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[SPEAKER\_02]

learnings that were produced out of and through the production of what we call the ULALABS Mutual Learning Communities Roadmap.

And given that this is part of Work Package 3 of the project, and given that some parts of this roadmap, we have presented them already on different occasions so far during this last year.

For this session, we have also decided to keep, let's say, a different format.

like a live discussion, more, as we said, like on the reflection side and the learnings, and also mass, like, you know, one-way presentations and one-directional communication.

As you probably know and you've seen in the title, and some of you that are already familiar with the project, the mutual learning communities is a central part of our project since the proposal part, but also it had gained momentum during the evolution of the project with the different processes that we have enacted.

And it's also a concept that, you know, many of you have also may be aware that it appears, you know, increasingly like the different communications that come from the European Commission, like from context like the, you know, the European Network Living Labs, or in our also context like the ECIU, the European Consortium of Innovative Universities.

So, this reflection, we're going to try to, you know, give you a little bit of, let's say, storytelling, right, of what we've learned, right?

and how we went about in trying to articulate this learning community, right?

At the end for us, it's also a learning process.

And this has started like a long time ago, right?

Even as a seed project in the ECIU Smarter project, and it continues now in the ULALABS, which is like an Erasmus Plus project in higher education.

And then we also want you to reflect and learn with us from hearing with what our experience and our iterative process.

And then also, in this sense, we will have different participants and members of the project that have either participated or coordinated activities that are contained within the roadmap.

uh and they will you know tell us uh their story right and as Anders uh mentioned at the end we'll keep a stored um space uh where we can also maybe enter into more details in some of the topics that you may be interested or uh also answer any questions that you might have or just open up the conversation and also have just like a a little open discussion and debate

So, I'm not going to take any longer.

I'm also excited to be here and share all the learnings.

I will pass the word to Anders from the University of Stavanger, which has also been coordinating this publication.

Anders, the floor is yours to start and also coordinate the session.

[SPEAKER\_03]

Thank you, Konstantinos.

all right so so what we want to do here is to basically have reflections on the different steps that we have done during the

the roadmap and we started out with sort of thinking about the conceptual framework like what are the foundations for for what we're doing um and here we have two um two activities basically one was on trying to define what a transformative distributed mutual learning community is

That was a very long word.

And then the other one was, how do we think about inclusion in these learning communities and in the process as a whole, which Begonya will continue talking about after I present the first part.

The original, and this goes back to the previous project that we had, was really this discussion about how do we move from ideas of knowledge sharing, information exchange, to learning?

Because those are very different ideas.

One is to pass on information or knowledge to somebody else.

The other one is to focus more on, okay, what do you do with this information once you get it?

So we started out by sort of

thinking about this in terms of a concept called transformative learning.

Basically, that means that the information or the knowledge that you receive should lead to some sort of transformation in your practice.

And that's really sort of the the black box that we tried to work with here was to say, like, OK, what does that actually mean?

How do we move from sharing information to actually transform our practice?

So that's what we try to develop this this take this concept of transformative learning.

But then we also have all these other things like.

How do we make it distributed?

How do we ensure that there is mutual learning going on?

So that's how we came up with this very long concept of transformative distributed mutual learning communities.

And not only talking about in what spaces do we learn, but really focusing on

How would you say like the cognitive and relational processes that happens when you're trying to learn somebody take some take an experience that somebody had somewhere and then and then trying to.

to use that experience in your own context.

What has to happen during this process?

I'll not go into the definition here, but these are some of the reflections that we had, and that's how we came up with this idea of transformative distributed mutual learning communities.

And I think I will move on and pass the word to Begonya and talk about like then the other part of this transformative distributed mutual learning community, which is the inclusion part.

So Begonya, do you want to say a little bit about that?

[SPEAKER\_08]

Thank you, Anders.

Thank you everyone for being here and for listening to this and sharing to this and being part of this bigger learning community.

Well, from the perspective of inclusion,

which is, as Ana has just said, the other part of this learning community.

The main question here is how inclusion might provide a scenario, but also even a methodology for learning to be transformative in the sense that Ana has just said, but I would maybe add also transformative

regarding not any practice, but specifically epistemic practices.

That is, practices that engage with knowledge, with the production and the dissemination of knowledge.

So how can inclusion work as an engagement, as a tool, as a method for engagement uh and the the first thing that we maybe found out is that uh the way uh for inclusion and for this transformative learning practices to be transformative indeed is that we need to be concerned, these practices need to be concerned with what we would call difference.

And difference means we are speaking here about race, we are speaking about gender, we are speaking about ability, we are speaking about class, so we are speaking of all those

indicators of difference that somehow speak about discrimination.

And that means epistemic and power relations that are discriminatory.

So to speak about inclusion as a method is somehow to interrupt certain epistemic hegemonic practices

in order to create knowledge collaboratively.

That is, in order to create, to bring about epistemic practices which somehow understand collaboration, not as an adding up dynamic,

but as contamination.

Contamination of collaboration.

We understand collaboration as contamination.

Contamination of what?

Of difference.

Of different perspectives, of different understandings, of different norms.

And especially we are thinking about bringing all those different practices that usually have been discriminated

to become a crucial part of these transformative learning practices.

We would like to think of inclusion as a method for contaminating knowledge, in a way, for contaminating communities, and thus for contaminating learning.

learning communities we believe that this is the only way in which diversity can become meaningful that communities can become meaningful and that learning can become meaningful this is the way in which we understand that diversity might truly change things

So that would be the main words that I would put there.

Inclusion as a method, inclusion as a collaboration, and inclusion as contamination.

Thank you.

[SPEAKER\_04]

Thank you, Begonya.

[SPEAKER\_03]

That was very well said.

So these two definitions of transformative learning and inclusion are sort of the foundation for what we consider to be important for a learning community.

And then we move on to the next part of the roadmap, which was more about mapping the learning community.

So who are the people that we wanted in our learning community?

So Konstantinos, could you say a little bit about that?

[SPEAKER\_02]

Yes.

Well, this activity that you just mentioned, the mapping of the learning community camps, also as a natural, let's say, evolution, right, and step,

in order to try to visualize those two elements that you mentioned.

First of all, the learning processes.

So where do these learning processes take place?

Who is involved?

And where is this knowledge generated and disseminated?

What Begoña was mentioning, try to understand where this knowledge is produced and also how it is disseminated.

And then also,

through this process, understand where we have deficiencies and where we could improve in terms both of inclusion, but also of bringing more like a just approach to the whole process.

So for us, this mapping process was very important.

So we had a specific intention.

It wasn't just like an ecosystem map, but it was intentional mapping to

to map knowledge right and in that sense we have mapped three main elements uh to try to do that which was like people right uh and organizations which can both hold knowledge in different uh forms right they can generate knowledge through the collaborations uh but also these spaces right that can that can uh hold these um or can these places this knowledge can can be generated and in this case given also the focus of the project we're also focusing on this innovation like uh

innovation spaces, innovation labs, living labs, et cetera, as also, let's say, a key and a critical infrastructure, an emerging infrastructure also that can facilitate this generation of knowledge through different silos, right, and also in an open way

in a different way.

So we did this mapping in order to try to do that in a meaningful way that also represents this reality and it can also represent the community.

We had to do this mapping with the community.

So this mapping was a collaborative process that we had to coordinate in the four different regions, partner regions of the project.

And this also meant that we had to employ different tools in order to do that, whether these were digital tools that were more, let's say, helpful in coordinating and producing a more distributed effort, but then also adapting it to the different local contexts and the different technologies of users that we have in the local workshops, for example.

and try to also cater with methodologies that could be more, let's say, analog in that sense, try to bring it to the other realm, and that could be more accessible to the different target groups and the different stakeholders.

So this was a way for us then to create, reflect these lived realities, but also map the different capacities that we have in terms of producing knowledge or working together, and also the aspirations of the community.

I think that's also an important step, because in our case, but also in general, when doing these types of mappings, and depending on what element one is mapping, this can also be very useful also to link and relate with the more global stakeholder engagement strategy of a project or of a community.

you you can also map these different uh aspirations uh and be able to visualize as we say right try at least right we did this first in attempt right of course we can go improving and there's different ways that people have gone about to do that try to visualize these processes right in terms of relationships right in terms of interactions connections right uh and flows of information knowledge data and and so on right and try to understand how it's

element right or member of this community can contribute to this community but can also be benefited in the in the wider scheme so we also understand like this living learning communities right these mutual learning communities are also like organic entities, right, to put in a way that also evolved with time.

So we cannot, in our case, right, we had it present, but in general, right, we cannot consider these ecosystem mappings, right, to be static elements, but more wise, we have to keep in mind ways that they can be

work in a dynamic matter, right?

Like live working documents, right?

And find the appropriate tools and resources to keep them updated.

Because I think also once you have, you know, we have this base, like for example, we have in our case, then this ecosystem map can also serve as a very, let's say, good foundation to also do all sorts of like systemic mapping, right?

Around certain challenges or processes that wanna be enacted on a regional level or on a distributed level, right?

In our case, we did this first attempt, let's say, and we will try to update this document, this map that you can find in our website, but also you can find a description in the publication.

And then it also helped us, in order to also link with the next steps, through this mapping that we did, to also map the thematics, the different thematics related to sustainability that the different stakeholders are working on or aspiring to work on, and also what specific

challenges also lie within right so that was a step also to link with the third agenda uh in in the following uh activities uh so again so there's uh i said there's different tools and in this case we have used an online tool which was like kumu and it's the one that you can consult but uh again there's different ways and and methodologies to go about doing that so yeah

[SPEAKER\_03]

Thank you, Konstantinos.

So that was the next step, was the mapping exercise and sort of like understanding how it's a very, it's not a fixed map, it's always changing, it's always new relations and so on.

So it's a dynamic mapping that we did.

And then the next step in the learning community roadmap was the co-creation of a shared research, development and innovation agenda

And I think Karin or Tina, do you want to say something about what you did there and what are your reflections and what you did?

[SPEAKER\_06]

Yes, it's going to be me, Karin, doing this.

Yes, I will say a few words about our work with developing a shared RD&I agenda for ULALABS, which we did all together.

It was led by Linköping University, but we worked on this.

all together in collaboration of the partners of ULALABS.

And the aim of this shared RD&I agenda was to guide the collaboration between the university partners and our local ecosystems and also support the creation of this distributed living lab.

And the foundation for this agenda was the identification of common urban challenges related to climate change across the four participating regions.

And we wanted to develop a vision for the short term, meaning 2026 next year, and also in the longer term for 2030.

And we had a collaborative process for developing this agenda.

Most of it taking place this year, in the first half of this year.

We started off with building up on these collaborative mapping of strategic challenges across all partners in ULALABS that has been going on in the project.

And then we also had a bit of work on categorizing and sorting these challenges to have some common ground to work from.

And then we had just before the summer at the University of Twente,

national workshop with representatives from all the partner universities but also many of the stakeholder partners from the living labs and test beds were a part of this where we validated and prioritized challenges and identified further needs and found a strategic framing for the development of this agenda and we also did a review of existing RD&I agendas and strategic plans from different institutions governments or organizations in each partner region

in ULALABS that are relevant to the aims of this project to also learn from others and see how they have developed these strategies.

We also looked at the ECIU, our research and innovation strategic agenda to align our strategic agenda with those.

And what we...

found that what we came up with in this process is a focus in the short term on three strategic challenges that are climate neutral and resilient cities, circular economy and resource use, transformative learning and engagement.

Which is something that aligns with the ECIU University's collaborative challenge driven research agenda.

and that we can use for this meta-lab approach that we are using in ULALABS.

And for the longer term, we are looking at strengthening networks of connected campuses and living labs to foster collaborative experimentation, developing indicators to systematically track progress and impact, creating frameworks for continuous learning and aligned with challenge-based methodologies,

and ensuring citizen-driven and stakeholder-inclusive processes in innovation.

This was a very short summary of what happened, how we created this RDI agenda and the outcomes of that process.

[SPEAKER\_03]

Thank you, Kain.

And then another activity that happened in Enschede in the spring was a responsible futuring workshop, which is a different methodology for coming to some shared goals and agendas.

And I think, Mafalda, do you want to say a bit about that and your work with this method?

[SPEAKER\_05]

yeah so the idea of using the responsible futuring approach was um well to actually engage with this concept of transformative learning and the challenges of transformative learning that Anders had mentioned earlier and we found that maybe this method provides a setting to help this transformative learning to take place so we departed by from the use of scenarios now scenarios

were drawing upon insights and learning that we had gained from the earlier stages of the project, but the scenarios were loosely defined.

And why were they loosely defined?

It was intentional because we wanted to then invite the participants of the groups taking over these different scenarios to, through probing questions, bring in their own insights, their own experiences in understanding what this scenario, what this challenge would be about.

And this generated a discussion between the participants.

So they were explaining their insights about the challenge.

They were learning from other participants about that challenge.

And then the next step of the responsible futuring approach was to imagine a future where that challenge, that scenario does not exist anymore.

So it was a joint construction of this reality that we then can identify steps to work towards.

In a sense, it's a methodology that helps to elicit this type of transformative learning because the participants were invited to share their experience about a problem, to jointly imagine a situation where this problem does not exist, and to jointly define the steps to get to this desired feature.

Now, one thing that actually stuck to me was that even though the scenarios were designed to be quite different,

there was in the end a lot of overlap in the recommendations or in the steps to be taken to reach this desired vision.

And I confess that I was not expecting that.

And maybe I would invite you to see the report because there's a description of these recommendations and then you will see a lot of these overlaps.

And another insight that stuck to me was that these recommendations actually validated some of the outputs and the recommendations of our own project of the overlaps.

So it was great to see this echoing of what we are uncovering with ULALABS and the activities that were suggested by the participants in this workshop.

I thought that that was quite rewarding.

Yeah, that was about the responsible futuring.

[SPEAKER\_03]

Thank you, Mafalda.

so now we've gone through like all the different methods that we use to sort of like figure out what is what is the learning community how does it work who are the actors how do they relate to each other um then like co-developing this um a shared rdi agenda and the the

what you call like using the the responsible futuring workshop as a method to also sort of uh come closer to what is it that we actually want to learn about to uh what actually what do we what do we want to achieve and then trying to identify how do we get there so then the next step in the project has been sort of to figure out okay we know where people want to go that we sort of know the steps but then how do we then actually get towards what we are trying to do.

And that's why we started to work on the learning toolkit structure.

So really trying to figure out what is the framework of learning methodologies that we should use for this.

And Javier, do you want to say something about what happened in that activity?

[SPEAKER\_01]

Yes, I think that in this activity, what I enjoyed a lot was that we designed it also as a living resource, meaning that this idea of implementing in practice all these ideas we heard and the ULALABS methodology was something that we did in an approach that was iterative, so deploy and learn.

So it means that it was not top down, so it was in collaboration with stakeholders and that

helped a lot the notion of inclusion that begonia mentioned as well as the mapping that Konstantinos mentions because in my personal experience i learned to know stakeholders that i was not in contact before so and these were stakeholders from academia public administration and civil society so that was really the context of putting the learning toolkit in a location in a place was something that

allowed me to understand, okay, what do we mean with the challenges that we want to have and that we want to address with the toolkit?

So, for example, one of the toolkits that we are working on is how to integrate emerging technologies and collaborative methodologies to design inclusive and sustainable urban space.

And for that,

We had a workshop where we identified that, but we also learned, and that is the characteristic of transformative learning.

We learned that, for example, for a public administration, the processes of setting up a talent are as important as the topic itself that you're dealing with.

So for me, that was also a learning moment.

And also to not reinvent the wheel.

That's something that we learned, and Mafalda mentioned, the responsibility fusion was designed by the Design Lab.

And I say, okay, we can also use it in one of the toolbox because the students, for example, or stakeholders can make use of that method when they try to improve and co-design green spaces, for example.

but as well also other stakeholders.

I visited one of our stakeholders' and I learned that they have an augmented reality tool.

And I said, OK, wow, we can also make use of that in our toolkit.

So it's an iterative process.

It's an open and a living object.

So I imagine that that's the nice and the valuable part of ULALABS.

and of course in the end people want to have credentials so that's if people are involved in lifelong learning so there are the opportunities to also in the learning toolkit structure to set up to link those learning experiences to specific educational badges and

credentials so yeah that is what i wanted to share from my own experience thank you Javier so so that's sort of all this sort of steps that we have gone through

[SPEAKER\_03]

so far.

And again, so the thing is that we don't come up with a ready-made roadmap that anybody can just take and copy.

We spend a lot more time trying to reflect on what have we learned through the process, what have the different stakeholders learned through the process.

And I think that sort of leads us to the methodological reflections that we have at the end of the report, which is really about like,

that one thing of course is to go from like having some predefined conceptual definitions about transformative learning and inclusion to then how do you actually operationalize this in a particular context in a particular setting with particular agents or actors

And here we, maybe not surprisingly, but we really sort of emphasize that this is an iterative process.

You have to be responsive to what people are telling you.

You can't just go on with your predefined plan and then assume that everybody follows.

So that's definitely one aspect that we have taken up.

methodological pluralism and tool diversity so really that we need to have a whole set of different methods and different tools pedagogical tools that we can employ in specific situations and that really puts a lot of like extra how to say um um work on on on the people who are managing

these learning communities and trying to to to engage for example living labs across different contexts to be able to sort of deploy the right tool or methodology at the right time so there's nothing there's no magic wand or one fits one size fits all solution but you need to have a repertoire ready for when the different situations occur

That mapping the community is just as much about learning than just listing, trying to identify not only existing spaces, but also potential spaces for learning in the future.

That, of course, co-creation is a really important aspect.

part of establishing a shared vision and learning agendas.

We also use different methodologies to come to that point where we think we have

shared mission.

We have to see in the actual implementation if we do, but that's also something that is always in process, right?

The shared vision can change over time as people start to talk and discuss and learn from each other.

and then of course the learning community is not a fixed entity it's always emerging and it's always contingent so it's um and that's something we have to be adaptable to also in as we move on like people move in and out of a learning community people get new jobs people get new functions so how do you sort of keep this learning community um going

And then, of course, what you could say is sort of the biggest part of it is sort of this idea of like constant reflexivity, like trying to constant reflect on what are we doing, why are we doing it, and so on.

So the next step in the Ula Labs project is that we are trying to implement this learning communities insights or learnings.

into a into pilot projects so that is the next step and we are in the process of starting that up now um and um yeah we have to see where it goes but that's i hope this was a useful sort of introduction not to what we have done necessarily but more about like all the thoughts that we had about trying to create a new way of of of of

not only sharing ideas and knowledge, but really trying to see how can we transform practices in different living labs through this process.

We're lucky to have three people who were happy to comment on the report.

or actually two people, Paloma Valdivia Vizarettaand Carme Rovira.

So you are what you could say more on the pedagogical experts.

So we're very much looking forward to hear what you think about our process so far.

[SPEAKER\_07]

Thank you, Anders.

It has been a pleasure to read this document, where different voices come together around the same horizon.

Well-being and the common good see from a transformative perspective that values live and share spaces.

Whatever, we would like to add some reflection from our pedagogical perspective.

my colleague Carme and I were within the traditional tradition of pedagogy and filled with a long history in Spain, deeply connected to community development and social intervention.

In recent years, this line of work has been a stretch them through the degree in social education and through the consolidation of social pedagogy as an academic and professional field.

[SPEAKER\_09]

We are thinking about which is the value we can add to the projects.

And if we are looking for the traditional pedagogy related to the education, we always have two questions, three questions.

The first one is what do we want learners to learn?

which activities do they have to do to learn this or to achieve this these objectives and how are we gonna know if they achieve the goals then there's always three questions that Paloma and me are gonna tell you in each session each feedback and then we are focusing the process of the learning this is our value or the value we think we can share with with the group and if we go to the social pedagogies

Before going to the process, we need to understand the need, we need to understand the users who we are working for.

And then after the process, we have to look for the impact that all the actions are doing.

[SPEAKER\_07]

From this point of view, we understand educational action as a process that also happens below a school in an informal and non-formal context, where learning arises from everyday life and from relations with others.

We are especially interested in the work career within community network and social organization in practices that promote development and for the community, accompanying process of citizenship, building of collective empowerment.

Learning community are key elements in social

a pedagogy because they promote collective knowledge creation and stretch them the bonds between participants in this sense learning become a shared and distributed process sustained by trust and a sense of common commitment it is not about transmitting long knowledge or following instruction but about living together engaging in dialogue dialogue and creating meaning collectively collectively

[SPEAKER\_09]

We have three examples to give to you.

The first one happens in the Netherlands.

It's a net of professionals working in the kids care.

Kids who are living in a clinical situation and all of them are working from different perspectives in the kids.

These communities working to learn from one each other.

They are focused in kids, but they are meeting almost once a year, face to face, and they are building a newsletter every month to sharing ideas and to sharing some experiences from one to the other ones.

Then the point here, the learning point is this whole community.

Another example is that we were working in a pilot from social services and we need the users.

to evaluate the pilot.

Then we saw that we were working in our knowledge, but we didn't work in their needs.

And after this pilot, the application changed completely.

We had a simulator, we had some caregiving points of view that were not included in the main project.

It was great.

we are convinced that we can add value in this sense in the project.

[SPEAKER\_07]

This community lasts over time when they manage to weave network and dialogue and collaboration that enable knowledge sharing and mutual learning.

They are spaces where relationship occurs for and knowledge is shared.

turning education into a practice of recognition and transformation.

Many of these foundations are also mentioned in this document, which shows their value and their alignment with the principles of social pedagogy.

Another essential complement is transformative pedagogy, which offers a deeper understanding of learning as a process of personal and collective change.

This perspective has been developed with thinkers such as Pablo Freire, bell hooks, Patricia Cranton and Arjen Walz.

Freire reminds us that education is a political act aimed at freedom.

Bell hooks highlights the importance of teaching through love,

dialogue and life experience granton focus of on transformative learning as a process of self-awareness and recognition of meaning and wall extends that view to community and ecological context emphasizes the need for learning that promote sustaining sustainability and care for the planet

From this convergence, we understand social pedagogy as a shared space for creation, where learning also means recognizing oneself, engaging in dialogue, and transforming collective living condition, all the way through action and civic participation.

And from social pedagogy, we wish to continue contributing to this process of social change,

helping to a stretching and interdisciplinary vision that encourage new ways of relating, learning, and transforming together into community.

Thank you.

[SPEAKER\_03]

Thank you so much, Paloma and Carme.

It was very good.

And I think this is something that I've

that I think is really important as we also move forward is to take these insights from social pedagogy into the project more even clearer than we have done so far.

And I think there's a tendency that we sort of move in sustainability projects, we tend to forget that part, right?

So I'm really...

I really appreciate your comments and your insights.

And I'm looking forward to also working with you in the next steps, if possible.

Thank you so much.

The other commentator that we have is Ryan Wakamiya from ECIU.

And you will have more of the institutional perspective, perhaps, Ryan.

So please go ahead.

[SPEAKER\_00]

Yes.

Thanks again, Anders and the whole ULALABS team for offering this kind of opportunity to share my reflection on the learning communities roadmap.

Briefly, I'll just say I think it was a very valuable and inspiring document overall.

And I think you achieved what at least it was stated out to really conceptualize what a learning community means and then how do you get there methodologically also for sustainability, not environmental sustainability, but long term sustainability.

And I think it serves as what we need to do to scale up these transformative learning communities across Europe and really aligning with the ECIU goals of building and connecting our ecosystems together.

So I think it's already a really, really great start.

And I'll reflect a bit of what I found really, really inspiring and strong in the document and also maybe some suggestions and thoughts of how we can kind of continue it on.

And first, I also want to say I was also struck by just the constant reflection, like you said, Anders, because

throughout the entire document, there was so much reflection about how you were approaching it, how you were doing it and ensuring that your stated goals and aims were still met every step of the way, which was I felt really, really nice and also really kind of now you stated a lot of reflections that I already had as well.

So might be some doubling up here now that I'm hearing your reflections throughout.

But in the end, I think this really, this cross-European approach for working on university-society kind of connection, it's so timely, it's so relevant, and especially links from the ECU perspective, which is kind of a European Union perspective right now as well, open science, the upcoming ERA Act in 2026, and just really trying to make sure that, you know, within this increasingly unstable time of the continent with

a lot of member states looking inwards.

I think this kind of cross-Europe collaboration I think is really important.

I'm really grateful for it.

First thing I want to comment on was the transformative learning in general.

I think that aligns with ECIU so well also because ECIU University's challenge based approach has inherently this reflection, this transformative mind shift change, which requires critical reflection, meaning making across different things, across disciplines and across nationalities.

And I think this is really important to enable all

involved societal stakeholders to really reconsider how things are, especially at the European approach where you have such different implementations or interpretations of similar models and being able to kind of compare and contrast is such an important thing for this transformative learning, just to reinterpret some of these challenges that we all have.

Secondly, the inclusion aspect I think is so crucial, and thank you Begonya also for specifying it more, but I really liked that we were talking about it as not just an attribute, but this really structural process that is embedded kind of throughout everything that you're doing to try to ensure that inclusion is a part of this.

And that also deeply kind of connects with the ECIU University's personalized inclusive community that we're trying to build.

Overall, there's so much synergy and connection between ECIU and ULALABS Labs.

I'm really happy with that.

Practically, I guess that's also this co-designing of these learning ecosystems to really go through this.

And with also linking with the transformative learning, this inclusivity is really important because I think...

you know, to have these transformative experiences can be very uncomfortable for people.

It's not what they're used to.

But so there must be a sense of safety or sense of comfortability to even go into this uncomfortable space.

And by having a really strong attention to inclusivity, that really sets the sets the tone to be able to go outside the comfort zones, which I think is kind of crucial for any kind of transformative learning to be a little bit uncomfortable because

Yeah, that's where mind shifts change and considerations change.

Third, the kind of distributed aspect, I think, is really interesting and also really, really beneficial to make sure that these solutions are more kind of emergent and bottom-up developed.

Obviously, there's challenges and conflicts, I guess, with efficiency or, you know, centralization and coherence, but having distributed, I think, is really important for maintaining the ownership also at the local level

and the really true, that really local needs as a starting point being really the most important thing.

So I think it's obviously it's not,

it's much simpler and easier obviously to centralize things and to make it top down but to have real value and and for long-term sustainability as well because the more distributed you can have it the more energy can kind of come from from themselves especially when um yeah i don't know in general funds overall are going to be continually stretched as as we continue in this current state of the world um

The only thing that I guess I would note, I mean, I think you're probably well aware of it, but I know the struggle also with really bringing in citizenship and citizens' ownership.

I'm sure, I know you've worked really hard and you're continuing to do it, but I just want to highlight it as well as looking at some of the number, the percentages and all this stuff.

And obviously, that's always the hardest target group to really connect with.

So, I mean, I'm preaching to the choir, but I think it's something that I still noticed.

And that's, yeah, with traditional university structures, we need kind of transformative learning on all sides, including municipalities and everyone to also reconsider how we're approaching this.

And that just shouldn't be underestimated.

Implementation.

I had two main questions to open and just you can continue to think about as well.

I really like the idea of this living documents.

Obviously, these digital tools help for that as well, Kumo and Miro or whatever for a dynamic, like Konstantinos was saying, to make sure this is not just an endpoint, but is continually living and digital tools help with that.

But one question I think we can think about is how do we have these these grand challenges and these layered challenges?

How do we have reintegrate learnings back into them to kind of continue the building on each other of of outcomes?

Because I think this communication and showcasing of impact is a challenge all the time, especially, again, to refer back to funding and just a long term sustainability.

I know municipalities, governments, companies are always looking at, okay, directly, what is this getting me?

I don't think that's a healthy approach, but it's kind of where we're at right now in the world.

Communicating and showcasing the impact of on those challenges.

I think it's something that maybe something in this challenge.

The map that you had those two maps can really, really help with to ensure some of these learning loops kind of so that they have their building each other in East State University.

We're still trying to think of that.

How do we?

How do we loop back outcomes of challenge based learning back into the challenges in some way so that we're not starting from this first point again, but.

That's just an open question because it's not an easy thing to solve.

The learning, yeah, the alignment in general with ECIU I think is really clear.

Challenge-based learning overall, our ecosystem and some of the toolkits I think can start to already be implemented with some of the work.

Also, we're working on this kind of flexible learning pathways, which already aligns with what you're looking to do in these these toolkits.

And also, how do we develop?

Yeah.

So utilizing the ECIU University's infrastructure we've built out to kind of pilot some of these courses makes a lot of sense.

and then also as learning communities to kind of be a basis for the challenges and the needs kind of to develop.

And especially going into the future, which could possibly include a European degree.

So more formalized education is going to be the difficult part.

not just research, because obviously research is one thing and we need to have that as well.

But I think for me, it's the, as of right now, ECIU University's focus on education is really important.

I really, again, the mapping and engagement tool that you've used, I think can still also be, like you said, it's not the exact same,

plug and play but we can utilize those methodologies to expand to other ECIU partners as well.

I think it's really great.

We have micro-credentials now set up as well so that connects for credentialing and recognition.

um lastly yeah i think just i i think it's really really good the pilots are starting now it seems like and that's going to be really really good to keep keep going um and i guess the challenge uh is how to keep it going how to keep the communities alive dynamic and um reiterative i guess because that's what you said and i think that's a great approach so well done and uh thank you

[SPEAKER\_03]

Thank you, Ryan.

Thanks for the good comments.

And it just made me think about, like, I think... So some of my own work now is really about, like, this, like, time-space configurations and how we are not in sync.

Like, we are not in the same space, neither physically, neither, how do you say, in terms of mindsets and so on.

And also...

the temporal aspect of it that we, especially even within one living lab or experimentation space, we work on very different temporal rhythms, right?

Like some people have more time, some people have less time, some people have resources, some people don't.

And so there is always this, like these challenges of both time and space that I think will become even more pronounced in the implementation phase.

And I'm really,

really interested in seeing how that will play out and what we can do to sort of like try to get people from different living labs and experimentation spaces into sync somehow for that learning to take place.

So that's one of the things that I'm interested in exploring further.

So

um that was the official presentation or discussion um now we will open up for questions if there are anybody who has questions or comments to what we have talked about today i will just mention that this part will not be uh it's we're still recording but this part will probably not go into the podcast uh so you can freely say what you think uh without being uh having it published somewhere.