

WORKBOOK
VOL II

Designing participatory transformative processes for

JUST & CLIMATE-NEUTRAL

CITIES

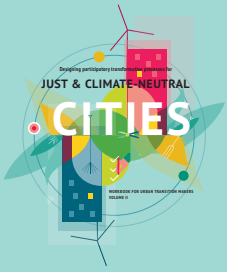
WORKBOOK FOR URBAN TRANSITION MAKERS
VOLUME II



Funded by the H2020 programme
of the European Union.



TOMORROW



“Europe, the first climate-neutral continent in the world by 2050.”

URSULA VON DER LEYEN, President of the European Commission

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ENERGY CITIES



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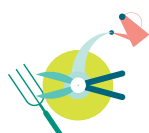
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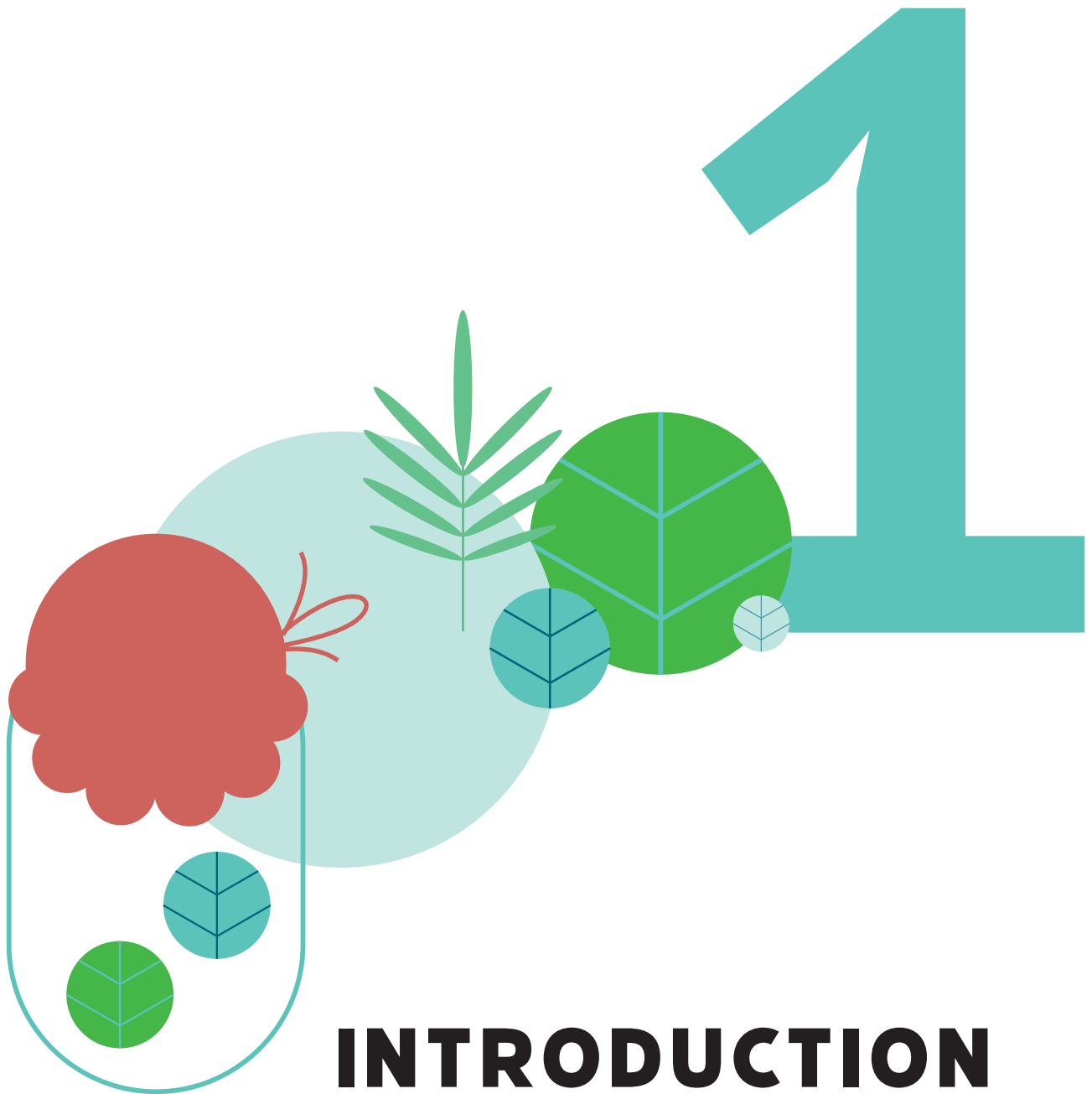
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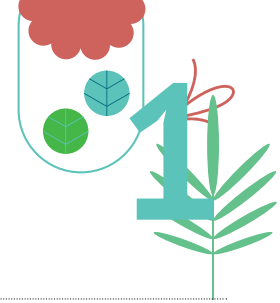


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INTRODUCTION

The ['Workbook Volume II for urban transition makers'](#) is a collection of tools and methods that supports policy makers, civil servants and other actors in cities in their efforts to design a transformative and participatory process for realising just and climate neutral cities. An urban transition maker is any person, group, or organisation, who would like to adapt and implement transition governance processes.



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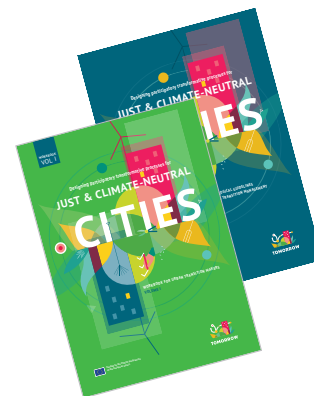
Cities are responsible for a significant part of CO₂ emissions – both directly as generators of such emissions and indirectly as end-users of fossil fuel-based energies and other goods and services, the production of which generates emissions elsewhere. At the same time, cities represent key hubs for innovation and system change that can address challenges such as climate change, biodiversity loss, and social injustice. Cities and their stakeholders can thus play a key role in supporting climate change action. Many actors such as civil servants, policy makers, members of associations and grassroots organisations, and residents already show determination to transform their cities into sustainable and low carbon areas by co-creating new policies and fostering transition processes. Transition governance is an alternative governance approach that aims to accelerate change by creating space for new ideas and visions to emerge, and by initiating strategic actions with the active engagement of diverse societal actors.

THIS WORKBOOK IN THE CONTEXT OF THE TOMORROW PROJECT

This workbook has been developed as part of the **TOMORROW project**, aimed at empowering local authorities to lead the transition towards low-carbon, resilient, and more liveable cities. In the framework of the project, six cities have been designing and implementing participatory governance processes with the goal of developing 2050 transition roadmaps together with citizens and other local stakeholders. Numerous other cities have been learning about the design and implementation of such participatory transformative processes as one of the ways to practise transition governance. One key aspect of the TOMORROW project has been the development of methodological guidelines and tools that can be used when designing and implementing these participatory governance processes toward just and climate-neutral cities. More specifically, this workbook includes six tools that can be very useful when designing and implementing transition governance processes.

This Workbook can best be used hand in hand with two other outputs of the TOMORROW project:

1. **The Methodological Guide ‘Designing participatory transformative processes for just and climate-neutral cities - Methodological guidelines for using Transition Management’.** This methodological guide describes some of the overarching principles and activities for urban transition makers when designing and implementing processes of governing urban transitions along the metaphor of tending to a garden: starting with **understanding the conditions (Step 1)**, **planting the seeds (Step 2)**, **nurturing growth (Step 3)** and **continuing the cycle (Step 4)** - see also [TextBox 1](#). The Methodological guide supports you through the different steps of the participatory transformative process and includes examples from the TOMORROW cities.
2. **The ‘Workbook for urban transition makers - Volume I’** This workbook includes tools that help urban transition makers to better understand the conditions, dynamics, and actor networks in their city (i.e. system and actor analysis). Doing so provides practical guidance for the first Step outlined in the Methodological Guide (see point 1 above). Compared to this workbook, Workbook I includes tools focusing on **Step 1** while this workbook contains tools referring to all the steps of the Methodological guidelines.



INTRODUCTION

BOX 1. METHODOLOGICAL STEPS TO DESIGN YOUR PARTICIPATORY, TRANSFORMATIVE PROCESS

The methodological guide, **‘Designing participatory transformative processes for just and climate-neutral cities,’** describes processes of urban transition governance through the metaphor of tending to a garden, see below. Governing urban transitions is thought of as starting with **Understanding the Conditions (Step 1)**, **Planting the Seeds (Step 2)**, **Nurturing Growth (Step 3)**, and finally **Harvesting Results and Continuing the Cycle (Step 4)**.

Principally, these steps can support you in implementing participatory transformative processes or broader transition governance in your context, without losing sight of their interconnectedness and relation.

Applying these steps requires flexibility, open-mindedness, and an iterative approach. It is an invitation to observe: learning what supports the ecosystems in your garden; what inhibits them; and how to apply those lessons directly.

THE METHODOLOGY GUIDELINES AS A GARDEN METAPHOR



STEP 1:
UNDERSTANDING THE CONDITIONS

Determining your system level interventions.

The process begins by analysing current system dynamics, and addresses the question: *‘Why is a transition process needed, and what is required for a transition to a just and sustainable city?’*



STEP 2:
PLANTING THE SEEDS

Experimenting with activities to address system needs.

Processes, strategies, tools, and activities are formulated to possibly implement and learn from. As part of the roadmapping process, you may consider questions such as *‘How can our process and outcomes serve the radical core while being democratically legitimate?’*



STEP 3:
NURTURING GROWTH

Reflecting on activity implementation, citizen engagement and progress monitoring.

While implementing activities, further reflection is called for through questions such as: *‘How do I monitor my progress in responding to system demands and respond to this in real time?’*, *‘How do I build the capacities needed within myself and my organisation?’* and *‘How do I meaningfully co-create knowledge with citizens and other stakeholders?’*

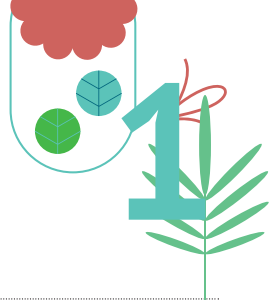


STEP 4:
HARVESTING RESULTS & CONTINUING THE CYCLE

Sustaining Transition Management and its legitimacy.

Throughout the process, consider how to support the continuation of these tools and activities, by answering the question: *‘What transition governance structures can sustain the impact of the transition management process?’*

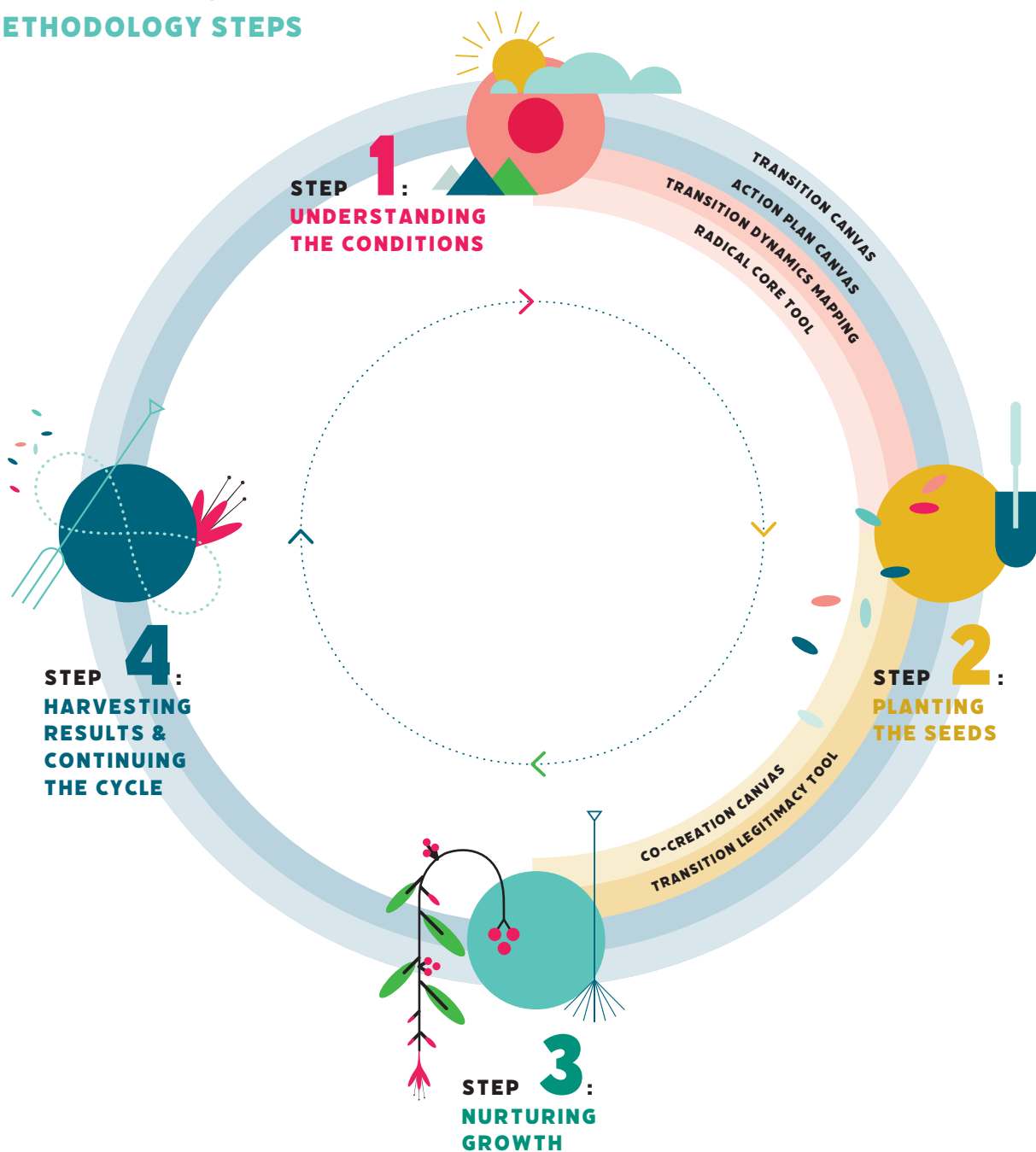
For more detailed guidance on the methodologies, refer to the **‘Designing participatory transformative processes for just and climate-neutral cities - Methodological guidelines for using Transition Management.’**



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FIGURE 1. OVERVIEW OF THE TOOLS FOUND WITHIN THIS WORKBOOK

GARDEN METAPHOR & METHODOLOGY STEPS



INTRODUCTION

WHAT IS THE AIM OF THE WORKBOOK?

This Workbook Volume II aims to support urban transition makers in their city (e.g. to design a long-term roadmap or strategy, facilitate multi-stakeholder collaborations, experiment with innovative solutions, conduct action research in their city, etc.). It provides practical guidance for supporting urban transition makers in **Steps 1 to 4** as outlined in the Methodological Guide (overview found in [Textbox 1](#)) but it can also be used independently thereof. It includes six tools (see [Table 1](#), [Figure 1](#)) that can be used as part of participatory transformative processes to realise just and climate-neutral cities.

WHAT ARE THE TOOLS INCLUDED IN THIS WORKBOOK?

This workbook includes six tools that urban transition makers can use to work as part of their participatory transformative process. The tools are described in detail in [Chapter 2](#) while the [Appendix \(Chapter 3\)](#) contains the templates of each tool. The first and second tools are developed to help you to conduct the system analysis useful for understanding the context. Tool 1 (Transition Dynamics Mapping), helps you to identify system level interventions for your process, while Tool 2 (Radical Core Tool), will help you to make your ambitions more transformative. Tool 3 (Transition Legitimacy Tool), as well as Tool 4 (Co-Creation Canvas), can help you to design your participatory transformative process. Both Tool 5 (Transition Canvas), and Tool 6 (Action Plan Canvas), allow for a birdseye assessment of your participatory transformative process.

You can use the tools following the order in this workbook, but you are also free to change it. All tools are useful and can be applied by both the Transition Team and other actors. Two tools (i.e. Transition Canvas and Action Plan Canvas) are especially valuable for the Transition Team.

The tools outlined in this workbook can be used during workshops organised, for example, with teams within a municipality, or for engaging different actors within your city. The tools can play a key role in the different phases of your participatory transformative process. For instance, they can help to understand the rooted problems and opportunities for change in your system. Obviously, process recommendations and tools are more successful when they are carefully and sensitively adapted to the context in which they are used - such adaptation to the context of your city, town, or neighbourhood is crucial.

By using these tools you can build a basis to start facilitating a participatory transformative process in your context. For each of these tools, you will find information on its purpose, a description of its main concept, instructions for its application, tips, and suggestions, and important resources to deepen your knowledge.

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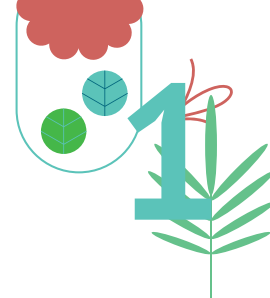


TABLE 1. OVERVIEW OF METHODS AND TOOLS DESCRIBED IN THIS WORKBOOK

NAME	PHASE OF THE PARTICIPATORY TRANSFORMATIVE PROCESS	PURPOSE	CHAPTER	APPENDIX
Transition Dynamics Mapping	System analysis (Step 1)	To analyse the different dynamics of a specific context and identify the system level intervention in relation to a specific transformative intent/aim.	2.1	3.1
Radical Core Tool	System analysis (Step 1)	To identify the system level interventions which have the potential to challenge/alter/replace existing institutions.	2.2	3.2
Transition Legitimacy Tool	Design your process (Step 2)	To analyse your transition roadmapping process as a governance process.	2.3	3.3
Co-Creation Canvas	Design your process (Step 2)	To characterise the type of participation you are seeking and monitor the different activities you are implementing.	2.4	3.4
Transition Canvas	Relevant for all steps (Steps 1-4)	To track the overall process of the participatory transformative process.	2.5	3.5
Action Plan Canvas	Relevant for all steps (Steps 1-4)	To identify and graphically illustrate both long-term and short-term plans in relation to your participatory transformative process.	2.6	3.6

INTRODUCTION

WHO SHOULD USE THIS WORKBOOK?

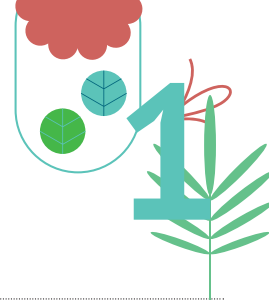
The workbook is specifically intended to support policy makers, civil servants, researchers, social entrepreneurs and other actors (e.g. members of city associations, NGOs, grassroots organisations, etc.) willing to design and implement urban transformative and participatory processes that contribute to making their cities more just and climate neutral. The tools within the workbook are intended for anyone looking to design and facilitate a participatory transformative process.

As part of your participatory transformative process, there are two groups of actors to be considered. We distinguish between the transition team - the core team that is responsible for designing and guiding the participatory transformative process - and the wider transition actors, the overall actors engaged in the participatory transformative process (see [Table 2](#)). Some tools as part of this workbook are particularly useful and effective for the transition team while others can be used by both the transition team and the wider transition stakeholders.

TABLE 2. WHO IS INVOLVED IN YOUR PARTICIPATORY TRANSFORMATIVE PROCESS?

NAME	PURPOSE
Transition team The team designing and guiding the process	<p>The transition team is the core group in charge of designing and driving the participatory transformative process. Ideally, the transition team consists of 3 to 5 employees from the initiating organisation, often the city administration, with a mix of strategic and content foci from across different departments.</p> <p>It is important to form a team with a diverse range of capacities and skills, including members with a good overview of sustainability initiatives and projects in the city, facilitation and stakeholder engagement skills, as well as awareness of policies and legal frameworks.</p> <p>The transition team conducts the system and actor analysis and is responsible for the actor engagement process. The team will organise and facilitate a series of workshops with the involved stakeholders. While guiding the actors in developing new ideas and visions, as well as in implementing actions. Another role of the team is to monitor the process over time - to this end, it can be wise to designate one person to take up the monitoring role within the team. You can find more detailed information regarding the transition management approach and the transition team as part of the Methodological Guide.</p>
Transition actors The diverse actors actively engaged in the transition process.	<p>The transition actors are the different actors engaged in the participatory transformative process. These actors should be diverse and bring in different types of knowledge. The diversity of involved participants in terms of, for example, gender, geographical backgrounds, age, and experiences should be taken into consideration. The transition team should put extra effort into engaging marginalised groups to avoid reproducing existing patterns of exclusion and marginalisation. Bringing in a diversity of actors from different sectors and with different knowledge and backgrounds is very important; it is the foundation for giving space to innovative and transformative ideas, visions, and actions. Without this diversity, the risk would be that the actors involved remain in their 'comfort zone' and do not access different knowledge.</p>

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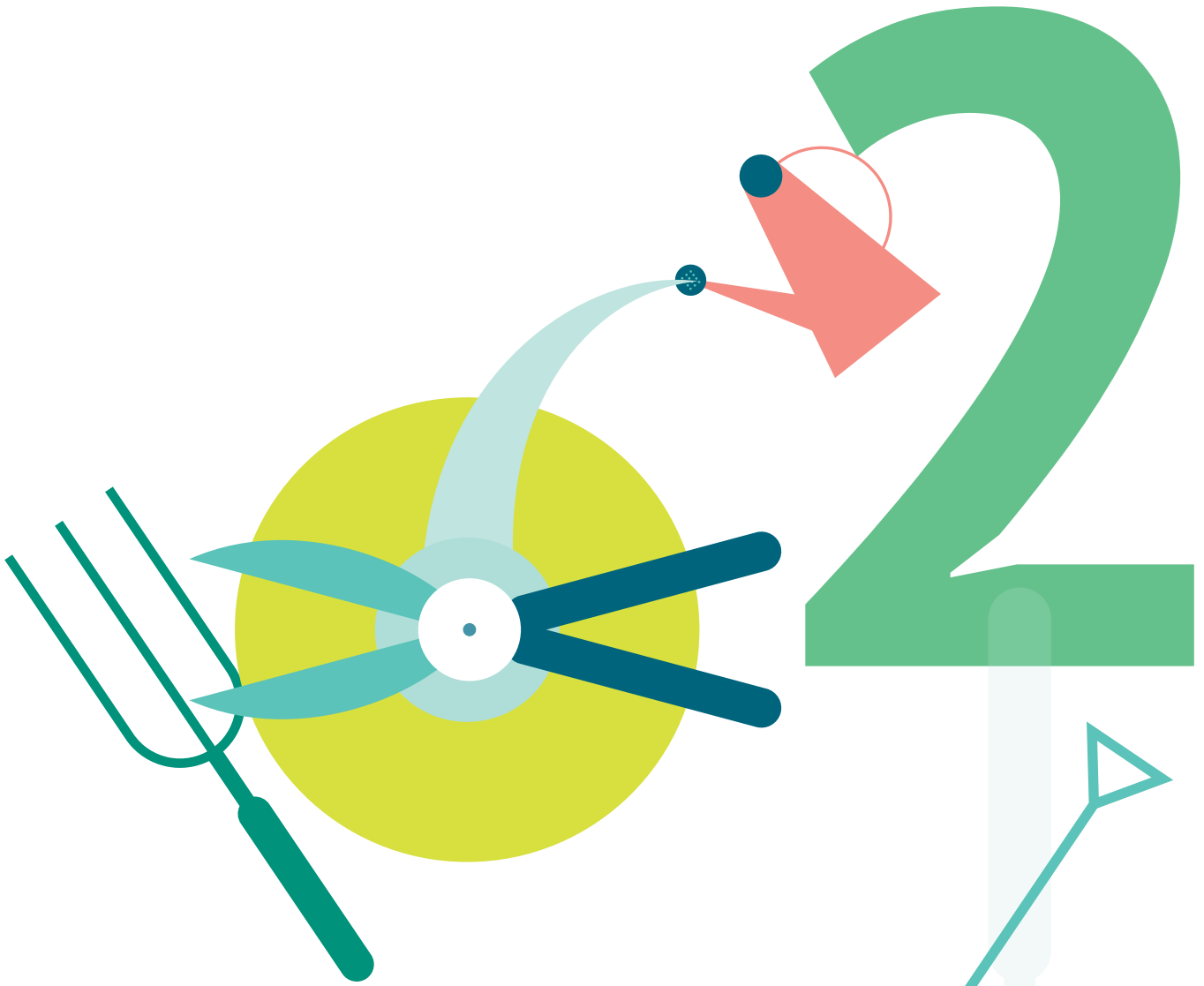
HOW CAN YOU MONITOR THE PARTICIPATORY TRANSFORMATIVE PROCESS?

Reflexive monitoring is an adaptive monitoring and evaluation method that aligns daily activities with long-term ambitions along with the impact of a project. The method supports the transition team and other engaged stakeholders to learn and adapt throughout the process, and address obstacles and challenges by developing joint strategies and solutions.

Reflexive monitoring is not a separate activity, but an integral part of the process. Reflexive monitoring is done internally, iteratively, and collectively. Internally means that it can be used within your team or organisation. Iteratively suggests that you can come back to it over again, while collectively recommends to use reflexive monitoring as part of a group or team process. We also suggest using reflexive monitoring during all steps of the transition governance process. The level of involvement in this method of each transition team member depends on where you are in the process and the roles that have been defined.

To learn more about reflexive monitoring see:

- Van Mierlo, B. C., Regeer, B., van Amstel, M., Arkesteijn, M. C. M., Beekman, V., Bunders, J. F. G., ... & Leeuwis, C. (2010). Reflexive monitoring in action. [A guide for monitoring system innovation projects. Communication and Innovation Studies, WUR; Athena Institute, VU.](#)
- M.Lodder, K. Allaert, W. Mulders (2022), [A practical guide for using reflexive monitoring for nature based solutions. in Connecting Nature.](#)
- [Methodological Guidelines TOMORROW project](#)
- Reflexive monitoring Chapter 5, found in "Designing participatory transformative processes for just and climate neutral cities' - Methodological guidelines for using Transition Management."



TOOLS



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2.1 TRANSITION DYNAMICS MAPPING: UNDERSTAND THE DYNAMICS IN YOUR SYSTEM AND CHOOSE SYSTEM LEVEL INTERVENTIONS

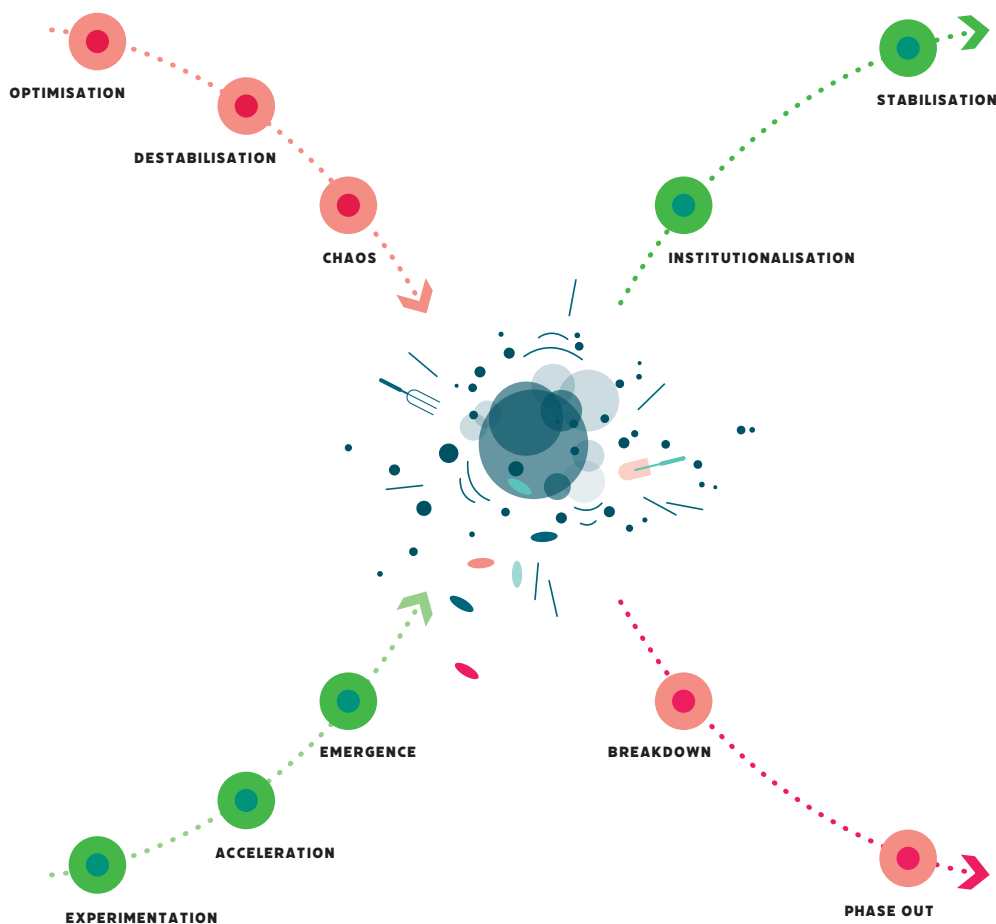
Transition Dynamics Mapping enables you to visualise and reflect on the different dynamics of a specific context, as well as to define system level interventions for accelerating just and sustainable transitions.

The Transition Dynamics Mapping tool is built on the X-curve model - a tool that helps you to understand different dynamics in processes of transformative change (Figure 2). The X-curve model distinguishes between different dynamics: innovation (experimentation, acceleration, institutionalisation, and stabilisation) and exnovation

(optimization, destabilisation, breakdown, and phase-out). Innovation and exnovation consist of the following:

- **Innovation** Represented as a process of emergence and building-up of culture, structure, and practices. It is the green, upward line in Figure 2
- **Exnovation** Represented as a process of transforming and phasing out dominant culture, structure, and practice. It is the red, downward line in Figure 2.

FIGURE 2. THE DYNAMICS OF THE X-CURVE MODEL



SOURCE: Silvestri et al. 2022, based on Loorbach, 2007.

TOOLS

The Transition Dynamics Mapping consists of two stages:

1. **Mapping transition dynamics.** In the first stage, start identifying the extent to which certain dynamics are present and dominant in a system.
2. **System level interventions.** Based on the transition dynamics that have been identified in the first step, you can then formulate which system level interventions will support you in reaching the envisioned future of your system (e.g. a decarbonised city). These system level interventions are formulated at the level of the system elements and transition dynamics that need to be changed, and will then need to be further operationalised into actual activities that you perform as part of your participatory transformative process.

Understanding the system level interventions allows you to determine the purpose and focus of your participatory transformative process for your system's transition. Accordingly, being familiar with the transition dynamics in relation to the envisioned future of your system (e.g. a climate-neutral city), allows you and your transition team to make a more informed decision on where and how to plan an intervention or to implement an action in the system.

INSTRUCTIONS



1. Read the [X-curve booklet](#) and familiarise yourself with ways to identify/understand the different transition dynamics in the x-curve.
2. Present the X-curve model to the participants. Make sure to explain the different phases of the X-curve model by using the information outlined in the X-curve booklet (see resources below). Make sure to include examples, found in the X-curve booklet, to make the X-curve model more accessible and understandable.
3. Invite participants to divide into small diverse groups;
4. **Stage 1:** Either provide a system or context to your participants or ask them to identify the system or context that they want to analyse. You might want to use the System Demarcator tool (see [Workbook Volume I, Chapter 3.1](#))
5. Ask the participants to map the characteristics and dynamics on the X-curve. You could project the X-curve onto the floor, use an online tool like Miro, or a flipchart. To this end, provide them with the questions outlined in the template included in [Appendix 3.1](#) - this will help them better understand what they are looking for. Facilitate the process by using guiding questions such as: 'Which dynamics in your system do you recognise?'
6. Encourage participants to take into consideration the what/where/who/how in relation to the transition dynamics.
7. Help participants to interpret their analysis through discussion. Once the mapping of the dynamics is done, the visual representation will provide the first clues for interpretation. For this, you can support participants by asking the following questions:
 - a. Where do we see the most activity? Why?;
 - b. Which dynamics are absent? Why?;
 - c. Is a certain actor or group over-represented in a certain dynamic? Is a certain actor or group underrepresented? Why? And what are the consequences?;
 - d. Where is the system bound by its dependence on outer circumstances (or landscape developments)? (e.g. national legislation when the system demarcates a city);
 - e. What are obvious ideas, activities, or material things that are missing from this mapping?;
 - f. What would happen to the mapping if we changed system boundaries? Would that lead to dramatic changes in the mapping? What does this tell us about how we approached system demarcation?

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- CONTINUED



8. **Stage 2:** Based on the transition dynamics analysed by the participants in the first stage, ask them to identify the system level interventions by remembering their envisioned future or ambitions for system change (e.g. decarbonised city by 2030) using the template included in [Appendix 3.1](#).
9. Ask participants to identify additional system level interventions in their system and encourage them to add them to the template.
10. Based on the identification of the system level interventions, encourage participants to discuss how these relate to possible interventions that can be implemented. Ask them to think of potential interventions and to visualise them.

TIPS & EXPERIENCES



- o Ideally the small groups have members with different backgrounds, in terms of experiences, knowledge, etc.
- o Be sure to consider the innovation and exnovation portions of the X-curve separately to keep the task and responses focused.

REFERENCES & RESOURCES



- o Loorbach, D., (2014) To Transition! Governance Penarchy in the New Transformation: https://drift.eur.nl/app/uploads/2016/12/To_Transition-Loorbach-2014.pdf
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- o Hebinck, A., Diercks, G., von Wirth, T. et al. An actionable understanding of societal transitions: the X-curve framework. *Sustain Sci* 17, 1009–1021 (2022). <https://doi.org/10.1007/s11625-021-01084-w>
- o Chapter 3.4 'The X-curve model' in 'Workbook for urban transition makers - Volume I'
- o Chapter 3.1 'The System Demarcator Tool' in 'Workbook for urban transition makers - Volume I'
- o Loorbach, D. (2007), *Transition Management: New Mode of Governance for Sustainable Development*, International Books, Utrecht.
- o Silvestri, G., Diercks, G., Matti, C. (2022). *X-curve: a sense-making tool to foster collective narratives on system change booklet* including background information about the X-curve and step-by-step description on how to use the X-curve in workshops and interactive sessions.

2.2 RADICAL CORE TOOL: MAKE YOUR AMBITIONS MORE TRANSFORMATIVE

The purpose of the Radical Core Tool is to help you go the extra mile with your participatory transformative process - and avoid it to be seized by business as usual. Using the Radical Core Tool allows the transition team to make their ambition for the process more radical or transformative. The Radical Core Tool builds on the results of the system and actor analysis that have been done before (see [Workbook Volume I](#), or [section 2.1](#) in this Volume II).

The radical core consists of formulating your ambition around those radical new ideas, projects, or actions, that have the potential to challenge/alter/replace existing institutions. Identifying this allows you to ensure that you are not optimising but aiding the transformation of your context with your interventions and your participatory transformative process. It is a certain selection based on what is feasible yet still transformative within your scope and from your position. It answers the question: *What do you want to transform with your process?* The radical core is the start of your operational process or “programme management”.

The Radical Core Tool is best used at the start of the participatory transformative process - after you have done the system and actor analysis. Firstly, it is important that you have a good understanding of the transition dynamics in your system as well as the aims and ambitions for the overall process. This means that you, as the

transition team facilitating the participatory transformative process, need to understand what you want to transform with the process (*Why do you want to organise such a process? Why is it needed? What would you like to achieve with it?*). This represents the starting point for the formulation of your radical core.

To define your ‘radical core’ several key questions can be used to guide the process:

- Why did you choose this focus?
- What do you want to transform with your process?
- How does it relate to the system level interventions (see [Section 2.1](#)) in your context? (e.g. city, neighbourhood, organisation, etc.)?
- How is it transformative? i.e. different from what is already being done

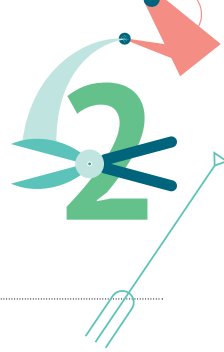
The radical core examples ([Table 3](#)) are a good reference point for the transition team and can also be used as examples or for clarification during workshops or sessions that you will organise also with external actors. It is important to remember what is considered radical in each specific system, so an example should always relate to its specific context.

TABLE 3. IN THE EXAMPLES BELOW, WE DEMONSTRATE HOW CERTAIN FINDINGS FROM THE SYSTEM ANALYSES CAN BE BUILT UPON AND LEAD TO FORMULATING A ‘RADICAL CORE’

(i.e. build on the results of the system and actor analysis that have been done before (see [Workbook Volume I](#), or [section 2.1](#) in this Volume II))

EXAMPLES OF IDENTIFIED TRANSITION DYNAMIC	RADICAL CORE EXAMPLES
A strong focus on the current status-quo, rather than long-term governance	Uncover obstacles for transition to a sustainable future, e.g. by building new networks and constellations as a counterweight to vested interests.
Transition dynamics are observable in experimenting and upscaling	Connect current ‘front-runners’ with broader strategic agenda and institutional actors, e.g. through a transition arena.
A strong political will is apparent, but there is no broad public support for change.	Embed energy transitions in broader societal changes, e.g. by developing a shared narrative or establishing a sense of urgency through organising a citizens assembly.

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INSTRUCTIONS



1. At the beginning of the session make sure that you introduce clearly the purpose of identifying the radical core to the participants. Highlight the importance of connecting the radical core to their previous findings from the system and actor's analysis, and their transformative ambition or envisioned future. Introduce the Radical Core Template for participants to note down their work ([Appendix 3.2.1](#)).
2. Present the main guiding question to the participants: *'What do you want to transform with your process?'* Remind them to look back on their actor and system analyses where they have identified system level interventions, transition dynamics, or actor constellations that provide good entry points for action.
3. Share an example from one of the radical core examples (found in [Table 3/ Appendix 3.2.2](#)).
4. Individually, participants formulate their initial radical core. Check for understanding and questions as they work to connect their previous insights to this more general ambition.
5. Ask participants to divide into groups of two and to go through an interactive exercise. The individuals in the groups will go through two rounds and they will alternate between two roles: 1) Presenter - share their goal and reflect on feedback and 2) Listener - listen to the presenter, ask clarifying questions if needed and provide feedback or advice. The Listener helps the Presenter to sharpen the formulation of the Radical Core by asking: *"How is this ambition transformative?"*. Remind them they will each have a turn. In groups of two, the participants decide who is the presenter/listener first. Round 1 begins. The Presenter shares their goal briefly (3 min). The Listener asks clarifying questions to better understand and the Presenter answers, refraining from discussion (3 min). The Listener gives feedback or advice after any needed clarification (3 min). The Presenter reflects back: what does s/he take from the advice, what are the next steps and actions, etc. (3 min). Announce the end of round 1. Ensure the end of the reflection and the participants switch roles.
6. Round 2 begins, repeat step 5.
7. Bring everyone together to share any final reflections.

TIPS & EXPERIENCES



- Encourage participants to use their findings from the previous system and actor analyses to formulate their radical core.
- Support participants to go outside of their comfort zone and think of transformative ideas and actions.
- Help them to not get stuck thinking about barriers and limitations.
- Make sure that participants have clarity of what you mean with 'radical core' and with 'transformation' since this might not be very easy to understand. To do so, provide some examples of both 'radical cores' and transformative changes from case studies (you can find these in [Appendix 3.3](#)).

REFERENCES & RESOURCES



- See [Methodological guidelines TOMORROW](#) for examples of how to translate an identified transition dynamic into a radical core.

2.3 TRANSITION LEGITIMACY TOOL: COMBINE RADICALITY WITH DEMOCRATIC PRINCIPLES

The Transition Legitimacy Tool allows you to analyse your participatory transformative process as a governance process and retain its transformative potential while gaining legitimacy within formal governance and decision-making structures. By combining democracy and transition studies, this tool allows you to strengthen the legitimacy of your transition governance practices. The Transition Legitimacy Tool can be used at any point of your process, although it seems most important to use it when designing the participatory transformative process.

When assessing the legitimacy of governance practices, it is helpful to distinguish between input legitimacy (quality of inputs in the process), throughput legitimacy (quality of the process), and output legitimacy (quality and effectiveness of outcomes).

In Table 4, each legitimacy type is divided into several dimensions, representing both democratic and transition legitimacy. You can use this Table as part of your reflexive monitoring process.

TABLE 4. QUESTIONS TO ASK ABOUT INPUT, THROUGHPUT, AND OUTPUT LEGITIMACY

(De Geus et al. 2021). See this section's references to read more about the tool and its background.

TYPE OF LEGITIMACY	DIMENSION	RELATED QUESTION
Input Legitimacy	Citizen participation	What opportunities for participation are provided?
	Eliciting alternative perspectives	What sustainability and justice perspectives are taken up?
Throughput legitimacy	Quality of participation	In which ways are the quality of participation enhanced?
	Checks and balances	What checks and balances are involved in the process?
	Cultural imaginaries	Which cultural imaginaries are deliberated?
	Institutional work	Which institutions are challenged?
	Reflexivity	In which ways are ongoing questioning and adaptation encouraged?
Output legitimacy	Responsiveness	Which outcomes are effective, and responsive to the wishes of the actors involved?
	Guided action	Which concrete actions are linked to institutional change and long-term cultural imaginaries?
	Collective empowerment	Which outcomes are linked to changes in social relations and roles?
	Reflexive governance	In which ways are actors held accountable for the outcomes? In which ways are outcomes adapted to new insights?

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INSTRUCTIONS



1. Present the Transition Legitimacy Tool to the participants. Make sure to explain the different types of legitimacy and/or the tool included in [Appendix 3.3.1](#). If the dimensions or questions need further explanation, refer to [Appendix 3.3.2](#) 'Points of attention for each of the three steps of legitimacy'.
2. Invite participants to answer the questions found in the Transition Legitimacy Tool Template section by section, [Appendix 3.3.1](#). The work can be done both individually or in groups (e.g. if participants are from the same city then they can work together).
3. Use the worksheet as part of the reflexive monitoring process of the participants (see [Table 4](#) on reflexive monitoring), in order to monitor how they are performing on the input, throughput, and output legitimacy in terms of democracy as well as transition legitimacy. They can link the elements to the 'radical core' and system analysis they performed.
4. Once the template is filled in, ask the participants the questions below to position the process as legitimate in their organisation.
 - What steps need to be taken to improve or safeguard democratic and transition legitimacy in our process?
 - How might this be used?

TIPS & EXPERIENCES



During the TOMORROW project, we found that there can be a tendency to emphasise liberal democratic norms over transition legitimacy. Also, it was found that plans for whom to include in participation can be quite fuzzy and unclear. Another important element was thinking about how to go from opening up the process, to closing it down for concrete outputs.

REFERENCES & RESOURCES



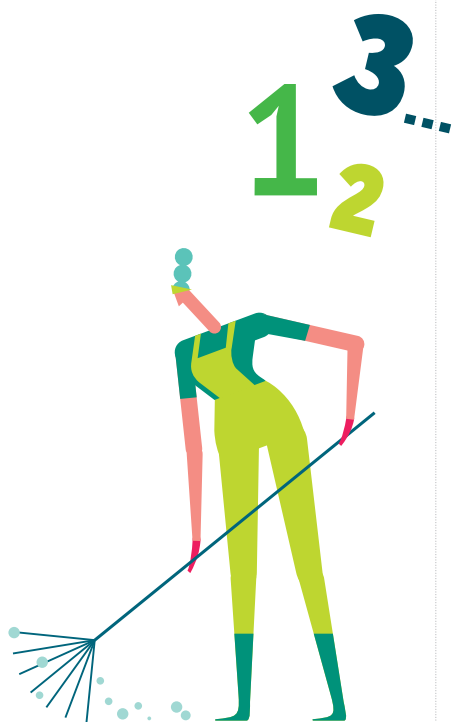
To read more about the tool and its background: De Geus, T. Wittmayer, J.M, Vogelzang, F. (2022) Biting the bullet: Addressing the democratic legitimacy of transition management. *Environmental Innovation and Societal Transitions*, 42, pp. 201-218. Available at: <https://www.sciencedirect.com/science/article/pii/S2210422421001349>

2.4 CO-CREATION CANVAS: DESIGN A CO-PRODUCTION OF KNOWLEDGE PROCESS

The Co-Creation Canvas guides you in designing the participatory transformative process by providing five key questions to help you explore the aims, design, and expected outcomes of your participatory transformative process. This tool helps to characterise

the type of participation you are seeking and to monitor the different activities you are implementing. It is essential to keep in mind that citizen engagement and participatory governance processes are valuable for both the process and the outcomes generated by them.

INSTRUCTIONS



1. Initiate a reflection on the different forms that public participation can take. Make use of concrete examples for illustration.
2. Present the following five key questions about citizen engagement to be addressed during the session:
 - **What is the goal of your participation process?** Relate the participation process to the system level interventions you identified (e.g. to inform, raise awareness on certain issues, actively engage participants to develop transformative actions, advocate for changing local policies or regulations, advocate for allocating budget and resources for transformative action, create a new coalition, etc.).
 - **Who are you going to engage? How can you make the process inclusive (bringing in diverse types of actors and knowledge)?** (Try to be specific: what boundaries do you draw? Think of the diversity of participants in terms of knowledge, background, experiences, gender, geographical representation, etc.). Think of ways to make the process inclusive (e.g. How will you build trust among the participants?) **Why will you choose these participants?** (e.g. why are they important for the process?)
 - **How are you going to organise the participation process?** (Try to be specific: e.g. on what scale, online vs. offline, types of sessions, different facilitation tools, etc.)
 - **How are you going to ensure openness to new knowledge, actors, and information?** (e.g. the process is welcoming stakeholders and giving them space to share diverse views, perspectives, knowledge, and experiences)
 - **How are you going to ensure that your participants feel able and motivated to participate?** (e.g. ownership of the process, capacity to participate, the process relates to their intrinsic motivations, etc.)
3. Give participants some time to reflect in a group or individually on these questions using the Co-Creation Canvas Template (see [Section 3.4.1](#)).
4. Set a time in small groups or plenary where participants share their answers, support each other in the reflection and ask each other questions, looking deeper into the 'why' and 'how' (e.g. Why did you choose these participants? Why do you think the design of your process will be successful? How will you exactly organise the sessions? How are you going to invite the different stakeholders?).
5. Back in the plenary, encourage participants to share their main insights from their experience using the Co-Creation Canvas.
6. Ask participants to reflect and share their next steps and actions in relation to designing and implementing their co-creation process, for example by asking: *'What are going to be your next steps/actions to implement your design and put it into practice?'*



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TIPS & EXPERIENCES



- After completion of the Co-Creation Canvas, you might want to get back to your actor analysis so as to map the participants of your participatory transformative process.
- Methods of stakeholder mapping include stakeholder engagement guiding questions, Power-Domain-Mapping, and Multi-actor Perspective. You can find the description of these tools as part of [Workbook I \(Sections 4.1 and 4.3\)](#).

REFERENCES & RESOURCES



Practical facilitation techniques that can help to implement co-creation processes can be shared with participants to encourage further action. References include:

- Brouwer, H., Woodhill, J., Hemmati, M., Verhoosel, K., & van Vugt, S. (2016). *The MSP Guide: How to Design and Facilitate Multi-Stakeholder Partnerships*. Practical Action Publishing. <https://doi.org/10.3362/9781780446691>
- Brouwer, Herman, and Brouwers, Jan, (2017) *The MSP Tool Guide: Sixty tools to facilitate multi-stakeholder partnerships*. Companion to The MSP Guide. Wageningen: Wageningen University and Research, CDI.
- Slocum, N. (2003). *Participatory Methods Toolkit: A practitioner's manual*. In King Baudoin Foundation And Flemish Institute For Science And Technology Assessment In Collaboration With The United Nations University Comparative Regional Integration Studies. <https://cris.unu.edu/participatory-methods-toolkit-practitioners-manual>
- Gordijn, F., Ernstman, N., Helder, J., & Brouwer, H. (2018). *Reflection methods: practical guide for trainers and facilitators: Tools to make learning more meaningful*. Wageningen Centre for Development Innovation. <https://doi.org/10.18174/439461>
- Sweeney, L. B., & Meadows, D. (2010). *The Systems Thinking Playbook: Exercises to Stretch and Build Learning and Systems Thinking Capabilities*.
- Peach, K., Berditchevskaia, A., Bass, T. (2019). *The Collective Intelligence Playbook*.

2.5 TRANSITION CANVAS: KEEP TRACK OF YOUR PROCESS

The Transition Canvas is a tool especially useful for the transition team. It supports you in keeping track of your overall participatory transformative process and the relations between activities. With the Transition Canvas, you create a snapshot of your aims, activities, and learning questions (use the Canvas in [Appendix 3.5.1](#)). Using the Transition Canvas keeps all of your work in one place and can

help you to communicate more clearly to others. It also serves as guidance throughout the process that you can reflect back on. Importantly, the Transition Canvas can be used throughout your participatory transformative process (which we have defined as having four steps as outlined in [Textbox 1](#)).

INSTRUCTIONS



Before introducing the Transition Canvas, be sure that the transition team, as outlined in [Table 2](#), is clear about the structure and possible steps of your participatory transformative process. Then, explain the structure and the different elements of the Transition Canvas. Insist on the fact that the participatory transformative processes are not linear but that different activities and steps are interconnected. Explain that the Transition Canvas is meant to support you, the transition team, in understanding those interdependencies and therefore you need to go back to it regularly and adapt it over time. Such adaptation can take into account any learnings, shifted needs, or aims. As such, it is a tool that can support you in monitoring your participatory transformative process (See reflexive monitoring in the Introduction).

Make sure that participants understand the different elements of the Transition Canvas and ask them if they have questions or if one of the elements is not clear to them. The following are the Transition Canvas' elements:

- **System level interventions:** Those interventions which will support you in reaching the envisioned future of your system (e.g. a decarbonised city) ([Section 2.1](#))
- **Radical core ambitions:** The identified radical and transformative ambition(s) you have when initiating the participatory transformative process. ([Section 2.2](#))
- **Activities:** What you plan to implement to help realise the outcomes.
- **Output:** Results that contribute to achieving an outcome. (e.g. a charter presented and supported by certain actors)
- **Outcome:** What you want to achieve (mid/long-term) (e.g. implementing the actions of the charter)
- **Key learning questions:** Reflexive monitoring can be used throughout the process to monitor and evaluate your progress alongside your intended and unintended consequences (See Introduction, section '*How can you monitor the participatory transformative process?*').
- **You, the transition team:** the core team who directly supports and drives the participatory transformative process. (Described in [Table 2](#))

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INSTRUCTIONS

- CONTINUED



Once the transition team is familiar with the Transition Canvas it can fill in the tool by working through the following steps:

1. As part of your transition team reflect on the system (e.g. city, organisation, neighbourhood, etc.) and fill out the different elements of the Transition Canvas. You can do this individually or in a group. Use materials and analyses from previous activities, e.g. system analysis, actor analysis, etc.
2. During the exercise check if there are any doubts or questions.
3. After filling in the canvas, come back as a group. You can all present your canvas to each other, ask clarifying questions and discuss key learning questions, insights, or challenges.
4. Give space for reflection. You can ask reflection-oriented questions like:
 - *What are your main insights from this exercise?*
 - *What are the similarities and differences of your transition canvas?*
 - *What did you learn today?*
 - *What learning questions do you now come up with?*
 - *Based on the transition canvas, what are your steps forward?*

TIPS & EXPERIENCES



- The participants might feel a bit lost considering the broad scope that is covered by the canvas. You can support them by clarifying the different terms of the Transition Canvas at the beginning of the exercise, for instance by keeping at hand a recap document with the explanation of the key Transition Canvas elements.
- Check in with each individual/group while they fill in the canvas to check if they have doubts or questions.
- Use guiding questions throughout the process to stimulate reflection and learning.
- Challenge participants to be as specific as possible throughout the whole process.
- Be mindful of the provisional nature of your actor and systems map. During the participatory transformative process, new solutions may emerge, leading you to rethink relevant actors to this solution and whether these are already part of your mapping.

REFERENCES & RESOURCES



See [Methodological guidelines TOMORROW](#) (section 3) for further information on the Transition Canvas' elements.

2.6 ACTION PLAN CANVAS: PLAN YOUR PARTICIPATORY TRANSFORMATIVE PROCESS

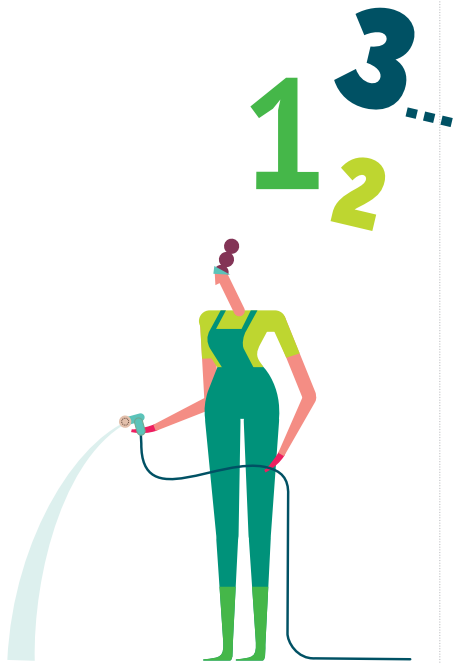
The Action Plan Canvas is a strategic planning tool that can help you graphically illustrate both long-term and short-term plans in relation to your participatory transformative process. It is a visual representation of a strategy: it answers the questions of ‘what would be done?’ and ‘who would be involved in the process?’

This canvas consists of a timeline where you can include the main activities and actions to be taken as part of your participatory transformative process. The Action Plan Canvas is especially useful when used within your Transition Team, but it can also be used with external actors. Additionally, it is helpful to use this tool in combination

with the Transition Canvas (see 2.5). This tool is also useful for reflecting on the overall participatory transformative process.

The Action Plan Canvas guides you throughout the process and can be adapted as circumstances change while staying true to your transformative ambition i.e. your ‘radical core’ (see Section 2.2). For example, you can reflect on whether your actions are in line with the stakeholders’ needs or other context characteristics (e.g. the legislations, policies, or already existing projects and initiatives). You can also use the tool to determine whether the capacities you have involved are still the right ones or if you would need additional capacities.

INSTRUCTIONS



1. Explain what you mean by an action plan and why you think it is useful.
2. Invite the transition team to define a timeline that is relevant for them and plan for their process. This is likely to be a short timeline (e.g. a few months to 1-2 years) since it is focused on the operational, short-term activities.
3. Ask the participants individually or in groups to identify the actions and activities to implement in order to realise their ambition. You can ask guiding questions such as: ‘What are the activities and steps that you need to take as part of your participatory transformative process?’ ‘Who would you like to engage/involve as part of the process?’
4. Take time for questions to make sure everyone understands the tool and feels empowered to do the exercise.
5. Give time to work in groups or individually (at least 20 minutes) and to write the different actions and activities on the developed canvas (Appendix 3.6.1), a flipchart (in person), or on an online board (e.g. Miro).
6. Ask the participants to come together and encourage the groups to report back and discuss the outcomes of the exercise. Invite participants to share constructive feedback and questions on the exercise. Reflections can be deepened through questions such as:
 - Who has been engaged, and how?
 - What do you need to take the next steps in your implementation?
 - What learning questions can you ask yourself and your organisation?
 - How will you keep track of your learning questions?
 - Do your activities still match your overall objectives and ambition (i.e. radical core)?
 - What support or actions do you need?



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TIPS & EXPERIENCES



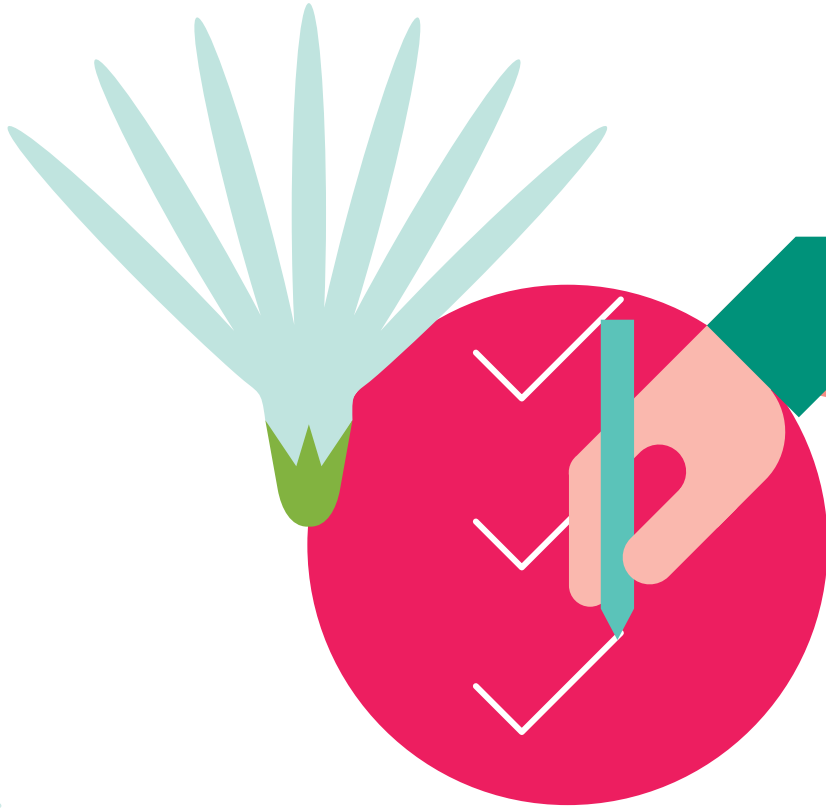
- Encourage participants to first establish a general overview of the timeline.
- Initially, support the participants in drawing up a first sketch of the action plan. Then invite participants to make a more detailed plan (e.g. by themselves or as part of a follow-up session).
- This tool can particularly help as part of the **'Planting the seeds', Step 2** of the participatory transformative process.

REFERENCES & RESOURCES

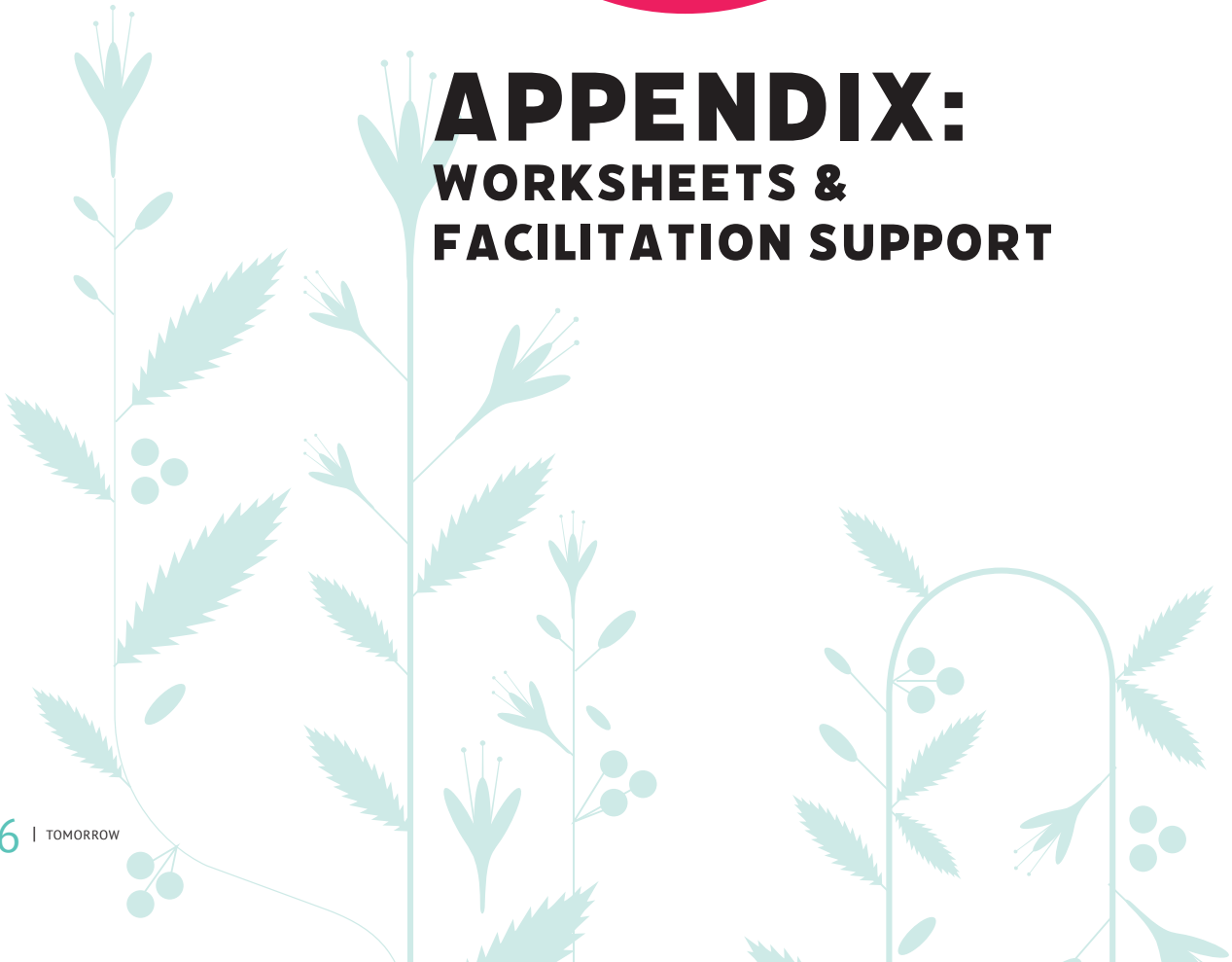


- [Designing participatory transformative processes for just and climate-neutral cities - Methodological guidelines for using Transition Management](#)

3



APPENDIX: WORKSHEETS & FACILITATION SUPPORT



3.1 Transition Dynamics Mapping Tool	27	3.4 Designing your co-creation process	41
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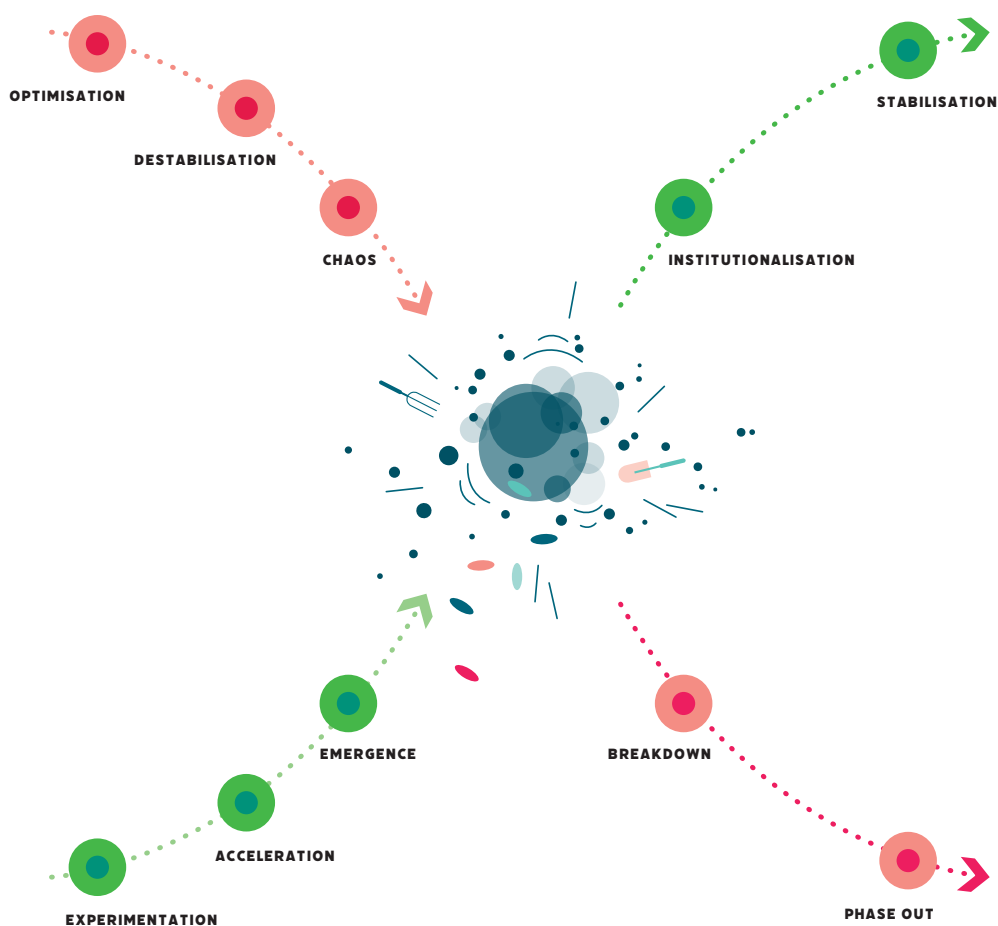


3.1 TRANSITION DYNAMICS MAPPING TOOL

3.1.1 TRANSITION DYNAMICS MAPPING: STEP 1 - MAPPING TRANSITION DYNAMICS

To map the characteristics in [Tables 5](#) and [6](#) below, use a large version of the X-curve ([Figure 3](#)).

FIGURE 3. X-CURVE



SOURCE: image from Silvestri et al. 2022, based on Loorbach, 2007.



APPENDIX: WORKSHEETS & FACILITATION SUPPORT

Read through the following dynamics of transitions (Table 5) and assess if you recognize the dynamic within your city, organisation or system in relation to the focus of your participatory transformative process. Add additional transition dynamics that you observe in your system.

TABLE 5. SYSTEM CHARACTERISTICS

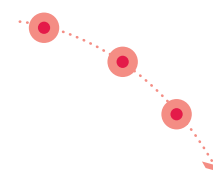
EXNOVATION

OPTIMISATION

1. Dominant practices and actors only superficially begin to change.
Example: *The practice of companies 'greenwashing' their brand, while in fact their sustainability performance is not improved.*
2. Many people consider that society is currently on the 'right' track: the general public wants to preserve its way of living without changing behaviours and practices.
Example: *A general consent on the direction that we as a society are organising our food production.*
3. Many people consider that problems can be fixed through clear cause-solution relations.
Example: *Recycling as the solution to resource scarcity, or replacing fossil fuels with hydrogen throughout society.*
4. Everyone knows how to act; there is a clear idea of how to get things done.
Example: *People understand that cutting down on (artificial) sugar is healthier for them.*

DESTABILISATION

1. Concrete incidents increase the perceived urgency of a possible transition.
Examples: *The Fukushima nuclear accident in Japan, extreme meteorological events, or decreasing groundwater tables due to droughts.*
2. New narratives on the need for transition, create pressure for change in policy. The policy remains contradictory: existing policy and structures are not yet dismantled, while the main narrative starts to shift (e.g. climate-neutral futures).
Examples: *Narratives that can be seen as part of the European Commission's Green Deal, Prosumerism, and smart cities. Contradictory policies may include the subsidising of fossil fuels.*
3. General public starts demanding alternatives, putting pressure on business and policy. Meanwhile, there might be a contradiction between willingness for change and willingness to change behaviour.
Example: *Global Fridays for Future protests.*
4. Increasing polarisation regarding the causes of the problem and the way forward ignites more fundamental discussions across society about possible futures.
Example: *Political parties propose radically different approaches to dealing with the issue.*
5. Incumbents are called upon to be accountable for their actions.
Examples: *Court rulings start holding city councils and others accountable to their commitments through, for example, being a signatory of the Covenant of Mayors.*



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TABLE 5. SYSTEM CHARACTERISTICS - CONTINUED

EXNOVATION

BREAK DOWN

1. Policy and legislation are more clear, less ambiguous, and more conflicting.
Example: *Ban or tax single-use plastics.*
2. Phase-out policy is an explicit part of the policy mix towards climate neutrality.
Example: *Policies address how to deconstruct fossil fuel industries that are no longer relevant while offering a societal safety net.*
3. More and more people change the way they think about and act on the issue; there is only a small group left that believes in the old ways.
Example: *The mainstreaming of (elements of) plant-based diets.*
4. It is clear exactly who does not benefit from the new situation.
Example: *Some companies are not able to restructure in order to move with the transition and are forced to file for bankruptcy.*

PHASE OUT

1. The previous business as usual becomes an 'unimaginable past': people can't imagine anymore that this used to be normal.
Example: *The idea of using coal to heat your home in countries that have transitioned to alternative sources for heating. Smoking in trains and airplanes.*
2. Former institutions recede (or adapt) and society finds ways to deal with this loss.
Example: *More decentralised food supply and value chains. Reduced demand for unsustainable food.*

TABLE 6. SYSTEM CHARACTERISTICS

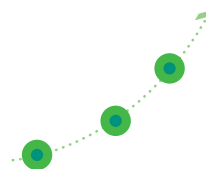
INNOVATION

EXPERIMENTATION

1. Discontent with existing structures, cultures, and practices finds its expression in some individuals starting experiments with social and/or technological innovations.
Example: *Community collectives generating their own energy.*
2. Societal experiments are starting to get more space; new opportunities are starting to arise. These are mainly driven by visionary agents of change.
Example: *Societal entrepreneurs or intrapreneurs, civic initiatives, etc.*
3. The ideas and visions that drive such experiments are identified as 'different from the norm' or 'radical'.
Example: *People who divert from the norm are ridiculed or mocked.*
4. Experimentation often happens despite, rather than, because of existing policies.
Example: *The development of civic initiatives is curbed due to existing laws and policies preventing them from using certain resources. E.g. legislation on the re-purposing of electronics.*

ACCELERATION

1. Alternatives to the regime are starting to become more visible and accessible to the general public (e.g. growth in market share, more followers, etc.) Increasingly alternatives become socially accepted.
Example: *Supermarkets and restaurants have more sustainable and vegetarian/vegan options.*
2. Alternatives to the regime are starting to unite in broader movements, structures, and networks for mutual support.
Examples: *Emergence of the European Rescoop network, or the Transition Towns Network.*
3. There is a clash between policy/legal structures and the initiatives that people in society want to develop - and the first initiatives by governments to accommodate developments.
Example: *Installation of chargers for electric cars.*
4. More experiments have convincingly demonstrated their effectiveness, and a wave of professionalisation ensures.
Example: *Acceleration programmes and challenge prizes support and build capacity with bottom-up innovations.*
5. Mainstream business is developing interest and starts engaging in the movement. This also results in new value creation and business models.
Example: *Innovations are developed with new partners, and ideas are taken to the market.*



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TABLE 6. SYSTEM CHARACTERISTICS - CONTINUED

INNOVATION

INSTITUTIONALISATION

1. The new normal in thinking and doing is omnipresent.
Examples: *Cars are used instead of horse carriages, or mobility becomes based on renewable electricity, replacing fossil-fuel-based mobility.*
2. There is a new default and standard.
Example: *Catering services provide vegan/vegetarian foods as a default option, rather than having to 'opt in'.*
3. New structures are becoming established, and legal and policy changes incorporate former 'bottom-up' demands.
Example: *Renewable Energy Directive of the EU includes a provision for self-consumption and renewable energy communities.*
4. New businesses have become established, and old businesses have adapted to new market demands.
Example: *Sausage companies offering vegetarian/vegan options.*
5. Physical infrastructure is designed along with new priorities.
Example: *Grids cater to decentralised energy production, and more bike lanes are built.*

STABILISATION

1. Former 'niches' and regimes result in a new configuration of structures, cultures and practices, and the new regime settles in.
Example: *Companies are operating in balance with societal and planetary boundaries*
2. The new regime is optimised: in order to enhance efficiency, the regime dynamics become equilibrium dynamics.
Example: *Businesses are in balance with societal and planetary boundaries.*

3.1.2 SYSTEM LEVEL INTERVENTIONS: CHOOSE YOUR OPTIONS FOR STRATEGIC ACTION

The following Table provides a list of possible system level interventions to which you can dedicate your participatory transformative process. If your system allows, we recommend you select as many interventions as possible. These can be enacted at the same time or across different timeframes.

These options are a result of insights from the scientific literature on innovation and exnovation and their consolidation through a transdisciplinary knowledge exchange during the TOMORROW Transition Governance Training in February 2020.¹ In choosing certain options above others, consider what are the results when choosing to support certain dynamics while neglecting others.

TABLE 7. SYSTEM LEVEL INTERVENTIONS FOR YOUR PARTICIPATORY TRANSFORMATIVE PROCESS

SYSTEM LEVEL INTERVENTIONS

1. Create space for experiments and/or to experiment.
2. Develop a shared understanding/ narrative/ strategy.
3. Actively engage participants to develop transformative actions.
4. Raise political and societal commitment; advocate to change local policies/regulations.
5. Create networks/ alliances/ coalitions.
6. Ensure niche embedding.
7. Ensure just transitions.
8. Create/influence legal, administrative, and market changes and phase-outs (regulations, financial streams, laws) such as advocating to allocate budget and resources for specific actions and changes.
9. Establish a new “business as usual” in people’s lives.
10. Break down or repurpose existing physical infrastructures.
11. Have clear strategies to navigate the phasing out of specific sectors/activities.
12. Respond to discrepancies and unforeseen side-effects of institutionalising new configurations.
13. Add other dynamics that you observe in your system.

1. See e.g. Schot et al (2016), Roorda et al (2014), and Lodder et al (2017).

3.1 Transition Dynamics Mapping Tool	27	3.4 Designing your co-creation process	41
3.2 Radical Core Tool	33	3.5 Transition Canvas	44
3.3 Transition Legitimacy Tool	36	3.6 Action Plan Canvas	50



3.2 RADICAL CORE TOOL

3.2.1 RADICAL CORE CANVAS TEMPLATE

RADICAL CORE CANVAS	
DEFINE YOUR RADICAL CORE AMBITION:	
<p>MAIN QUESTION: What exactly is it (which structures, cultures, and practices) that you want to transform with your process? For this step, you can write but also draw and be creative.</p>	
SUB-QUESTIONS TO CONSIDER:	
Why did you choose this focus?	
What do you want to transform with your process?	
How does it relate to the system level interventions (see section 2.1) of your context? (e.g. city, neighbourhood, organisation, etc.)?	
How is it transformative? i.e. different from what is already being done.	
FEEDBACK RECEIVED:	



**APPENDIX:
WORKSHEETS & FACILITATION SUPPORT**

3.2.2 EXAMPLE 1

RADICAL CORE CANVAS: PORTUGAL, ARRÁBIDA

**DEFINE YOUR RADICAL
CORE AMBITION:**

Engagement of citizens in climate neutrality roadmap as a participative process.

MAIN QUESTION: What exactly is it (which structures, cultures, and practices) that you want to transform with your process?

For this step, you can write but also draw and be creative.

Mindset and behaviour transformation through bottom-up approach.

SUB-QUESTIONS TO CONSIDER:

Why did you choose this focus?

Because we believe that a transition process needs everybody's involvement.

What do you want to transform with your process?

-

How does it relate to the system level interventions (see [section 2.1](#)) of your context? (e.g. city, neighbourhood, organisation, etc.)?

This is a matter of governance implying that decision-makers guarantee that nobody is left behind.

How is it transformative? i.e. different from what is already being done.

People's participation will naturally transform their individual lives and this transformation will have an impact on their daily routines, practices, and beliefs the democratic decision-making process will take into account the concerns of those previously less heard.

FEEDBACK RECEIVED:



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3.2.3 EXAMPLE 2

RADICAL CORE CANVAS: KIBERA, KENYA

DEFINE YOUR RADICAL CORE AMBITION:

To support the way humanitarian aid and development projects are evaluated. A socio-technical evaluation using Geels's theory on transitions.

MAIN QUESTION: What exactly is it (which structures, cultures, and practices) that you want to transform with your process?

For this step, you can write but also draw and be creative.

The technical design of housing projects (making them more acceptable).

The stakeholder dynamics (From a top-down to bottom-up approach).

Knowledge-aggregation of projects. Sharing lessons learned from a local-national-global level.

SUB-QUESTIONS TO CONSIDER:

Why did you choose this focus?

I have reviewed too many projects that share the same perspective/challenges/indicators on a scenario. I believe creating a socio-technical model for evaluation will help in sharing knowledge and preventing challenges.

What do you want to transform with your process?

Transform the way knowledge is shared and how projects are evaluated.

How does it relate to the system level interventions (see section 2.1) of your context? (e.g. city, neighbourhood, organisation, etc.)?

Soweto East, Kibera, Kenya is my main case study. It is a village located in one of Africa's largest informal settlements. Since 2004, UN-Habitat and the Government of Kenya partnered up to create KENSUP. However, KENSUP continues to face social, political, technical, and economic challenges in creating an upgrading programme for the residents.

How is it transformative? i.e. different from what is already being done.

The use of a different housing typology, a high-rise building, is causing the locals to reject this implemented solution posed by KENSUP. In addition, the evaluations conducted on KENSUP were socio-economic, focusing on price and performance. A socio-technical evaluation hopes to offer new light on this.

FEEDBACK RECEIVED:

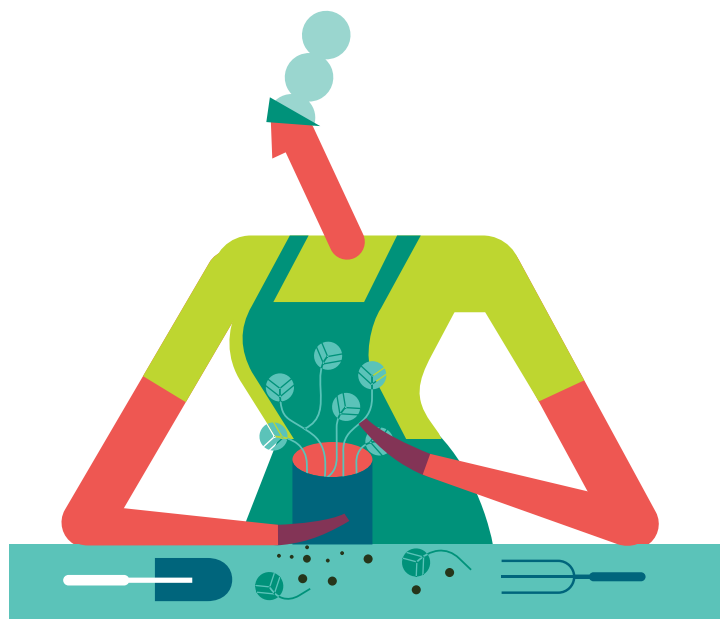
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3.3 TRANSITION LEGITIMACY TOOL

3.3.1 TRANSITION LEGITIMACY TOOL TEMPLATE

Each legitimacy type is divided into several dimensions, representing both democratic and transition legitimacy. To analyse the types of legitimacy within your transition, answer the questions included in the template below. If you find the questions difficult to answer, begin with 2.3.2 Scaffolding Questions: Transitions Legitimacy Tool which breaks down the large questions into smaller, more manageable questions to help you formulate your answers.



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TRANSITION LEGITIMACY TOOL

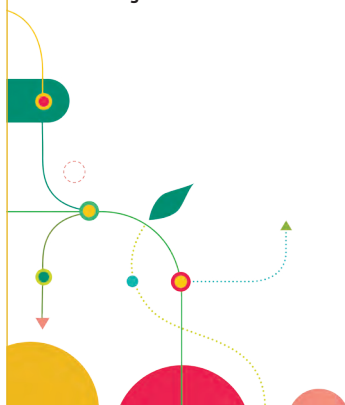
WHAT IS THE NAME OF YOUR PARTICIPATORY TRANSFORMATIVE PROCESS? WHAT IS ITS GOAL?

ANSWER THE EMPIRICAL QUESTIONS TO DEEPLY ASSESS EACH TYPE OF LEGITIMACY

TYPE OF LEGITIMACY	DIMENSION	QUESTION	ANSWER
Input Legitimacy	Citizen participation	What opportunities for participation are provided?	
	Eliciting alternative perspectives	What sustainability and justice perspectives are taken up?	
Throughput legitimacy	Quality of participation	In which ways is the quality of participation enhanced?	
	Checks and balances	What checks and balances are involved in the process?	
	Cultural imaginaries	Which cultural imaginaries are deliberated?	
	Institutional work	Which institutions are challenged?	
	Reflexivity	In which ways are ongoing questioning and adaptation encouraged?	
Output legitimacy	Responsiveness	Which outcomes are effective, and responsive to the wishes of the actors involved?	
	Guided action	Which concrete actions are linked to institutional change and long-term cultural imaginaries?	
	Collective empowerment	Which outcomes are linked to changes in social relations and roles?	
	Reflexive governance	In which ways are actors held accountable for the outcomes? In which ways are outcomes adapted to new insights?	

LEGITIMACY POSITIONING: Next, to position the process as legitimate in your organisation answer the following questions after completing the previous sections:

- What steps need to be taken to improve or safeguard democratic and transition legitimacy in your process?
- How might this be used?



**APPENDIX:
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**3.3.2 SCAFFOLDING QUESTIONS FOR
THE TRANSITION LEGITIMACY TOOL**

Below is a scaffolding exercise for each of the three types of legitimacy. For each of the three types, lower-order questions can be answered to help you formulate responses to the empirical question.





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SCAFFOLDING QUESTIONS: TRANSITION LEGITIMACY TOOL

TYPE OF LEGITIMACY	DIMENSION	LOWER ORDER QUESTIONS	ANSWER	HIGHER ORDER QUESTION (EMPIRICAL QUESTION)
Input Legitimacy	Citizen participation	Who is 'the citizen'?		What opportunities for participation are provided?
		What different types of representation or interaction opportunities are created? What is the influence of the Transition Team/ initiators in deciding who is invited? What is the motive behind involving citizens: instrumental or intrinsic? Who or what is changing? Is it individual action or institutional change?		
Throughput legitimacy	Quality of participation	What perspectives are included? Are there perspectives that are excluded? Reflect on the seeming assumption that 'all' perspectives or 'unheard voices' are represented. Which perspectives are Dominant? Why are others suppressed?		What sustainability and justice perspectives are taken up?
		How can 'unheard voices' be included? Why should identified 'unheard voices' be included or excluded? How are education, mobilisation, and awareness framed within your context? Are citizens actually mobilised through communication and awareness raising? Is the participation process framed as neutral by the Transition Team?		
	Checks and balances	How might participation create tensions and conflicts? (e.g. taking into account power dynamics, trade-offs, etc) How is the approval process vulnerable to changing political support? Can you define the involvement of elected representatives?		What checks and balances are involved in the process?



**APPENDIX:
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SCAFFOLDING QUESTIONS: TRANSITION LEGITIMACY TOOL - CONTINUED

TYPE OF LEGITIMACY	DIMENSION	LOWER ORDER QUESTIONS	ANSWER	HIGHER ORDER QUESTION (EMPIRICAL QUESTION)
Throughput legitimacy	Cultural imaginaries	Is the focus of your transformative ambition on metrics or on a cultural shift?		Which cultural imaginaries are deliberated?
		How are responsibilities framed? (with individuals or organisations, voluntary commitments vs. institutional, legal, etc.)		
	Institutional work	Are fragmentation and siloes limited (e.g. within a municipality or other organisation)?		Which institutions are challenged?
		Is regulatory change reflected in actions or not? Is there an emphasis on experiments, awareness campaigns, education, etc.?		
Output legitimacy	Reflexivity	How do key performance indicators relate to reflexivity?		In which ways is ongoing questioning and adaption encouraged?
	Responsiveness	Does increased collaboration lead to improved effectiveness in your system?		Which direct and indirect outcomes are effective, and responsive to the wishes of the actors involved? What are unintended consequences and unexpected consequences?
	Guided action	How can financial commitment be untied from plans and approval by councils?		Which concrete actions are linked to institutional change and long-term cultural imaginaries?
		How do short-term actions contribute to long-term ambitions?		
	Collective empowerment	What are ways and strategies to support individual and collective empowerment of the actors involved? How can the actors feel a sense of ownership of the actions?		Which outcomes are linked to changes in social relations and roles?
		What is the focus of your monitoring approach?		



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3.4 DESIGNING YOUR CO-CREATION PROCESS

3.4.1 CO-CREATION CANVAS TEMPLATE

CO-CREATION CANVAS

INDIVIDUAL REFLECTION QUESTIONS - Address these questions below to analyse citizen engagement

1. What is the goal of your participation process? Relate the participation process to the system level interventions you identified (e.g. to inform, raise awareness on certain issues, actively engage participants to develop transformative actions, advocate for changing local policies or regulations, advocate for allocating budget and resources for transformative action, create a new coalition, etc.).

2. Who are you going to engage? How can you make the process inclusive (bringing in diverse types of actors and knowledge)? Try to be specific: what boundaries do you draw? Think of the diversity of participants in terms of knowledge, background, experiences, gender, geographical representation, etc. Think of ways to make the process inclusive (e.g. How will you build trust among the participants?) **Why will you choose these participants?** (e.g. why are they important for the process?)

3. How are you going to organise the participation process? Try to be specific (e.g. on what scale, online vs. offline, types of sessions, different facilitation tools, etc.).

4. How are you going to make it open to new knowledge, actors, and information? (e.g. the process is welcoming stakeholders and giving them space to share diverse views, perspectives, knowledge, and experiences).

5. How are you going to make sure that your participants feel able and motivated to participate? (e.g. ownership of the process, capacity to participate, the process relates to their intrinsic motivations, etc.).

REFLECT AND SHARE: What will be your next steps/actions to implement your design and put it into practice?

-



3.4.2 EXAMPLE 1

CO-CREATION CANVAS CITY OF DUBLIN'S PARTICIPATORY TRANSFORMATIVE PROCESS (First brainstorming output)

INDIVIDUAL REFLECTION QUESTIONS - Address these questions below to analyse citizen engagement

<p>1. What is the goal of your participation process? Relate the participation process to the system level interventions you identified (e.g. to inform, raise awareness on certain issues, actively engage participants to develop transformative actions, advocate for changing local policies or regulations, advocate for allocating budget and resources for transformative action, create a new coalition, etc.).</p>	<p><i>To achieve cultural legitimacy/ acceptance for the innovative transition.</i></p>
<p>2. Who are you going to engage? How can you make the process inclusive (bringing in diverse types of actors and knowledge)? Try to be specific: what boundaries do you draw? Think of the diversity of participants in terms of knowledge, background, experiences, gender, geographical representation, etc. Think of ways to make the process inclusive (e.g. How will you build trust among the participants?) Why will you choose these participants? (e.g. why are they important for the process?)</p>	<p><i>The future residents of the housing being built are to be engaged. They will have to move from their home to a decanting site while their homes are upgraded. They need to be comfortable and secure in this transition process.</i></p>
<p>3. How are you going to organise the participation process? Try to be specific (e.g. on what scale, online vs. offline, types of sessions, different facilitation tools, etc.).</p>	<p><i>Workshops at important stages of the project. For example:</i></p> <ul style="list-style-type: none"> - <i>the beginning to ensure everything is ok before the implementation.</i> - <i>During, to monitor that we are on track to completing the goal.</i> - <i>Final-Post, to evaluate that we reached our goal.</i>
<p>4. How are you going to make it open to new knowledge, actors, and information? (e.g. the process is welcoming stakeholders and giving them space to share diverse views, perspectives, knowledge, and experiences).</p>	<p><i>Community-based organisations should be the host of the information. Considering the lack of technology available. However, most residents have a phone and radio.</i></p>
<p>5. How are you going to make sure that your participants feel able and motivated to participate? (e.g. ownership of the process, capacity to participate, the process relates to their intrinsic motivations, etc.).</p>	<p><i>They should have options in the design of their homes. This should be discussed in the workshops/focus group sessions. Having this say should help in keeping them motivated. They should also be given information on the process and its schedule before agreeing. Land tenure should also be discussed as many residents do not have land ownership.</i></p>

REFLECT AND SHARE: What will be your next steps/actions to implement your design and put it into practice?

-



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3.4.3 EXAMPLE 2

CO-CREATION CANVAS IZMIR, TURKEY

(First brainstorming output answering the high-level questions of where to go deeper in the next step of designing the process)

INDIVIDUAL REFLECTION QUESTIONS - Address these questions below to analyse citizen engagement

<p>1. What is the goal of your participation process? Relate the participation process to the system level interventions you identified (e.g. to inform, raise awareness on certain issues, actively engage participants to develop transformative actions, advocate for changing local policies or regulations, advocate for allocating budget and resources for transformative action, create a new coalition, etc.).</p>	<p><i>Coordination of the Climate Neutral and Smart Cities Mission.</i></p>
<p>2. Who are you going to engage? How can you make the process inclusive (bringing in diverse types of actors and knowledge)? Try to be specific: what boundaries do you draw? Think of the diversity of participants in terms of knowledge, background, experiences, gender, geographical representation, etc. Think of ways to make the process inclusive (e.g. How will you build trust among the participants?) Why will you choose these participants? (e.g. why are they important for the process?)</p>	<p><i>- Municipality</i> <i>- private and public sectors</i> <i>- academia</i> <i>- civil society</i> <i>- citizens.</i></p>
<p>3. How are you going to organise the participation process? Try to be specific (e.g. on what scale, online vs. offline, types of sessions, different facilitation tools, etc.).</p>	<p><i>We are creating a website called 'NetZerolizmir' for coordination of the Climate Neutral and Smart Cities Mission.</i></p>
<p>4. How are you going to make it open to new knowledge, actors, and information? (e.g. the process is welcoming stakeholders and giving them space to share diverse views, perspectives, knowledge, and experiences).</p>	<p><i>Academia, organising conferences that unite the private sector and the public, sharing this on the website.</i></p>
<p>5. How are you going to make sure that your participants feel able and motivated to participate? (e.g. ownership of the process, capacity to participate, the process relates to their intrinsic motivations, etc.).</p>	<p><i>- Establishing a regular survey process for feedback.</i> <i>- Sharing survey results and lessons learned transparently.</i></p>

REFLECT AND SHARE: What will be your next steps/actions to implement your design and put it into practice?

-



3.5 TRANSITION CANVAS

3.5.1 TRANSITION CANVAS TOOL

TRANSITION CANVAS TOOL

LEGEND OF KEY TERMS



SYSTEM LEVEL INTERVENTION

System level Intervention

What the system needs right now to accelerate the transition.



RADICAL CORE

Radical core

The identified ambition(s) you have to initiate the Transition Management process.



OUTCOMES

Outcomes

What you want to achieve (mid/long-term) (e.g. implementing the actions of the charter)



OUTPUT

Output

Results that contribute to achieving an outcome. (e.g. a charter presented supported by certain actors)



ACTIVITIES

Activities

What you plan to implement to help realise the outcomes.










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TRANSITION CANVAS TOOL

NAME:

CITY:

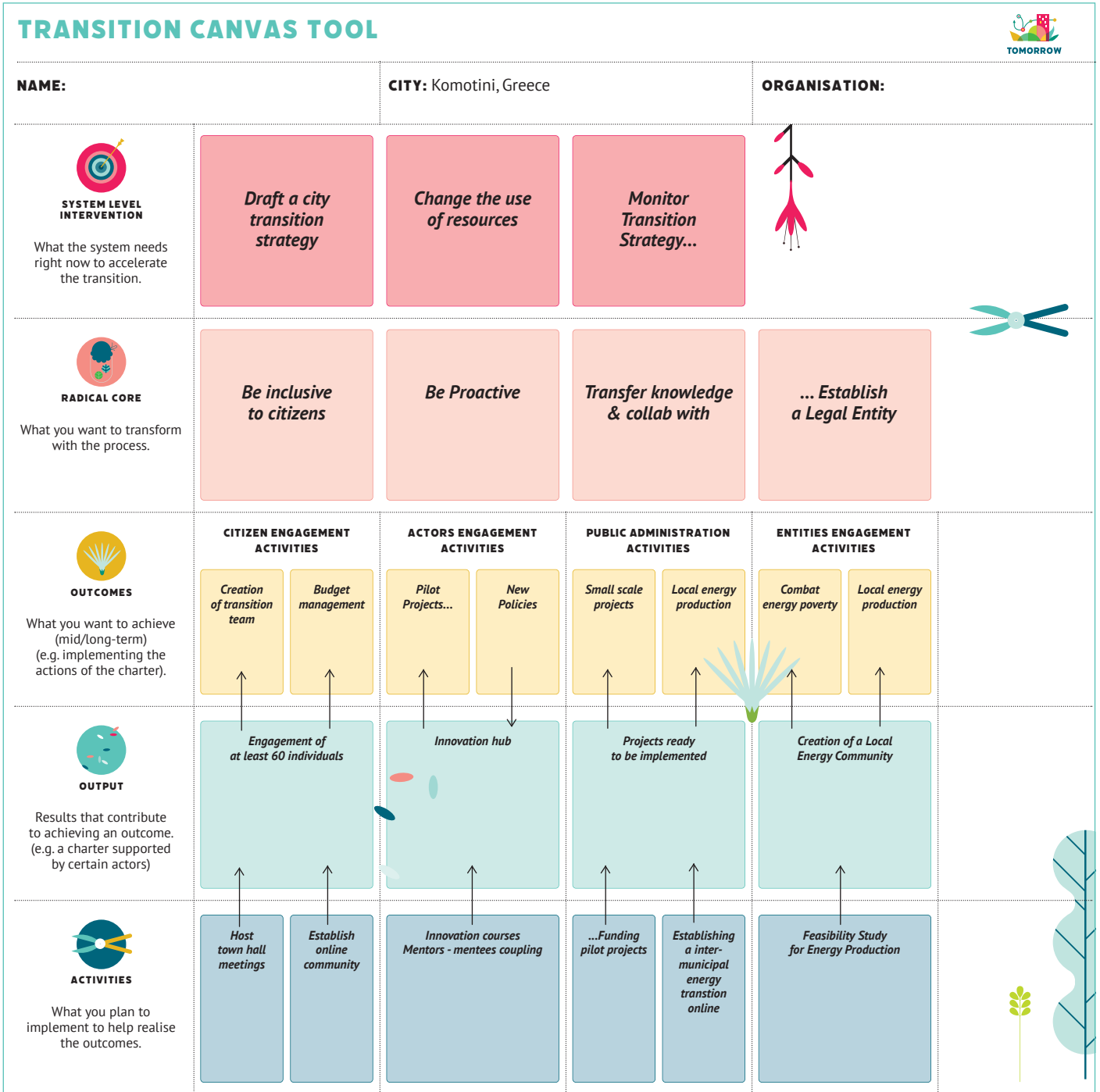
ORGANISATION:

 <p>SYSTEM LEVEL INTERVENTION</p> <p>What the system needs right now to accelerate the transition.</p>						
 <p>RADICAL CORE</p> <p>What you want to transform with the process.</p>						
 <p>OUTCOMES</p> <p>What you want to achieve (mid/long-term) (eg. implementing the actions of the charter).</p>	CITIZEN ENGAGEMENT ACTIVITIES	ACTORS ENGAGEMENT ACTIVITIES	PUBLIC ADMINISTRATION ACTIVITIES	OTHER ENTITIES ENGAGEMENT ACTIVITIES	INSTITUTIONALISATION ACTIVITIES	SHARING & LEARNING ACTIVITIES
 <p>OUTPUT</p> <p>Results that contribute to achieving an outcome. (e.g. a charter supported by certain actors)</p>						
 <p>ACTIVITIES</p> <p>What you plan to implement to help realise the outcomes.</p>						



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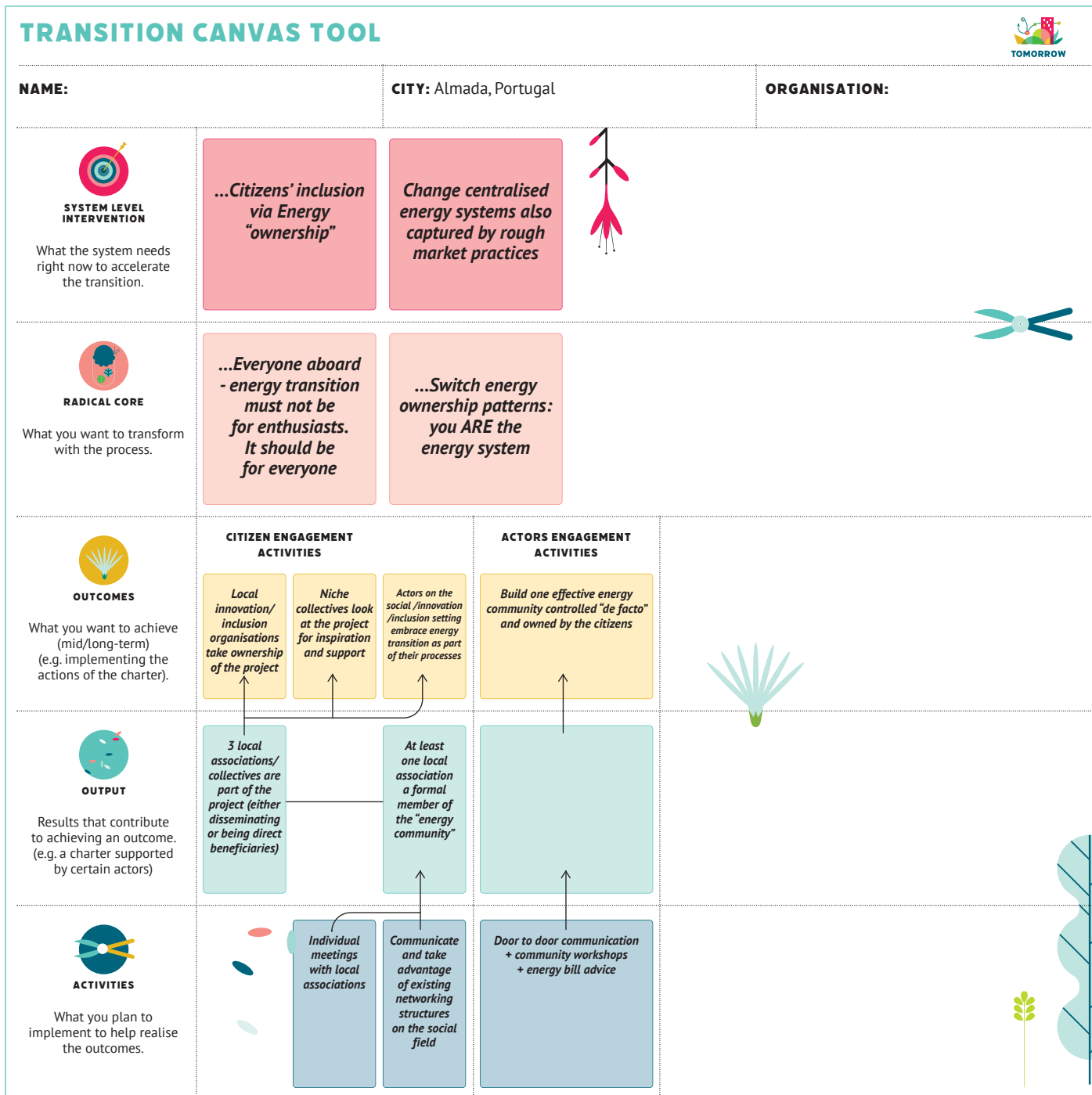
3.5.2 EXAMPLE 1 Masterclass City of Komotini, Greece



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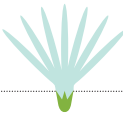







3.5.3 EXAMPLE 2 Almada, Portugal



**APPENDIX:
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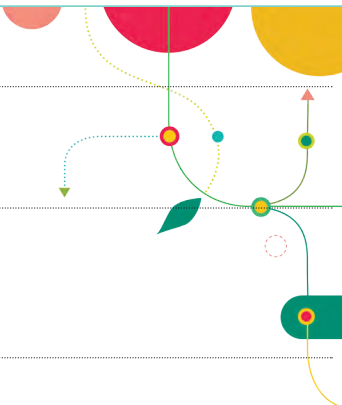
3.5.4 EXAMPLE 3 Setúbal, Portugal

TRANSITION CANVAS TOOL			
NAME:		CITY: Setúbal, Portugal	ORGANISATION:
 <p>SYSTEM LEVEL INTERVENTION</p> <p>What the system needs right now to accelerate the transition.</p>	<p><i>To create a concrete pathway (strategy & measures) towards climate neutrality with the joint vision of stakeholders & citizens</i></p> 		
 <p>RADICAL CORE</p> <p>What you want to transform with the process.</p>	<p><i>Engagement of citizens in climate neutrality roadmap as a participative & systematic process</i></p>		
 <p>OUTCOMES</p> <p>What you want to achieve (mid/long-term) (e.g. implementing the actions of the charter).</p>	<p>CITIZEN ENGAGEMENT ACTIVITIES</p> <p><i>Implementation of a joint roadmap</i></p>		
 <p>OUTPUT</p> <p>Results that contribute to achieving an outcome. (e.g. a charter supported by certain actors)</p>	<p><i>XX stakeholders and citizens involved in the roadmap co-creation process</i></p>		
 <p>ACTIVITIES</p> <p>What you plan to implement to help realise the outcomes.</p>	<p><i>Stakeholders group sessions...</i></p> <p><i>...Capacity building activities with stakeholders and citizens</i></p>	 	

3.6 ACTION PLAN CANVAS

3.6.1 ACTION PLAN CANVAS WORKSHEET

ACTION PLAN CANVAS	
<p>Define your timeline: How long may your action take? (Aim for short term 1-3 years)</p>	
<p>Transition Team Activities: What activities/steps do you need to take or do as part of the transition process?</p>	<p>Who? What? Where? When?</p>
	<p>Who? What? Where? When?</p>
<p>Stakeholder Activities: Who would you like to engage/involve as part of the process?</p>	<p>Who? What? Where? When?</p>
	<p>Who? What? Where? When?</p>
<p>CREATE YOUR ACTION PLAN: Fill in your timeline with key dates for your planned action. Then write the different actions and activities you listed above on the timeline.</p>	

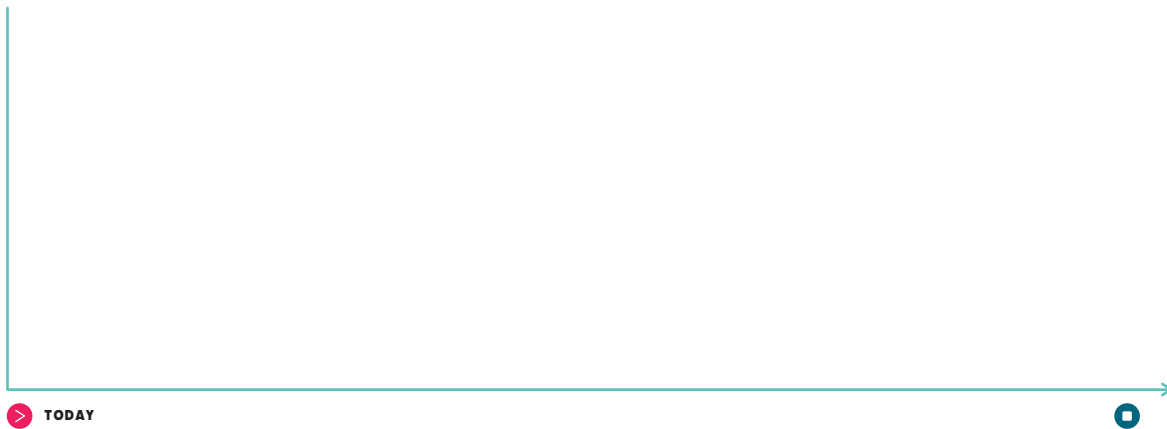




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ACTION PLAN CANVAS - CONTINUED

ACTION PLAN TIMELINE



Share your timeline:

note any feedback received here:

Further Reflection: Reflections can be deepened through these questions:

Who has been engaged, and how?

What do you need to take the next steps in your implementation?

What learning questions can you ask yourself and your organisation?

How will you keep track of your learning questions?

Do your activities still match your overall objective?

What support or actions do you need?

Link to your radical core (optional):

- How does your Action Plan Canvas relate to your radical core?
- Will these activities add up to your radical ambition?
- Where are the gaps?



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3.6.2 EXAMPLE 1 Valencia, Spain, a TOMORROW city

ACTION PLAN CANVAS	
Define your timeline: How long may your action take? (Aim for short term 1-3 years)	<i>Until 2023, around 3 years</i>
Transition Team Activities: What activities/steps do you need to take or do as part of the transition process?	<i>Workshop October 2021: Reflect on the continuity of the Transition Team</i>
	<i>Workshop January 2022: Present 1st version of the Action Plan</i>
	<i>Workshop May 2022: Present the final version of the Roadmap</i>
	<i>In the EC Citizens and Cities Forum 2022</i>
	<i>City Council redefines SECAP according to the new 2030 Urban Strategies</i>
	<i>València European Green Capital 2024</i>
	<i>València European Green Capital 2024</i>
Stakeholder Activities: Who would you like to engage/involve as part of the process?	<i>Ambassadors (Transition Team and others) sign the Climate Pact, starting October 2021</i>
	<i>Demo Projects Commissions #3 - Define the roadmap and financing schemes, November 2021</i>
	<i>Participatory actions with citizens in selected neighbourhoods, 2022</i>
	<i>Citizens and SMEs join the Alliance and commit to local pledges, starting January 2022</i>
	<i>Public event to present and collectively sign the Roadmap by all stakeholders that signed the Climate Pact, September 2022</i>
	<i>The alliance meet every year to update the status of the Mission, 2023</i>
	<i>The Transition Team meets every 6 months to update the status of the strategy, 2023</i>
CREATE YOUR ACTION PLAN: Fill in your timeline with key dates for your planned action. Then write the different actions and activities you listed above on the timeline.	



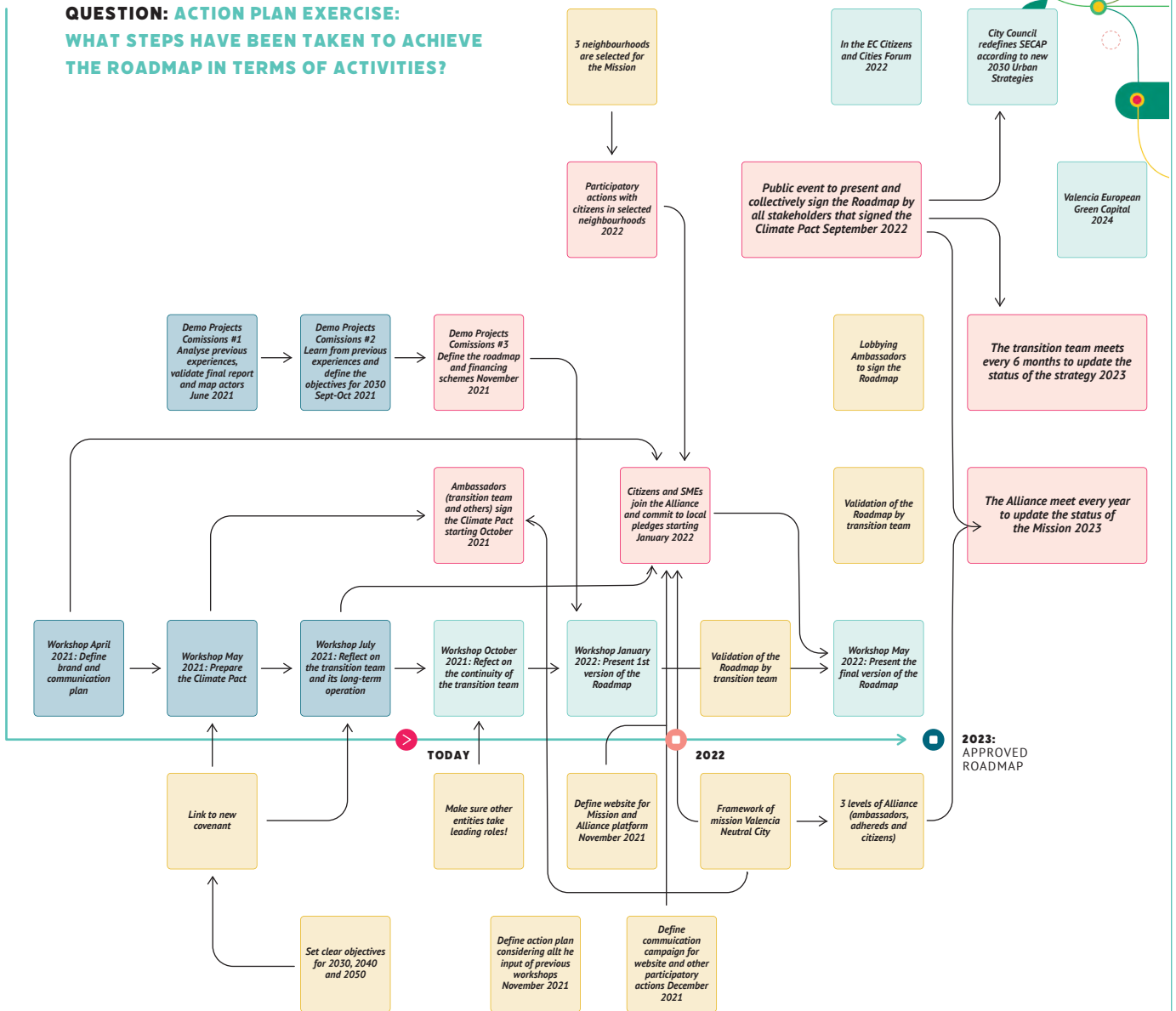


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ACTION PLAN CANVAS - CONTINUED

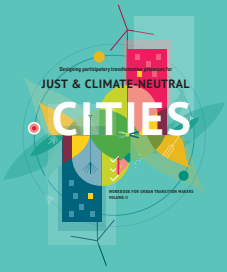
ACTION PLAN TIMELINE

QUESTION: ACTION PLAN EXERCISE:
WHAT STEPS HAVE BEEN TAKEN TO ACHIEVE
THE ROADMAP IN TERMS OF ACTIVITIES?



Share your timeline:
 note any feedback received here:





“Europe, the first climate-neutral continent in the world by 2050.”

URSULA VON DER LEYEN, President of the European Commission



TOMORROW

www.citiesoftomorrow.eu



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