



"Neighbourhood Facilitators" model - strategies for Empowering active Citizens in the Neighbourhood as Innovators in the Social Space



TABLE OF CONTENTS

1. Introduction	2
2. Goals of this Handbook.....	3
3. The Neighbourhood Facilitators.....	4
3.1 Ground Features of Neighbourhood Facilitators.....	4
3.2 The Tasks of Neighbourhood Facilitators	5
3.3 Finding Neighbourhood Facilitators.....	6
3.4 Working with Neighbourhood Facilitators	8
3.5 Using Arts in Neighbourhood Facilitation	14
3.6 Organisational Settings.....	18
3.7 What makes this Model Innovative	19
3.8 Conclusion	20
4. Appendix	21

1. Introduction

EduArt is a project funded by the European program Erasmus+ that aims at improving the communication and social skills of people in their neighbourhood and thus strengthen social cohesion. At the same time, it promotes the educational skills needed to work with heterogeneous target groups and the use of arts and digital media.

In the course of the corona pandemic, human contacts have suffered in particular. Disorientation, fear of the future, loss of confidence, self-doubt and loneliness damage social cohesion and cause frustration, hatred and violence. This also defines the requirements for a "new" adult education that re-establishes communication in the social space and empowers people to become active themselves.

Community, voluntary work, citizen participation and co-design of the living environment are essential needs for many people and, apart from active support for neighbours also offer the opportunity to have a say in public space and to help shape it. The participatory involvement of citizens in the neighbourhood also offers numerous opportunities to develop one's own potential and resources in a dialogue-oriented, innovative and direct-democratic way, and to promote and strengthen these in other people in the neighbourhood.

The benefits of cooperation in the neighbourhood are also evident in the successful integration of people living in the neighbourhood, offer insights into different opinions and needs of residents, and are reflected in improved communication and a greater understanding of democracy on the part of all those involved. An interested citizenry and voluntary engagement represent a benefit for the society.

The forms of civic engagement have changed in recent years: they have become more issue-related and time-limited, and are less party-political and more related to personal interests. For neighbourhood facilitators, volunteering often represents a learning process: many people who volunteer report acquiring new knowledge and recognizing their own previously unknown potential and resources. People who have found a new home in a country that was initially foreign to them report that volunteering and the opportunity to help shape their living environment, in addition to getting to know their neighbours, also gives them a special status. Many of them felt that they were part of the society that was to become their new home and felt that volunteering, also in the sense of neighbourhood facilitators, was extremely horizon-expanding.

Thus, working with neighbourhood facilitators is considered an effective strategy in order to contribute to communication, education and innovation in the respective social spaces of a society.

2. Goals of this Handbook



Beneficiaries of this strategy model are educational institutions and adult educators active in their neighbourhoods, city/municipal institutions or initiatives, but also cultural and art actors, social initiatives and social workers, civil society initiatives, and finally the interested/active residents in the neighbourhood itself who want to become active as innovators.

This publication shall provide a basis for the above-mentioned beneficiaries to integrate strategically the neighbourhood facilitation model into their work. It explores the benefit in involving neighbourhood facilitators in the district as active citizens and innovative players in social space-oriented educational work. Moreover, we especially highlight the power of using art in adult education.

In summary, the goal of this neighbourhood facilitators model is to provide a strategic plan for adults' education institutions and others by offering insights into the following areas:

- What is the relevance of working with neighbourhood facilitators?
- How can potential neighbourhood facilitators be identified?
- What needs to be taken into consideration in the process of working with neighbourhood facilitators?
- How can art be used, both by adult education institutions as well as by neighbourhood facilitators to enrich and support adult learning processes?
- Which organisational settings are required to make collaborations with neighbourhood facilitators beneficial?
- What makes this model innovative in the field of adult education?

3. The Neighbourhood Facilitators

Neighbourhood facilitators for adult education institutions can be considered as mediators between the "distant" offers of adult education and the "near" interests of the inhabitants. As such, they have a bridge function between learning institutions and the inhabitants of a certain neighbourhood. As active citizens of the neighbourhood they can mediate direct contact between learners and adult education institutions and transfer learning offers to the target group in a neighbourhood (graph 1).

On the one hand, this will enhance ways for education, communication and innovation between the various actors and along the different levels of interaction. On the other hand, the inclusive work of neighbourhood facilitators strengthens participation (ideally also political participation) of inhabitants of a neighbourhood.

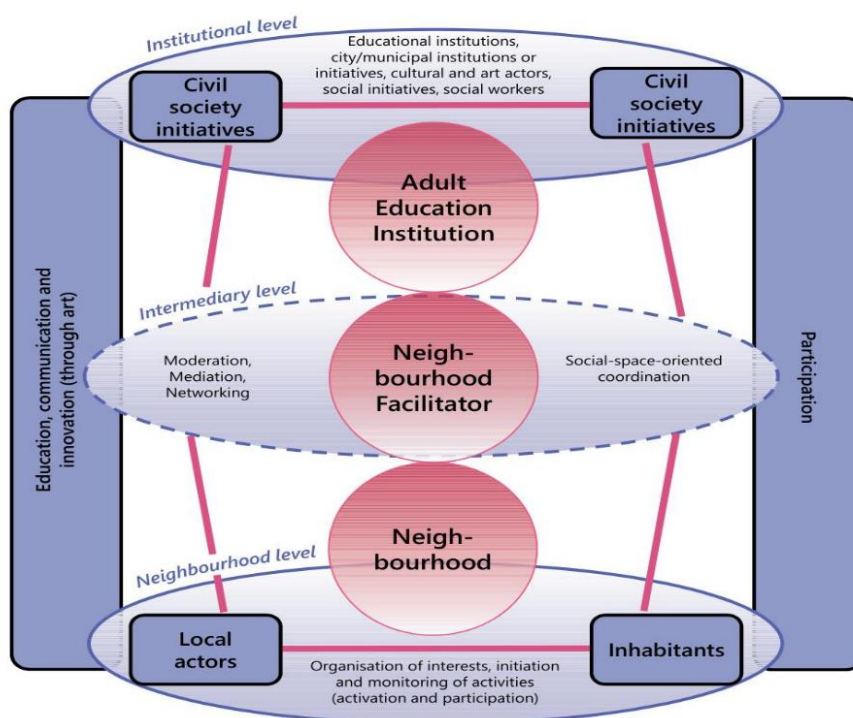
3.1 Ground features of neighbourhood facilitators

Citizens interested in collaborating with adult education institutions should bring along certain characteristics, which help to make their work easier and more effective. Ideally, they should:

- Be citizens from the neighbourhood
- Include many different members of communities (diversity in age, gender, physical ability, religion, origin, etc.)
- Have the will and readiness to invest resources into the facilitation process
- Show a certain level of empathy and have basic communication skills
- Have competences in global citizenship education
- Feel an affiliation to art and be open-minded to use art and creativity in new ways

Certainly, some of these competences can and should be trained and further developed during their facilitation work. When selecting potential neighbourhood facilitators, we want to highlight that particular attention should be paid to bringing in a maximum level of diversity and an attempt should be made to achieve equal representation.

3.2 The tasks of neighbourhood facilitators



Graph 1. Structures and processes within the neighbourhood facilitators' model
(adapted from Franke und Grimm, 2002)

As shown in graph 1, neighbourhood facilitators are embedded in a broader network of various stakeholder in their respective social space. As such, they fulfil several functions:

- Mediate direct contact between learners & adult education institutions (“bridge”)
- Trigger the creation of local events, micro projects, initiatives addressing issues relevant to the neighbourhood
- Build trusting relationships with the neighbourhood community and organisations, institutions and other stakeholders
- Work with people through differences, with the aim of a broader inclusion of a diverse group of citizens
- Organise and make things happen by enhancing the available resources even if limited
- Collect suggestions and requests, to listen, interpret and capture insight and experiences to help the neighbourhood to work on a common ground and actions
- Gather, evaluate and share evidence of participation and impact of the activities done

- Use creativity and art as means to arouse interest and encourage to use learning offers of adult education institutions.
- Work on a voluntary basis

Some of these functions might be obvious to the facilitator, others might not be perceived that clearly. It is argued that the more the facilitator is aware of all her/his different functions at various levels, the better she/he can use her/his “playground” and achieve greater impact.

3.3 Finding Neighbourhood Facilitators



In order to recruit volunteer neighbourhood facilitators from the communities of people with a migration background, we need, based on the initial research, actions and settings for building trust and getting to know each other, as well as patience and mutual appreciation.

Furthermore, the work should be process-oriented, the encounters should be moderated and accompanied, clear goals should be set and the achievement of these goals should be evaluated.

The development of strategies how to incorporate the concept of working with neighbourhood facilitators has to go hand in hand with understanding the value of voluntary neighbourhood facilitation.

When selecting the neighbourhood facilitators, it helps not to apply a static model, but to proceed flexibly according to the situation and the possibilities of the adult educational institutions.

The concept for selecting and reaching neighbourhood facilitators should function like a "snowball system", similar to peer-to-peer communication, and the activities of the first trained neighbourhood facilitators should be presented in the respective communities and made known to a wider audience.

The concepts must be feasible for the neighbourhood facilitators, and time and personnel resources must be taken into account. It is also important to ensure that people who want to volunteer do not feel that they are being exploited financially or otherwise, but that this setting creates opportunities for win-win-win situations.

Finding neighbourhood facilitators within adult education institutions

Numerous databases and pools of interested people already exist in adult education institutions. Here, the focus will be placed more on the lecturers and students, but also on the participants of the respective adult education institutions.

Potential pools of facilitators could be:

- students and participants that the institutions already have partners and stakeholders known to be already engaged with activities that involve their local community
- the social networks, website followers and eventual newsletter subscribers of the institutions.

Finding neighbourhood facilitators through other organisations

In the search for potential interested neighbourhood facilitators, associations, residents' centres and institutions that cooperate with adult education institutions can be selected on the basis of an internet search for districts, where it can be assumed that they will be visited by citizens who are interested in shaping the social space or public space.

On the part of the adult education institute, the first question to consider is which persons they would like to address. It is worth considering whether the focus should be more on a particular age group or group of origin. It is also important to consider whether the facilitators should be external or internal employees of the adult education institutes.

Examples of existing platforms for voluntary workers from Austria, Germany, Italy and Poland can be found in Annex 1.

Finding neighbourhood facilitators through social media



Using social media platforms can be another effective way to recruit potential neighbourhood facilitators (e.g. Facebook, Instagram, Twitter, TikTok, etc.). This channel allows artistic ways to come in, using innovative ways to address active citizens (e.g. my using interesting/funny short videos, memes, etc.).

3.4 WORKING WITH NEIGHBOURHOOD FACILITATORS

In the course of working with neighbourhood facilitators, different stages of the facilitation process have to be taken into account:

- Preparation and motivation
- Training and empowerment
- Support, supervision and feedback
- Rewards



Preparation and motivation

First of all, neighbourhood facilitators need to show a certain commitment concerning time resources. Neighbourhood facilitation processes usually require substantial time and therefore the full commitment of facilitators.

Once this is agreed upon, the adult education institution should conduct a needs assessment, which will represent the basis for planning the next step.

The needs assessment includes the following activities:

- Identify previous skills and knowledge required for the role
- Identify the particular needs of empowerment which is then being translated into trainings
- Establish goals for orientation
- Identify volunteer abilities and accomplishments
- Define goals and objectives which specify what a volunteer will know or be able to do as a result of a learning activity
- Develop a timetable
- Prepare materials
- Pre-volunteering logistics: location, transportation

Note: The adult education institution needs to ensure that there is a designated person who accompanies facilitators on his/her path if they wish to discuss issues relating to the neighbourhood facilitation process.

Training and empowerment

In empowering neighbourhood facilitators, it is essential to provide opportunities and settings for further education and training, to teach and strengthen intercultural communication, intercultural competence, sustainability, work critical of racism and gender justice, and to promote global learning.

The following elements can be used to train and empower active citizens who want to become neighbourhood facilitators:

- Empowering the moderators through global citizenship education
- Providing training in intercultural communication, intercultural competence, gender equality and diversity management, global education
- Using adequate training from EduArt
- Using the opportunity of online communication channels: Facebook, WhatsApp, Telegram, Instagram, etc.
- Organising face-to-face meetings and live webinars

Already during the preparation phase art can be used to make people interested and “tuned in” in the sense that they receive impulses how to use art in their further facilitation activities.

Also, the language used in the invitation process matters and should encompass the diversity given in the given social space.

The EduArt online course for neighbourhood facilitators

One of the concrete results of EduArt was a training course for agents, or "facilitators", of the neighbourhood: all those people who work in the area in different roles and with different purposes. The training course is aimed at people who are already active in the social environment or who want to become so. In the sense of "active citizenship", they learn to deal with their living environment in a creative way, to define their own needs, to perceive the interests of others and to act as active and responsible citizens.

Adult continuing education, which is important for any citizen who wants to live with maturity in his or her community, becomes even more crucial in the case of those who serve in a leadership role for a group of collaborators, even when they are volunteers in informal activities. Neighbourhood facilitators will undoubtedly benefit from becoming familiar with the topics proposed in this course.

The approach chosen is that of **empowerment**: a neighbourhood facilitator needs to understand his role and the requirements associated with his work in the area, but also a set of skills especially related to communicating with different stakeholders, which are useful in

facing the challenges of society. He or she needs social and cross-cultural skills and to strengthen his or her civic engagement, which he or she can use to support adult co-workers. By addressing many soft skills issues, the facilitator will increase awareness of his or her role, abilities, and confidence in his or her work.

The course can be used as both classroom training and in an online format. There are ten thematic blocks around the topics of communicating and working with target groups:

1. Get started
2. The neighbourhood facilitator
3. Innovation & Art
4. Adult education
5. Effective communication
6. Stereotypes and prejudice
7. Change and inclusion
8. Conflict management
9. Facilitate and motivate
10. Digital tools
11. Before you go...



The course can be accessed through the following link:

<https://eduart.eurocultura.it/>

Support, supervision and feedback

Right from the beginning, a neighbourhood facilitator should be embedded in a functional team at the respective adult education institution. They should have the possibility to participate in regular team meetings at the institutional level. This gives room not only for sharing experiences with other adult education trainers, but also for enabling peer-to-peer support.

In fact, in order to create the most positive experience possible for a neighbourhood facilitator, a designated person within the organisation should be responsible for the facilitator. This includes support during the orientation process, overseeing the facilitator's tasks and helping the facilitator to overcome any problems or challenges they face.

The mentor will be a point of reference for the facilitator. S/he is responsible for providing him/her personal support. S/he should be: a good listener, reliable, attentive, understanding, etc. The communication process between the mentor/contact person and the neighbourhood facilitator is ideally characterised by several feedback loops

Rewards

After volunteering, a feedback round with the leader of the organization and the volunteer should be organised in order to exchange views and personal impressions on the experience of the whole process. Also, individual coaching in order to define future planning with the facilitator should be taken into consideration. At the end of the experience it is recommended to have a moment in which facilitators and the organisation staff share their experiences, thoughts and information.

After the experience of facilitation, the leader of the organisation should issue a certification attesting that the facilitation experience has successfully been concluded. Other forms of rewards include: badges, PINs, business cards, posters with portraits, volunteer cards, status of neighbourhood ambassador etc.

Testimonials of Neighbourhood Facilitators

© Stefanie J. Steindl



Durra Chiban,
Syria

I fled to Austria with my family in November 2016. My first time in this new country was difficult: I waited almost a year for a German course for beginners. After that, I started to improve my language skills through self-study so that I was finally able to take the pre-studies program in autumn 2017, which is a prerequisite for starting a degree in Austria. Two years after my arrival in Austria, I had achieved my first goal: I was able to start studying process engineering at the Vienna University of Technology.

From my own experience, I know how difficult it can be to find your way in a new country. For a year I didn't know whether it was even possible for me to study in Austria. During this time, I was desperate and didn't know what to do. In order to save other young refugees from this experience, I decided to produce videos in my mother tongue Arabic, in which I explain the Austrian education system or life in Austria in general. I also support beginners with advice and action, because social cohesion is particularly important to me.

Beate Ernst founded "WirBerlin" in 2012. After working as a teacher in Neukölln, she wanted to make good use of her new "free time" and to campaign for her city of Berlin, where she has been already living for many years. At that time, many people grumbled about dirty Berlin, and Beate Ernst was also disturbed by the city's neglect of the city. With the initiative and activities such as cleaning campaigns in parks or on the Spree, she wanted to motivate other people to stand up for a clean Berlin. Nowadays her website (wir-berlin.org) is an important platform for knowledge about the urban environments as well as for a lot of community-based projects and activities. More than 5000 volunteers were engaged in the last Berlin Cleanup Day in 2022.



Beate Ernst,
Germany





Piotr Babraj,
Poland

I have lived in Białoleka district for 34 years, which is the fastest growing district in Warsaw with a large number of young people.

I noticed that there were a lot of new people in Warsaw, especially in Białoleka. So my wife and I came up with the idea of creating a Facebook group where we can meet new people. Białoleka Neighbourhood Platform was founded in 2014 with the idea of integrating residents of the Białoleka neighbourhood. In these very hectic times, we often feel lonely, isolated from the rest of the community

especially if we are newcomers and don't know anyone in the new city, district, or neighbourhood. That's why we have created a place where everyone can ask about work, help a neighbour fix a faucet or just to meet to walk with the dog together. Integration is the main goal of our group, so we decided that we would also act socially for the residents of our neighbourhood, from where many interesting social actions arose. We organized for 5 years a conference called "Tame Autism" which aimed to raise awareness among parents, but also among the teaching staff, on how to deal with the challenges associated with this spectrum. We conducted numerous collections of donations for orphanages, dog shelters or aid for Ukraine, organized networking meetings, neighbourhood meetings with board games, meetings with celebrities and interesting residents of our neighbourhood, or very popular among the youngest residents free "Neighbourhood Santas" during which 300 children could play for free in the playroom, and later had a joint meeting with Santa Claus, who handed out gifts. These numerous social actions could not have taken place without the support of the residents of Białoleka and willingness to share with others.

We have always felt that social activities are meant for us and give us great pleasure. That's why 9 years ago we began to act for the benefit of residents and continue to intend to do a lot more good together with them.

Currently, the Group has a large number of thematic groups to keep the main group in order. Among our groups are those related to Sports, job opportunities, real estate, sports or a group dedicated to Security in the neighbourhood where the residents warn each other about burglars and car theft attempts, etc. The platform offers various types of information, such as events, interesting activities and workshops organised by BOK - Białoleka Cultural Center (Białolecki Ośrodek Kultury), actions of our foundations, interesting meetings organized by residents. We are also giving the opportunity to entrepreneurs from Białoleka to pay for the post-advertisements about their services.

3.5 Using Arts in Neighbourhood Facilitation

“There is no depth to education without art.”

(Amiri Baraka)



Benefit of Using Arts

Another useful training resource is the [Interactive Handbook](#) for fruitful co-operations between actors from adult education and the art/creative scene. The Handbook can provide new ideas in the use of artistically inspired pedagogical methods.

Using art in education is a two-way process: Understanding art as a pedagogical intervention and education as a creative-artistic process.

Through art, new learning opportunities open up and that broaden the horizon and playgrounds of both facilitators as well as the target groups, i.e. the inhabitants of a targeted neighbourhood:

- Creating new angles of vision / new perspectives; e.g. through visioning/futuring exercises
- Fostering creative ways of working and problem solving
- Creating new offers out of the comfort zone
- Broadening mind-sets of trainers and participants
- Creating a different learning culture

When it comes to **methods and tools**, there are obviously no limits to creativity. Some examples of artistic expressions might include:

- Comics
 - Graphics
 - Short videos
 - Digital art
 - Music and concerts
 - Theatre
 - Social media messages
 - Memes
 - T-Shirts with comics
- Banners
- Trick films
 - Game-based learning

EduArt Educational offers as Inspiration

One vivid example of how art was used for adult education has been piloted in the framework of the implementation of EduArt project where partners developed and tried out samples of adult education offers that combined Education and Art in innovative ways.

Experiences from Austria

“My masks and me behind them!?”: In Austria Lilarum and Südwind supported by theatre educator Peter Spindler implemented a workshop on producing individual and artistic masks. Adults produced masks in their neighbourhood to reflect



on the question “Which are masks and how do I use them while communicating with others?” Since the corona pandemic this question was more relevant than ever before. In the process of producing masks participants came closer to new realities in their social field, i.e. changed social conditions or changing



Using masks as artistic approach to adult training and communication (pictures: © Téclaire Ngo Tam/Südwind)

Adult education institutions have to bear in mind potential counterproductive mindsets considering art in adult education. Art sometimes tends to be seen not as “work”, and creative work is seen as an additional “nice to have” and not as a priority respectively. Or as an adult education trainer put it: “Partnerships between education and arts remain to be exotic plants in traditional gardens”.



A clear focus is therefore needed on the sustainable implementation of self-confident, creative learning scenarios. As such, facilitators should feel empowered to use any form of art to make their work effective.

Experiences from Poland

“Masks are falling”: In Poland ATJ Lingwista and Fundacja Pasje supported by the House of Culture Białolecki Ośrodek Kultury organised 2 workshops using drama tools and performing art. First workshop was about performative training in empathic communication. We were thinking about what and how we say is the result of a conscious intention or duplication of overheard patterns and language clichés that occupy our everyday life?

What if the language of resentment is imprinted in our social DNA?

During the workshop, we collected and processed (positive and negative) messages, looking at how they affect us. Building and improvising dialogues, assuming roles that we often know from our personal experience - we observed how our language habits affect our well-being and our message. The effect of the workshops and their continuation is an open, interactive social and artistic installation in the space of the Białołęcki Cultural Center with the slogans collected during the workshops, which made up the panorama of what in language closes us and what strengthens us.



The second workshop was focused on storytelling to learn how to talk about our or others' stories in an interesting way, to get to know each other better. The effect of the workshop is an interactive mailbox placed also in the public space of the Białołęcki Cultural Center. People can come and take a letter with the anonymous story of someone living in the area and leave its own story for someone else.

Pic. 1: ©Alijca Szulc, Pic. 2, 3, 4: ©Tomasz Parzychowski

Experiences from Germany

"How German I am?" Kulturmarkthalle and GFBM Akademie together with their local partners Kulturschmuggel and Erzählbühne invited a group with as diverse a background as possible (age, gender, origin, status, ...) for a 4 days theatre workshop. The aim was to develop a play on cultural and national identity with the professional support of a team of actors, singers, a storyteller and a director. As experts of everyday life, the participants brought in their biographical experiences into the production of the play. Personal stories became fictional stories. Fictional stories became theatrical enactments.



The mask here was used as a synonym for the roles we play in our private and professional lives. More specifically, this workshop focuses on roles, behaviours and attitudes related to cultural and national identities.

Feedback of participants

"I have once taken a course on building masks, but this time I was very amazed by just how deep I could dive into myself in the reflection on my identities in relation with other people's ones. It made me think. I think we should find a way to make something out of this experience. We, the group of participants think of performing in other places with those masks and engage discussions on the topics covered in the courses, "My Masks and me behind them"

(Ines, Workshop participant in Austria)



© Téclaire Ngo Tam/Südwind



© Téclaire Ngo Tam/Südwind

"Masks hide and show something. I was able to experience what a mask can be during the course. A zoom cut-out, a converted FFP2 mask, a plaster cast of your own face, building a mask yourself in the group and playing with it."

(Konrad, Workshop participant in Austria)

"I've lived in this neighbourhood for a short time and came to the workshop with curiosity - on the one hand I wanted to learn something new, and on the other I wanted to meet new people. I like the way the class was conducted and the concept that allowed me to think about how I communicate with others. We often get carried away by our emotions and hurt others verbally. Thanks to this workshop I will pay more attention to the way I talk to others - family, neighbours or on the street."

(Maciej, Workshop participant in Poland)



© Alicja Szulc

3.6 Organisational Settings

Organisations working with neighbourhood facilitators should have respective resources in order to fully exploit the contribution of facilitators and to make it a real experience of growth. Four types of resources should be screened by adult education institutions that want to collaborate with neighbourhood facilitators. They should analyse if and what kind of resources they can offer to support the facilitation work of neighbourhood facilitators, acknowledging the benefit of EduArt.



Human resources

Using the benefit of the support of neighbourhood facilitators is a great opportunity to promote offers and gain new participants in courses. In order to capitalise that support, the institution needs to create an environment that encourages facilitators.

For that purpose, ensure that there is a designated person (contact person) within your institution who accompanies your neighbourhood facilitators. That contact person should be a bridge between the institution and the facilitators and ensure the following:

- Discuss issues relating to the facilitation with both parties.
- Ensure group and individual coaching.
- Offer facilitators the opportunity to exchange experience among themselves.
- Ensure the support of artists for the facilitators. In case artistic resource persons are not available in the institution, think of a collaboration with external artists from different fields of art.
- Make sure rules are set at the beginning of the facilitation to avoid misunderstandings. Moreover, it is important to give facilitators clear and comprehensive role descriptions, regulations and policies in place, and complaints mechanisms.
- Elaborate a plan and methods for a feedback round with the leader of the institution and the facilitators for an exchange of personal impressions on the experience. At the end of each facilitation (when facilitators stop their engagement) have a moment in which facilitators can share their experiences, thoughts and information with the institution in order to improve the idea of engaging neighbourhood facilitators.

In-kind resources

Think of gratifying your neighbourhood facilitators on a personal level and provide each one with resources that facilitate their work on the field.

Educational institutions have a range of valuable non-monetary or cash equivalent resources, goods and/or services they can provide to support their facilitators. Such in-kind support can be vouchers for the course fees in their institution for the facilitators; goodies and give-aways the facilitator can use to advertise the offers of the institution. The institution can e.g. offer their premises to the facilitators for meetings with the people from the neighbourhood.

In addition to foreseeing in-kind, keep in mind that facilitators may require certificates or letters confirming their engagement in the neighbourhood. Especially migrants may need these kinds of certificates to support their curriculum vitae or to prove their inclusion in the receiving country. Regardless of whether the facilitators request certificates, it is advisable to provide them with a certificate since such a recognition strengthens their engagement.

3.7 What makes this Model Innovative



Creative partnerships enable long-term cooperation between adult educators and cultural/arts actors. With the innovative combination of a creative partnership (and its learning offers from the world of art) and the social space reference to work with heterogeneous target groups, the neighbourhood facilitator model promotes competence development with individual empowerment and social cohesion in the neighbourhood.

The most important and innovative features of the model include:

- Education and arts together shape a creative process that contributes to the learning objectives of adult education and lifelong learning.
- Through using creativity, arts and culture in creative ways, communication and education about current social issues between different groups in the neighbourhood and thus social innovation can be enhanced.
- Competences of facilitators are used to foster active citizenship and strengthen participation and empowerment.
- Using means that come from within the community is a new approach within the social-space oriented adult education.

- Artistic approaches reach out to people at an emotional level; instead of using information only to communicate with citizen in the neighbourhood, art and creativity have the potential to open up new channels for interaction and in the end adult training.

Education and Arts together shape a creative process that contributes to the learning objectives of adult education and lifelong learning.

3.8 Conclusion

Social cohesion has suffered especially during the pandemic with tangible effects on adult education institutions. Therefore, new ways in the field of adult education are needed.

With the *Neighbourhood Facilitators Model* we suggest a new strategy that – apart from the mere transfer of information and knowledge – brings along inclusiveness, empowerment and a maximum level of participation in the public space.

Neighbourhood facilitators are considered as very critical and valuable resource persons who can motivate citizens from their neighbourhood to use adult education offers.

The potentials of using art and creativity in adult education are vast and by far not yet exhausted.

4. Appendix

Resources and literature

Franke, T., Grimm, G. (2002). Quartiermanagement: Systematisierung und Begriffsbestimmung. In: Netzwerkknoten Quartiermanagement: Quartiermanagement – Ein strategischer Stadt(teil)entwicklungsansatz. Organisationsmodell und Praxisbeispiele. Hannover.

Fürst, R., Hinte, W. (Hg.) (2020). Sozialraumorientierung 4.0, Das Fachkonzept: Prinzipien, Prozesse & Perspektiven. Facultas Verlags- und Buchhandels AG, Wien.

Molthagen, D., Schöne T. (Hg.) (2016). Lernen in der Einwanderungsgesellschaft. Ein Handbuch für die Bildungsarbeit in Schule, Jugendarbeit und Erwachsenenbildung in einer vielfältigen Gesellschaft. Verlag J.H.W. Dietz Nachf. GmbH, Bonn.

Thiagarajan, S., van den Bergh, S. (2015). Interaktive Trainingsmethoden. Thiagis Aktivitäten für berufliches und politisches Lernen in Gruppen. Wochenschau Verlag, Schwalbach/Ts.

Kuhnt, B., Müllert, N.R. (1997). Moderationsfibel Zukunftswerkstätten: verstehen – anleiten – einsetzen; das Praxisbuch zur Sozialen Problemlösungsmethode Zukunftswerkstatt. Ökotopia-Verlag, Münster.

Haberl, M., Prahl, M., Teynor, J., Zimmermann, N-E. (Hg.) (2017). Facilitator handbook #3 The everyday beyond. European, international and global dimensions of learning processes. MitOst Association, Berlin.

Heublein, E., Zimmermann, N-E. (Hg.) (2016). Facilitator handbook #2 Holistic learning. Planning experiential inspirational and participatory learning processes. MitOst Association, Berlin.

Harrison, U., Ollis, T., Ryan, C. (2020). Practice in the social space of Neighbourhood Houses: Community, relationships and adult learning. Australian Journal of Adult Learning, 60(3), 467-491.

Mania, E. (2014). Lernen im Quartier: Sozialraum in der Erwachsenenbildung; ein Blick in die Praxis und Wissenschaft. Vierteljahresschrift für Theorie und Praxis, 60(3), 14-17.

Mania, E. (2021). Sozialraumorientierte Bildungsarbeit für sogenannte "bildungsferne Gruppen". In: Hessischer Volksschulverband e.V. (Hg.), Hessische Blätter für Volksbildung 2021 (4), 31-40.

Früchtel, F., Cyprian, G., Budde, W. (2010). Sozialer Raum und Soziale Arbeit. Textbook: theoretische Grundlagen. Wiesbaden.

Grimm, G., Franke, T. (2007). Quartiermanagement als Instrument einer integrativen Stadtteilentwicklung – konzeptionelle Grundlagen und Praxiserfahrungen. In: Sinning, H. (Hg.), Stadtmanagement. Strategien zur Modernisierung der Stadt(-Region). Dortmund, 307-319.

Examples of digital platforms for identifying neighbourhood facilitators

Austria

Name of the platform	Short Description	Contact
Gebietsbetreuung	The "Gebietsbetreuung" is a service institution of the City of Vienna. There are different active teams in district offices at locations throughout Vienna where citizens can contribute their ideas for the residential environment, get to know neighbours from the residential area and get involved in district projects.	https://www.gbster.at/
NACHBARINNEN in Wien	The NACHBARINNEN is an NGO that demands concrete measures from the families in their care, to enable their own integration. The self-empowerment of the migrants and also of civil society for successful integration is in the foreground for Nachbarinnen in Vienna.	https://www.nachbarinnen.at/
Wohnpartner	At wohnpartner, a service institution of the City of Vienna, more than 150 employees in nine Viennese areas are involved in community work, conflict work and networking in community housing in order to strengthen the neighbourhood in Vienna's community housing.	https://wohnpartner-wien.at/
"Freiwillig für Wien" - Netzwerk für Freiwilligentätigkeiten	An initiative of the City of Vienna, which brings supply and demand together: Volunteer organizations and those interested in volunteering can find each other online.	https://www.wien.gv.at/gesellschaft/ehrenamt/freiwillig/
ULF (Unabhängiges Landesfreiwilligenzentrum)		https://www.ulf-ooe.at/

Poland

Name of the platform	Short Description	Contact
MAL Network (Places of local Activity) 3 Pokoje z kuchnią (3 rooms with a kitchen) in Białotłęka Cultural Centre	Places of local Activity (MAL) is a network in Warsaw which allows residents to take advantage of free offers and space for neighborhood activities like workshops, cooking classes, board game evenings or community gardens.	

Italy

Name of the platform	Short Description	Contact
CampLab	The Civic Laboratories for the municipality of Campi Bisenzio are places to discuss and develop projects, proposals and ideas for the city. The aim is to collect the points of view, solicitations and experiences that come from both individuals and associates.	https://lnx.filodiffusioni.it/
Rockability	Rockability is a project born and written in collaboration with the Roccaporena and Cascia community and with an articulated system of local, national and international subjects and organizations. Rockability proposes an intervention method characterized by participation and constructive confrontation.	https://www.rockability.net/
Orti Urbani Tre Fontane	The Orti Urbani Tre Fontane Association was born in January 2013 with the aim of recovering this part of the territory from improper use mainly due to discharges of building materials.	https://www.italiachecambia.org/2019/07/nasce-gardeniser-coordinatore-orti-urbani-condivisi/

Germany

Name of the platform	Short Description	Contact
Quartiersmanagement	The Berlin neighbourhood management programme helps to stabilise and upgrade urban, economically and socially disadvantaged neighbourhoods. The aim of the programme is to create a new sense of responsibility for living together in the neighbourhood. To achieve this, it relies particularly on the participation of residents and actors in the neighbourhood.	https://www.quartiersmanagement-berlin.de/
Wrangelkiezrat e.V.	Wrangelkiez Council is a non-profit association initiated by residents and acting to promote civic engagement and to contribute to a lively coexistence in the Wrangelstreet neighbourhood.	http://wrangelkiezrat.de/
Nachbarschaftsverbund Mühlenkiez	Mühlenkiez neighbourhood association consists of local residents who want to improve life and togetherness in the Mühlenkiez. In addition to the residents, tradespeople, social and cultural organisations (e.g. Kulturmarkthalle) and employees of the schools and kindergartens in the neighbourhood as well as members of the tenants' council of the local housing association are also involved.	http://muehlenkiez.berlin10409.de
Migrantas e.V.	Migrantas addresses migration, coexistence and intercultural dialogue and uses the tools of art, design and the social sciences in its multiple projects. The founders of the collective, who themselves immigrated to Germany, conceive their work with other migrants in workshops, condense drawings into pictograms and disseminate them in urban space. The aim of Migrantas is to use pictograms in urban space to make visible what those who have left their own country and now live in a new one think and feel.	www.migrantas.org



www.bgz-berlin.de



www.gfbm-akademie.de



www.kmhberlin.de



www.lingwista.com.pl



www.pasje.org.pl



www.lilarum.at



www.suedwind.at



www.eurocultura.it



www.veneto.engim.org

Publisher & Project coordination

BGZ Berliner Gesellschaft
für internationale Zusammenarbeit mbH
www.bgz-berlin.de

Project partners

GFBM-Akademie gGmbH
KulturMarkthalle e.V.
ATJ Lingwista
Fundacja „Pasje”
Figurentheater Lilarum
SÜDWIND - Verein für Entwicklungspolitik und
globale Gerechtigkeit
Eurocultura
Engim Veneto

Picture credits:

Front page: © iStock.com/1205840534 Zbynek Pospisil

Icons: © thenounproject.com

Page 10: © Eurocultura

Page 12: © Stefanie J. Steindl

Page 13: © Karolina Siemion

Page 15: © Téclaire Ngo Tam/Südwind

Page 16: ©Alijca Szulc, ©Tomasz Parzychowski

Page 17: © Téclaire Ngo Tam, ©Alijca Szulc



Berlin, 2023

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein