on the other. It rejects the idea of anthropocentrism and promotes anti-hierarchical relations within communities organized from below, as resistance to the unbridled exploitation and profitability of the capitalist model. In addition to the pedagogical tools it uses in the morning, tries to face the ecological and social crisis by being a self-organized pedagogical venture that operates with assemblies and anti-hierarchical organization and that promotes and supports the creation of similar projects in other parts of Greece through the free flow of ideas and networking. The case study inevitably will research how through pedagogical practice, the idea is instilled in children that the world is not made to serve human needs but is an organic unit on the biodiversity and balance of which depends on the survival and development of all its parts, the idea that nature has an intrinsic value. It is worth noting that children approach this issue experientially by participating themselves in an equal way in creating an organic community that learns, coexists, decides and develops in a free environment.

Care crisis - feminist perspectives. The pedagogical team of the venture was and is composed mainly of women. Having experienced the devaluation of their gender, the objectification of their bodies and the violence of heteronormativity, they pay special attention to what needs to be said about gender, body and sexuality in childhood. These issues concern the project both in its political processes and in daily life with children. The pedagogical team does not claim that there are no inequalities in relation to gender, body and sexuality in this venture, but, on a first level, they try to be constantly vigilant in shaping pedagogy with theoretical tools, which will be researched, that promote self-education and challenge the stereotypes that adults themselves have ingrained in their minds.

APPLICATION OF THE CASE STUDY

This CS will develop an [action research process](#) with and by children and youth, that integrates the following aspects.

Facilitating the access of participants (pupils, students and educators) to the design and knowledge needed to develop the case study. The case study is a contingent work in progress, open in reflection and intervention by all participants. [Including commoning tools and adaptability of infrastructures to one's own circumstances in a creative way.](#) Promoting embeddedness with the local cultural context. Applying convivial tools that enable participants to discover and articulate their own priorities in correlation with the common

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strategies. Children's and teachers' assemblies, games, art, agriculture, and excursions.

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ANNEX II Template of the cases.

Task 3.3 Designing a variety of case studies/educational commons by applying the value system of the commons

In addition to the google form (<https://forms.gle/ej1wkiCqjnVzdDQY7>), please complete this document, use one template per case setting.

The questions below are related to the case study details, research dimensions and application so it is important to work on them with the third parties.

Check the [T3.3 Guide Knitting kit.pdf](#) to get additional information about the T.3.3 task and how to fill this template.

Once you have completed one template per case study setting, please upload them here

https://drive.google.com/drive/folders/170p8midXNlvkvv8rIW0AlyV67_lZ43J8?usp=sharing

Deadline 15 November 2021

A. CASE STUDY DETAILS:

Smooth partner:

Name of case study (CS):

Main idea and expectations of the CS:

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Objectives and goals of the CS:

B. RESEARCH DIMENSIONS

This section aims at capturing the CS's research dimension. To complete it accurately please check the [T3.3 Guide Knitting kit.pdf](#) that clarifies how core and contingent dimensions have been defined according to WP1 theoretical framework (D1.3- D1.5).

1. CORE RESEARCH DIMENSIONS OF THE CASE STUDY.

Addressing how the **tripartite structure of the commons** is materialized in the case study.

- a) **The commoners**. Describe who form part of the educational community. Elaborate briefly how **diversity and intersectionality are present** (considering inequalities analysed in D1.4)

- b) **The common - education**. Describe educational resources/goods that are expected to emerge from or will be constructed through the **methodology: Pedagogical documentation, Project work, Pedagogy of listening** (considering information included in D1.1-D1.2-D1.5)

- c) **The commoning practices**. Describe how **peer governance, shared rules, rights, obligations, decision taking..., based on children's and young's participation, agency and citizenship**, is expected to be put into practice (consider information included in D 1.3)

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2. CONTINGENT RESEARCH DIMENSIONS OF THE CASE STUDY (elaborated D1.3 pg.6-7).

Are any of the following research dimensions of interest for your case study? If so, please indicate which and how?

- d) Relations and impacts into wider community
- e) Develop of common-friendly policies and states
- f) Technologies and digital commons
- g) Spaciality: space and experience

3. ADDITIONAL DIMENSIONS.

The following dimensions are not explicit in D1.3 but may be worth taking in consideration. If so please indicate which ones and how. If not, you can propose other dimensions.

- h) Climate crisis - environmental perspectives
- i) Coloniality - decolonial perspectives
- j) Care crisis - feminist perspectives

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C. APPLICATION OF THE CASE STUDY

This section aims at capturing the research process, methods and tools.

1. Explain how this CS will develop an action research process with and by children and youth, that integrates the following aspects (extracted from D1.3 pg.5):

- a. Facilitating the access of participants (pupils, students and educators) to the **design** and **knowledge** needed to develop the case study.
- b. Including commoning tools and adaptability of infrastructures to **one's own circumstances** in a creative way.
- c. Promoting embeddedness with the local cultural **context**.
- d. Applying convivial tools that enable participants to discover and **articulate their own priorities in correlation with the common strategies**.

2. Explain which research tools and techniques are expected to be used within the CS and why you propose these tools and techniques. For example...

- | | | |
|---------------------|---------------------------|-------------------------------|
| ★ Document analysis | ★ Participant observation | ★ Participatory cartographies |
| ★ Interviews | ★ Participatory workshops | ★ Other |
| ★ Focus groups | | |
| ★ Photo-voice | | |

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ANNEX III Google form questionnaire

<https://docs.google.com/forms/d/1Eu-cRJ24DMusVTyzsrKLS9oEfETMDJu2m47rhNVFMQM/edit>

WP3 - T3.3 Collecting specific information about the case studies to be developed in WP4

This form intends to collect information about the settings in which each partner will develop the case studies according to the SMOOTH model.

Specifically, we need details on the location, the application and participants. It is paramount to count on the collaboration of the third parties involved in each case study to answer the questions related to pedagogic tools, and commons philosophy as best as possible.

This form is divided into different sections. Please complete one per case study setting independently of the number of rounds/applications that will take place in this setting.

*Compulsory

You can come back and edit your responses at the end.

1. Email of the person in charge of Task 3.3*
2. Name of the person/peoples in charge of T3.3 *
3. Name of University/Organization *

Specific information about case study setting n°1

4. Name of the case study *
5. Number of rounds/applications for this case study





6. Expected starting date and duration of each round/application.
7. Location of the case study (if applicable, indicate neighbourhood, town, region, country...). *
8. Educational space. *
 - Preschool
 - School
 - After School - Community
9. Educational environment. *
 - Formal education
 - Non-formal education
10. Name and short description of the third party/ies involved.*
11. Third parties' previous experience on the application of philosophy of the commons: *
 - Never used
 - Rarely used
 - Occasionally used e:) Frequently used e:) Always used
12. Elaborate on your previous answer and include information about the familiarity of the parties (third parties and academic researchers) involved in the case- study with the philosophy of the commons.*
13. How do you expect to apply this philosophy of the commons in the case study?

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14. Third parties' previous experience on the use of pedagogical tools such as: *

	Never	Rarely	Occasionally	Frequently	Always
Pedagogy of listening					
Pedagogic documentation					
Conflict resolution					
Peer governance					
Project work					

15. Elaborate on your previous answer and include information about the familiarity of the parties (third parties and academic researchers) involved in the case study with these pedagogic tools.*

16. How do you expect to use these pedagogic tools in the case study? *

17. Age group of children participating in the case study.*

18. Approximate number of children participating in the case study.*

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19. Approximate number of adults participating in the case study (excluding academic researchers). *
20. Profile of participants (both children and adults) *
21. Characteristics and types of inequalities experienced by the children participating in the case study.*
 - Child poverty
 - Educational poverty
 - Migration
 - Health and well-being
 - Disabilities
 - Family situation
 - Access to technology
 - Gender
 - Other
22. Comments and additional information.
23. Add more case study locations or finish the questionnaire.*

