CrAFt
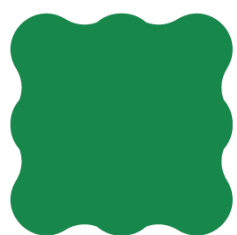
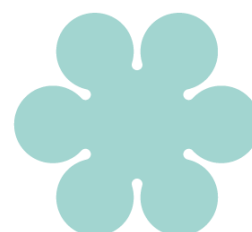## Model of Governance for Next Generation CrAFt Think/Do Tank of Students

Deliverable 5.1

23.12.2022

Creating
Actionable
Futures

Document Information

Deliverable	D5.1: Model of Governance for Next Generation CrAFt Think/Do Tank of Students
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Document History

Date	Version	Author	Substantive changes made
06-07-2022	v.01	Sanne Karssenberg, Irene Garofalo, Maria Hansen	Initial version.
26.07.2022	v.02	Sanne Karssenberg, Irene Garofalo, Maria Hansen	Integration of feedback by project partners.
31.07.2022	v.03	Sanne Karssenberg, Irene Garofalo, Maria Hansen	Completion, updated formatting, integration of additional feedback.
23.12.2022	v.04	Sanne Karssenberg, Irene Garofalo, Maria Hansen	Amendments following feedback from project officer.

Table of Contents

Executive Summary

The document entitled 'Model of Governance for the Next Generation CrAFt Think/Do Tank of Students' (deliverable 5.1 of CrAFt) defines the interdisciplinary engagement of next generation students in CrAFt. Following an introduction to the model and its objectives, a link is laid to several points of impact of CrAFt achieved through this activity:

- Impact #2: Contribute to systemic transition towards climate neutrality within cities, based on aligned action around citizenship, citizen participation and co-creation
- Impact #3: Contribute to the Mission on Climate-Neutral and Smart Cities, the NetzeroCities platform, the European Green Deal strategy, the New European Bauhaus initiative and the 2030 Agenda for Sustainable Development.
- Impact #4: Create the knowledge necessary to shape climate-neutral futures that are desirable and sustainable, attractive and inclusive, with long-term commitment, trust and buy-in from a broad spectrum of civic groups.

The 'Methodology' chapter (chapter 2) explains the development of the design principles on which the model for interdisciplinary engagement of next generation students in CrAFt is based (chapter 2.1). The model builds on existing practices of student engagement, student-led initiatives, interdisciplinary collaborations, participatory processes, international student platforms, and more, gained through interviews and brainstorms within the CrAFt consortium. The design principles will act as a compass to anyone organising a Think/Do Tank. Key concepts concerning the definitions of interdisciplinarity and Think/Do Tanks are included in chapter 2.2.

A relationship diagram defines the detailed interconnectivity of the model for interdisciplinary engagement of next generation students in chapter 3. Here, a distinction is made between four layers where engagement will take place, i.e. layer 1: Think/Do Tank Core Group; layer 2: CrAFt Think/Do Tanks of students; layer 3: curriculum-integrated Think/Do Tanks at CrAFt partner universities ('STEAM Teams'); layer 4: Independent Think/Do Tanks.

The interrelatedness of the various layers is visually described, including a full description of all actors in this model in chapter 4. The student-driven Think/Do Tank Core Group will act as a next generation reference group to the entire CrAFt project.

Chapter 5 identifies the next step, i.e. the model will be followed by the management plan for the interdisciplinary engagement of next generation students in CrAFt (also known as 'STEAM Teams Management Plan'). This document will include, but not be limited to, a detailed timeline, budget, and recruitment plan for the Think/Do Tank Core Group. It will also include an overview of curriculum-related interdisciplinary student activities taking place during the upcoming academic year at the CrAFt partner universities.

Accountability

The Model of Governance for the Next-Generation CrAFt Think/Do Tank of Students' was authored by ELIA, with contributions from the four university partners in the consortium (NTNU, AUAS, UNIBO, CVUT) and relates to task 5.1, 5.2 and 5.3 of CrAFt. This document represents Deliverable 5.1.

1. Introduction

1.1 Interdisciplinary Engagement of Students in CrAFt

CrAFt – Creating Actionable Futures is an EU-funded coordination and support action for New European Bauhaus (NEB) transformations towards climate-neutral, beautiful and inclusive cities. The CrAFt project will place the transition to climate neutrality at the heart of urban development processes. It supports the Mission Board on Climate-Neutral and Smart Cities and the NetZeroCities platform in designing and deploying Climate City Contracts, based on knowledge derived from the CrAFt Sandbox Cities (Bologna, Prague, Amsterdam) and an additional 70 CrAFt Reference Cities. The project will test and share collaborative local governance models to harness the value of inclusiveness, aesthetics and sustainability towards climate neutral cities.

Following the NEB principle, interdisciplinary approaches (with special attention for the inclusion of arts and culture) feature prominently in the project.[1] One strand of CrAFt focuses on the engagement of the next generation, the students. Multiple initiatives by and for students will be launched during the project (2022–2025). CrAFt will test and further develop the formats of student Think/Do Tank(s) and STEAM Teams within the NEB cities framework.[2] This will result in a set of models outlining interdisciplinary ways of 'CrAFting' the future of cities in collaboration with the next generation.

These initiatives and models are at the heart of CrAFt Work Package 5: Capacity Building through Students, Schools and Universities. The Model of Governance for the Next-Generation Think/Do Tank for Students is the first deliverable as part of this work package (D5.1). It is also the first step in the implementation of work package task 5.3, Organising a Next Generation CrAFt Think/Do Tank, which will involve students from universities across Europe, including higher arts education institutions, in the CrAFt project. D5.1 is also strongly related to D5.2: STEAM Teams

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[1] The NEB core principle is Beautiful are the places, practices and experiences that are: enriching, sustainable, inclusive. This is worked out in more detail on the NEB website: https://europa.eu/new-european-bauhaus/index_en

[2] The concept of STEAM, and the interpretation of it used by the CrAFt project, is explained in Chapter 3. Key Concepts. CrAFt expands this interdisciplinary definition beyond just **S**cience, **T**echnology, **E**ngineering, **A**rts, and **M**athematics. The STEAM team format for interdisciplinary student collaborations is further elaborated in Chapter 3 and 4, especially in chapter 4, section C: Curriculum-related Interdisciplinary Activities At the CrAFt Universities ('STEAM Teams').

Management Plan (published in August 2022). The management plan presents the (preliminary) timeline and key elements for implementation of the envisioned governance model.

1.2 Model of Governance for the Next Generation CrAFt Think/Do Tank of Students

This document provides an outline of the initial model of governance for the next generation CrAFt Think/Do Tank of students. The model will encompass all CrAFt student-led activities, acting as an overarching framework. The model has been envisioned by the CrAFt university partners – the Norwegian University of Science and Technology (NTNU), University of Bologna (UNIBO), Czech Technical University in Prague (CVUT), and Amsterdam University of Applied Sciences (AUAS) – under the lead of ELIA, a globally connected network for higher arts education institutions. Representatives from these partners form the steering group for student engagement in the project, referred to as Steering Group WP5. It builds on the partners' extensive experiences with student-led activities.

This initial model will be implemented and tested throughout the CrAFt project and aims to transversally and interdisciplinarily involve students and the next-generation. It will form the basis for setting up CrAFt student(-led) activities, delineating the concept and implementation process of the Think/Do Tanks, as well as further defining the key role within the project envisioned for a CrAFt Think/Do Tank Core Group of students. Following an approach of *learning by doing*[3] and *innovating by experimenting*[4], the model will be thoroughly put to the test in the coming three years. There will be opportunities to further refine it with feedback from the involved students, project partners and other stakeholders.

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[3] The concept of 'Learning by Doing' is widely accepted in education. It actually goes back to Aristotle and was at the the core of the pedagogical concept proposed by John Dewey, see Dewey, J. 'My Pedagogic Creed', in Dewey, J. (1940) Education Today, New York: Greenwood Press. D. Widely used in community work also today, see for instance DuFour, Richard; Rebecca DuFour; Robert Eaker; Thomas W. Many; Mike Mattos (2016). [Learning by Doing: A Handbook for Professional Learning Communities at Work](#) (Third ed.). Bloomington, IN: Solution Tree.

[4] 'Innovation by experimentation' (as opposed to 'innovation by planning') describes a core feature of research whereby 'trial and error' are considered a vital part of getting to a scientific outcome. It is also at the heart of design driven and practice-based artistic research (see for instance www.ca2re.eu). The UN Refugee Agency UNHCR describes why the agency has put innovation by experimentation at the heart of their work https://www.unhcr.org/innovation/why-theres-no-innovation-without-experimentation/.

There will be at least two moments for fine-tuning: halfway through the project and at project's end, as final evaluation. This will be integrated into two future project deliverables: D5.4 Regular Report on Next Generation CrAFt Think/Do Tank (Initial Version) and D5.6 Regular Report on Next Generation CrAFt Think/Do Tank (Final Version).[5]

1.3 Objectives and Expected Impact

The model of governance for the next generation CrAFt Think/Do Tank of students will contribute to the following objectives:

- Develop and safeguard the involvement of students from all areas, involving student STEAM Teams (see chapter 5) in all aspects of the CrAFt project to achieve a bottom-up involvement of the generation that will be tackling the challenges of the future.
- Create an inclusive next generation NEB Think/Do Tank of STEAM students and youth communities across European cities to inform the CrAFt project, all connected cities and initiatives, as well as European policy.
- Build long-term local capacity for engaging STEAM students and youth across disciplines in inclusive initiatives through design challenges, hackathons, case studies, and action research with local decision makers and stakeholders in the CrAFt Sandbox Cities and potentially beyond.
- Investigate potential scenarios within cities, through for instance dedicated local STEAM student initiatives, master theses, workshops, and pan-European online think tanks
- Connect city and industrial practices with knowledge-based research and education in all areas of study (STEAM).

The implementation of the governance model and the completion of other related project deliverables will contribute to the following expected impacts for CrAFt:[6]

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[5] D5.4 in M18 (month 18 of the project) and D5.6 in M36 (month 36 of the project).

[6] Other CrAFt project deliverables related to this model of governance are: D5.2 STEAM Teams Management Plan, D5.3 STEAM Teams Experiences (initial version), 5.4 Regular Report on Next Generation CrAFt Think/Do Tank (Initial Version), D5.5 STEAM Teams Experiences (final version), and D5.6 Regular Report on Next Generation CrAFt Think/Do Tank (Final Version). The overall impacts will be described in the D7.3 CrAFt M&E framework.

- Impact #2: Contribute to systemic transition towards climate neutrality within cities, based on aligned action around citizenship, citizen participation and co-creation.
- Impact #3: Contribute to the Mission on Climate-Neutral and Smart Cities, the NetZeroCities platform, the European Green Deal strategy, the New European Bauhaus initiative and the 2030 Agenda for Sustainable Development.
- Impact #4: Create the knowledge necessary to shape climate-neutral futures that are desirable and sustainable, attractive and inclusive, with long-term commitment, trust and buy-in from a broad spectrum of civic groups.

In total, the project aims to actively involve 30 universities and schools of arts and design and 100 students.

2. Methodology

The governance model, and the design principles on which it is based (chapter 2.1), has been developed under the expert lead of process designer Sanne Karssenberg (part of the ELIA team). It builds on existing practices of student engagement, student-led initiatives, interdisciplinary collaborations, participatory processes, international student platforms, and more. One example that served as inspiration for the model is ELIA's Agents of Transformation, a student driven international platform for systemic change through art and design, which connects to the NEB initiative and reaches out to policy makers.[7] And, at the city level, NTNU's Experts in Teamwork, a master's degree course focusing on the development of interdisciplinary teamwork skills.[8]

These existing practices among project partners were inventorised through interviews with experts from AUAS, CVUT, ELIA, NTNU, and UNIBO. A brainstorming session at the CrAFt project kick-off meeting in Trondheim, 13 May 2022, contributed to this as well. The governance model was further developed co-creatively through brainstorming and feedback sessions by the Steering Group WP5, led by ELIA. Additionally, the ELIA team also did a brainstorming and design session with strategy consultant Jasper Visser, who has a background in sustainable development and international relations with extensive experience in organisational transformation and community engagement processes.

This chapter identifies key principles and concepts that will guide student involvement throughout the CrAFt project. Later in the document more detail on their implementation will be provided.

2.1 Design Principles

The governance model strives to put into practice the European Commission's New European Bauhaus key principles:

Beautiful are the places, practices, and experiences that are:

- Enriching, inspired by art and culture, responding to needs beyond functionality.
- Sustainable, in harmony with nature, the environment, and our planet.

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[7] https://www.a-o-t.eu/
[8] https://www.ntnu.edu/eit

- Inclusive, encouraging a dialogue across cultures, disciplines, genders and ages.[9]

Additionally, the governance model is based on a set of design principles. In combination with the NEB principles, these will serve as a compass/check list for all student activities connected to CrAFt:

- Including a plurality of voices
- Student-driven (towards self-organisation, where possible)
- Practising interdisciplinary collaboration
- Reciprocity
- Learning by doing
- Experience over production/process over product
- Participation over observation
- Documentation of processes/reflection
- Innovation through experimentation
- Experimentation over execution

2.2 Key Concepts

2.2.1 Interdisciplinarity and STEAM: What Do We Mean?

Interdisciplinarity sits at the core of this governance model – it is a condition for all CrAFt student activities. Interdisciplinary work structures focus on the collaborative process and the many perspectives that are brought together, rather than on the creation of a product. Learning to collaborate, stepping outside of one's comfort zone, and learning to embrace the discomfort that might come about, are key elements for achieving the CrAFt objectives and ensuring a long term learning impact. It is in this learning, and therefore in the development of new skills for collaboration, that we can work towards more sustainable, inclusive and beautiful futures.

While inspired by the concept of STEAM (interdisciplinarity between **S**cience, **T**echnology, **E**ngineering, **A**rts, and **M**athematics), in CrAFt we broaden the original definition to include as many disciplines and perspectives as possible for tackling the issues at hand. This could mean that, for instance, law, biology, sociology, architecture, economy, planning or psychology students would be encouraged to be part of CrAFt's STEAM collaborative groups as well. This interdisciplinary approach applies to all student groups involved in CrAFt activities as set out in

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[9] https://europa.eu/new-european-bauhaus/index_en

chapter 4 of the governance model (e.g., the CrAFt Think/Do Tank Core Group, the Think/Do Tanks, and the student STEAM Teams).

Interdisciplinarity does not only happen between the students. Throughout the CrAFt project students will also collaborate with experts, citizens, industries, municipalities, cultural venues, policy makers, and more. In this way, they embed their work in the real world and learn to perceive the many sides of real issues in order to tackle them.

2.2.2 Student Think/Do Tank(s): General Definition

Within the CrAFt project, a Think/Do Tank is defined as **any collaborative, interdisciplinary (STEAM) student group**. While different types of Think/Do Tanks are included in this CrAFt governance model (see chapter 4 for detailed descriptions), all of these follow the same overall definition and are based on the same principles. All Think/Do Tanks will connect to the CrAFt thematic focus: harnessing the value of inclusiveness, aesthetics, and sustainability towards achieving climate-neutral cities.

The Think/Do Tanks strive towards continuous interaction between 'doing' (creating, intervening, taking action, piloting, etc.) and 'thinking' (envisioning, theorising, rationalising, etc.). In each activity they connect with one or more stakeholders and/or CrAFt partners in relation to the specific issue that is being tackled by the Think/Do Tank. To allow for maximum adaptability to different context and local circumstances, the format, scale, size, and output of the Think/Do Tanks are not fixed, rather, they shapeshift. That said, bearing in mind the design principles outlined in chapter 2.1 of the governance model is crucial. In the CrAFt project, Think/Do Tanks will most often be set up on a city level, but the project will also include national and international iterations, online and physical.[10]

The development of learning and training skills necessary to collaborate in an inclusive, participative manner is key for the functioning of the Think/Do Tanks. This is grounded in experience-based learning, experiment, and continuous iteration.[11] The interdisciplinary approach is also beneficial to this aim. It will bring to the table the knowledge and methods from many disciplines in which doing is in continuous interaction with thinking (e.g., engineering, urban design,

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[10] CrAFt's original scope is European, but the project welcomes Think/Do Tanks that are more broadly (even globally) connected, for instance, to the global Urban Transitions Mission within Mission Innovation 2.0.

[11] Learning theory developed by David Kolb, see full description in Andresen, Lee & Boud, David & Cohen, Ruth. (2000). Experience-based learning. 10.4324/9781003118299-22.

architecture, etc.). In the Think/Do Tanks, overarching reflection and knowledge sharing always come from practice that is embedded in the 'real' — in daily life. The new reflections and knowledge that will be produced in the Think/Do Tanks will float back into the CrAFt project, disseminated through project outputs, with a high potential for further multiplication, implementation, and follow-up research in the real world. In this way, the Think/Do Tanks will contribute to CrAFt's main purpose: the creation of actionable futures.

Methods enabling inclusive approaches to knowledge sharing will be explored and developed throughout the different Think/Do Tank sessions. Working towards inclusive cities means bringing multiple forms of knowledge and learning styles together. It means trying to find bridges that cross the boundaries of languages, in order to bring multiple stakeholders together (communities, students, professors, companies, municipalities). Alternative methods and models and the development of tools or formats for collaboration are key.

2.2.3 Role of Artistic Practice

The Think/Do Tanks can build on explorations of collaborative work models, methods, tools, and workshops that practice how to become more collective. This practice has become quite widespread in the field of the arts in past years. Examples can, for instance, be found in participatory and social design, community art, the development of new pedagogical models within arts education, and socially engaged art.[12] These methods are in line with the design principles: experimentation over execution and participation over observation. They also move beyond a limited, solution-minded approach (experience over production/process over product).

We envision that artistic practice students will steer (in collaboration with students from other disciplines) many Think/Do Tank sessions. artistic practice students will be encouraged to bring to the table the expertise and explorative approach from their discipline, to stimulate more inclusive collaborative models. Of course, in other fields there are explorations with new models as well. Bringing together students from different disciplines will enrich the formats and the process of collaborating.

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[12] There are countless examples of this type of work to be found worldwide. For CrAFt, we guide the reader for particular inspiration to the collection of contributions to the New European Bauhaus Co-Design phase, https://europa.eu/new-european-bauhaus/about/co-design-process-and-contributions_en

2.2.4 Open Format

Students can choose formats that are well known and well tested internationally, but also experimental, niche, or new formats. Depending on what the Think/Do Tank wants to explore, some examples of both online and in-person formats that could be implemented are as follows: a speculative design session around one of the topics, future cooking session, a diner pensant, a game to understand citizens' assemblies, a workshop following the principles of design anthropology, a future thinking lab, a debate, a symposium, a hackathon.[13]

2.2.5 Next Generation Contribution to the Entire CrAFt Project

All student activities in CrAFt – whether they be think/do tanks or curriculum-related STEAM Teams – will relate to the topics and questions that emerge in the CrAFt cities (sandbox cities and reference cities). With the Core Group of students acting as collector, reflector and mediator, all actors in the CrAFt Think/Do Tank governance model (see chapter 3) will be challenged to address real-time CrAFt questions as they arise in the cities. The Core Group will inventarise inquiries from the sandbox and reference cities, but will also pose questions itself, creating a catalogue of options for the think/do tanks. Student think/do tanks and STEAM Teams will be able to work with questions from this catalogue but will also be able to connect directly to city inquiries in their local context – these lines can be very short. Through an online platform, the feedback and outcomes from the STEAM teams and think/do tanks will be collected, as has been outlined in more detail in D5.2 STEAM Teams Management Plan. Subsequently, this input will be analysed by the Core Group.

As the next-generation reference group to the CrAFt consortium, the Core Group will fulfil the objective to 'investigate potential scenarios within cities, through for instance dedicated local STEAM student initiatives, master theses, workshops, and pan-European online think tanks'. The Core Group will be sharing their analyses, input and recommendations with the project's consortium partners and players within the CrAFt constellation for which this input might be valuable, such as the sandbox and reference cities. For instance, the Core Group might identify and share their advice regarding the most successful or replicable student think/do tank models that have been experimented with during the project, as well as

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[13] Diner pensant: a discussion format in which conversation about deep or complex issues is stimulated in a group dinner setting, with prepared questions on a previously selected topic. Future cooking session: communal cooking session with guided conversation on future related topics.

other relevant learnings from think/do tanks and STEAM teams. The Core Group will also participate in consortium-wide feedback loops, for instance with regard to the Sandbox Cities.

This approach is embedded in the Governance Model, as well as in D5.2, the STEAM Teams Management Plan, in agreement with the consortium partners.
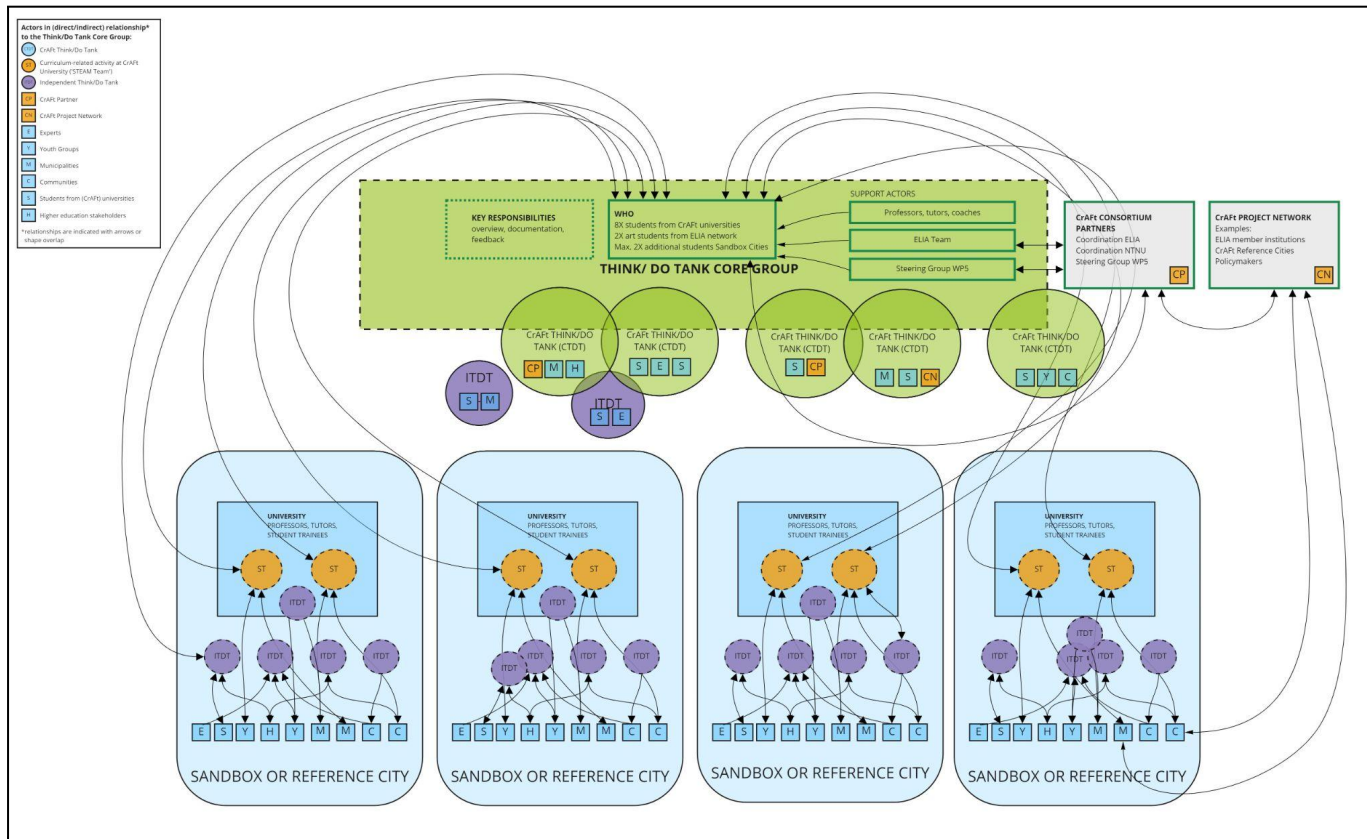
3. Governance Model Relationship Diagram[14]

Figure 1: Relationship Diagram

[14] The number of Think/Do Tanks and cities included in the relationship diagram is not representative of the real number that will be part of the project.

3.1 Introduction to the Relationship Diagram

The relationship diagram (above) is a first visual sketch of the governance model. The core aim of CrAFt is the starting point for this model – creating actionable futures for sustainable, beautiful, and inclusive cities. It further builds on the design principles (chapter 2.1), especially by integrating the next generation's agency through student-driven processes, and inclusivity by creating space for a plurality of voices. Furthermore, alignment to the other design principles leads to a model that requires a high level of **flexibility**, a key condition. Flexibility enables us not to stand in the way of self-organisation and bottom-up initiatives, and embrace the experimental elements of the Think/Do Tank concept. It also means adaptability to the many different contexts in which the CrAFt student activities are expected to take place.

This flexibility is achieved through layers of connectivity. The model foresees a number of centrally organised student initiatives, as well as a centralised body in the form of a Think/Do Tank Core Group. At the same time, its structure is porous, open, and shapeshifting; it allows for 'independent' initiatives to join CrAFt, embraces a multitude of forms and constellations of collaborations, and also gives students the agency to question and negotiate the structure itself.

The governance model envisions four main layers of connectivity. These layers are indicative and will sometimes overlap. The actors from all layers are described in detail in chapter four.

Layer One: Think/Do Tank Core Group

The first layer is most closely connected to CrAFt's central organisation: the Think/Do Tank Core Group. This interdisciplinary, international body of students maintains an overview of the many diverse student(-led) activities and collaborations within the project framework and facilitates the feedback processes. It functions as an umbrella over all CrAFt student activities, but also expands and shapeshifts in relation to other actors and the issues that are raised and tackled in the CrAFt Think/Do Tanks (the second layer). The Core Group is also the next generation reference group for the entire CrAFt project.[15]

Layer Two: CrAFt Think/Do Tanks of Students

The CrAFt Think/Do Tanks of students, while student-driven, are actively supported by the CrAFt consortium through finances and organisational assistance (they

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[15] The activities of the Core Group as reference group for the project fall into CrAFt work package 7: Project management and liaising.

can be considered 'official' project Think/Do Tanks). They are initiated by the Think/Do Tank Core Group in collaboration with CrAFt consortium partners. The CrAFt Think/Do Tanks are therefore connected to the Think/Do Tank Core Group from ideation to completion of the feedback loop.

Layer Three: Curriculum-Integrated Think/Do Tanks at CrAFt Partner Universities ('STEAM Teams')

This third layer is limited to think/do activities initiated by NTNU, UNIBO, CVUT, and AUAS. These initiatives connect to the project directly through the CrAFt partner institutions and to the Think/Do Tank Core Group by participating in the feedback loop. Additionally, three of the four universities are located within a CrAFt Sandbox City, also linking to that aspect of the project. These think/do activities are always integrated within the university curriculum. They will include some already existing and ongoing student initiatives.

Layer Four: Independent Think/Do Tanks

The fourth layer is composed of Independent Think/Do Tanks. This will include a large variety of student initiatives taking place in the CrAFt partner cities (the Sandbox and Reference Cities), but potentially expands even beyond that. Many different formats can be included here, whether curriculum-integrated or not, or even fully taking place outside of the universities' institutional framework. Examples of the latter could be Think/Do Tanks initiated by different stakeholders, or bottom-up student initiatives. The Independent Think/Do Tanks follow the definition of the Think/Do Tank as put forth in this governance model and feed their outcomes and/or reflections back to the Think/Do Tank Core Group, but are otherwise fully independent.

This form of co-creation takes its inspiration from the model of the NEB co-design phase, in which the Joint Research Centre reached out to stakeholders and citizens on behalf of the European Commission to actively contribute with examples, ideas, and challenges to the design of NEB.[16] Stakeholders and citizens were encouraged and supported in hosting their own events and gathering to discuss and brainstorm about the design of NEB. Similarly, CrAFt will encourage students to organise Independent Think/Do Tanks, potentially in collaboration with other stakeholders.

A recurring element for all four layers is participation in the feedback loop. While the Think/Do Tank Core Group facilitates the feedback processes, active

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[16]

https://europa.eu/new-european-bauhaus/about/co-design-process-and-contributions_en

contributions from all student initiatives taking place in layers two, three, and four are necessary for its success. Setting up the exact feedback processes for the Think/Do Tanks is one of the first action points for the Core Group, with support from the CrAFt partners, and will include forms of reporting, reflection, and documentation. The arrows and the shape overlaps in the diagram indicate the relationships between the different actors. Exchange and feedback is central to these relationships. The feedback processes will allow the CrAFt project to put the triple loop learning model into practice, ensuring continuous learning and further developing the governance model throughout the project.

4.   Actors in the Governance Model

The following paragraphs will elaborate on the various types of student groups and initiatives represented in the relationship diagram. They contain more details regarding agency, responsibilities, intertwining/overlap, and relationships between the involved actors. Some of these are already well-known and described in detail; others will evolve as the project continues.
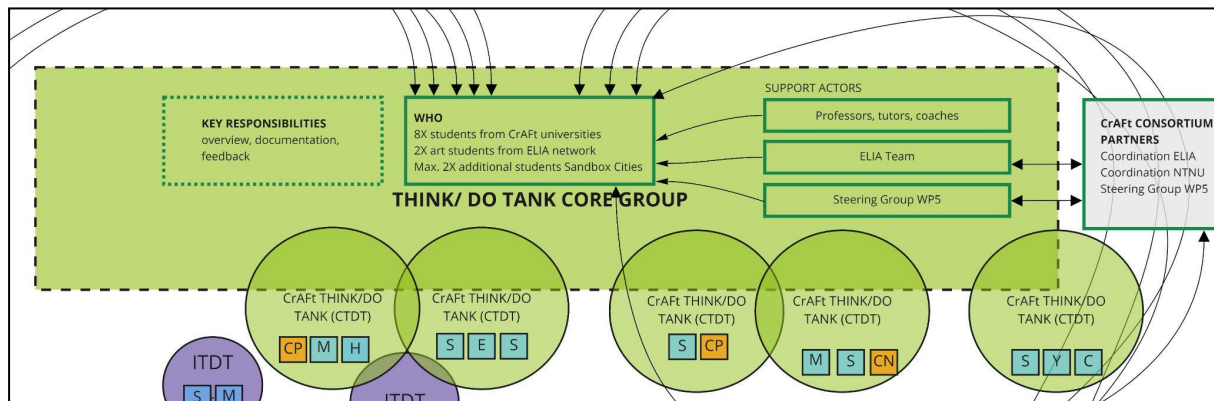
A) Think/Do Tank Core Group

Figure 2: Relationship Diagram, Think Do Tank Core Group

About

The Think/Do Tank Core Group functions as an international umbrella that keeps an overview of all the student activities within the CrAFt project. The Core Group functions independently from the curriculum of universities.

Composition

The Core Group is an interdisciplinary group of a minimum ten Bachelor's and/or Master's students. The group will consist of two representatives from each CrAFt partner university, a total of eight students. The CrAFt partner universities are NTNU, UNIBO, CVUT, and AUAS. Additionally, two artistic practice students selected from the ELIA network of arts universities and academies will join the Think/Do Tank Core Group. ELIA will recruit these students primarily from ELIA member institutions located in the Sandbox Cities and Trondheim (the cities where all CrAFt university partners are located).

Recruitment

To achieve inclusivity, recruitment will be done through an open call, spread among the partner universities. The consortium, represented in the Steering Group WP5, will act as the selection team. After the first selection round, the students in

the Think/Do Tank Core Group will also be involved in the selection process whenever members of the Core Group need to be replaced. The operational side of the recruitment procedure will be supported by the consortium partners.

Agency

All work is **student-driven**. The core team decides whether to bring stakeholders (such as professionals, policy makers, or companies) into their sessions, whom to invite, and when to invite them. After the initial selection, the Core Group is involved in the selection procedure of new Core Group members. As much as possible, matching the Core Group responsibilities will be a student-driven process, with some support by externals (see the section 'Support'). The Core Group works closely with the project team at ELIA in the completion of its task.

Responsibilities

The Core Group's main responsibility is maintaining an overview of all student Think/Do Tanks within the CrAFt project, gathering documentation and feedback from the different sessions. It is in charge of ensuring that the design principles are reflected in the Think/Do Tanks. The Core Group maintains a two-way connection between the Think/Do Tanks that take place and the overall aims and management of CrAFt (this includes facilitating the feedback loop and acting as a reference group for the project organisation). The extent and shape of this will differ depending on the layer of connection.

In the spirit of bringing together a diversity of perspectives the Core Group can propose topics for the Think/Do Tanks, for instance, from the research of the STEAM Teams, from communities/students at other schools (youth) they work with, from the CrAFt partners, or from the Sandbox and Reference Cities teams.

Additional responsibilities:

- Building a next generation, interdisciplinary international network
- Maintaining a multiplicity of perspectives; maintaining opportunities for exchange and dialogue with other project stakeholders
- Functioning as internal reference group for the CrAFt project, alongside a reference group of professionals
- Setting up an operating structure for the Core Group and processes for the fulfilment of its tasks (together with facilitators from NTNU/ELIA)
- Participating in the conceptualisation of CrAFt Think/Do Tanks and maintaining connections with them throughout their implementation

- Creating consistency and maintaining participation of (potentially changing) core team members over a period of three years[17]
- Regular meeting/exchanging with ELIA and NTNU to ensure consistency

Support

The Core Group has a central role in the functioning of the entire governance model sketched out in the relationship diagram. Support actors are needed for multiple facets of the work the students in this group are doing. These include:

1. Research/expertise about the field and project themes;
2. Organisation and facilitation (communications, producing events);
3. Conceptualisation of the CrAFt Think/Do Tanks;
4. Documentation, gathering feedback, and evaluation.

This support will often be provided by CrAFt project partners, mainly the project team of Think/Do Tank coordinating partner ELIA and the overall coordinator NTNU. Other partners will also be involved, mainly through the Steering Group WP5. The Core Group can, for instance, refer to the Digital Society School of AUAS for information, methods, and tools.[18] Experts, professors, tutors, and coaches can also be engaged with this aim; the Core Group takes the lead in inviting them (some resources might be allocated for this within the limit of the CrAFt budget). The aim is for the student Core Group to become self-organised as much as possible as the project develops.

Reciprocity/Compensation

The collaboration between the project and the students is based on reciprocity. Core group members are not expected to work for free. The students involved in the Core Group receive financial compensation. They will also gain visibility and build an international network.

International travel costs to visit the events they organise are compensated within the limits of the CrAFt project budget (for instance, not all Core Group members would attend all events). In-kind compensation is also possible. We envision that Core Group students will have the possibility to follow extracurricular courses (for free) or summer schools at participating universities, where possible and relevant.

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[17] The Core Group consists of students from multiple universities. Students from each university ensure there will always be representatives from their university by recruiting new students when they leave. The established group hands over/introduces new members to the work accomplished thus far.

[18] https://digitalsocietyschool.org/

They will also be able to take advantage of the ELIA online event offer for the duration of their involvement with CrAFt.
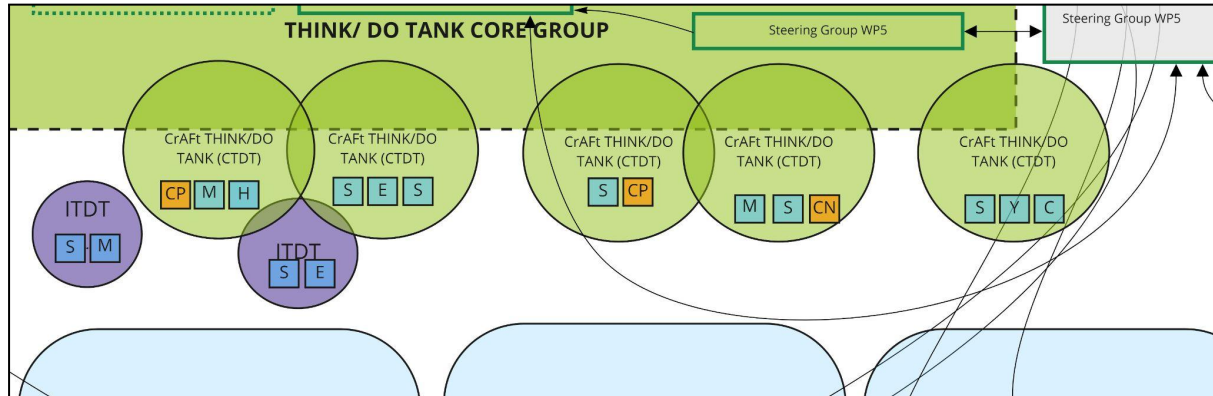
B) CrAFt Think/Do Tanks (CTDT)

Figure 3: Relationship Diagram, CrAFt Think/Do Tanks (CTDT)

About

The CrAFt Think/Do Tanks are led by the Think/Do Tank Core Group in collaboration with the project partners. These branded Think/Do Tanks will experiment with multiple formats of gatherings in order to allow different learning styles and embodied reflections to come to life. The activities can be online, in-person or hybrid, and locally rooted and/or internationally connected. Depending on the issue to tackle and the constellation of the group, the group can decide if they want to open up the Think/Do Tank to the public or keep it intimate and small. In the former case, the involved local actors might bring in their own communities as public, therefore stimulating engagement in the city.

The number of funded CrAFt Think/Do Tanks will be limited by the project budget; this will be further specified in a management plan. It is assumed there will be at least one CrAFt Think/Do Tank physically taking place at all four ELIA signature events planned during the project's timeframe, with locations including Helsinki (Finland), Évora (Portugal), and Manchester (United Kingdom).

Composition

The Core Group expands and shapeshifts, allowing the CrAFt Think/Do Tanks to form organising teams for the different iterations, depending on the topic and expert consultation that is needed. All CrAFt Think/Do Tanks will be co-organised by CrAFt partners and the Core Group. Co-organising also includes possibly reaching out to the network of the CrAFt partners (e.g., local or EU policymakers, professors, or industry experts). These partners of the extended CrAFt network can

be invited to join the organising team in conceptualising a CrAFt Think/Do Tank, or to join the CrAFt Think/Do Tank activity as experts. Students have the lead, but partners can ask to address a certain topic and will, in principle, host the activities.

Responsibilities

No matter the form or set-up, each CrAFt Think/Do Tank is responsible for reporting back to the Think/Do Tank Core Group and providing documentation of its activities (this could include a reflection on the collaborative process, feedback and stories from the Think/Do Tank experience, and optionally any outcomes or learnings from the activity).

C) Curriculum-Related Interdisciplinary Activities at the CrAFt Universities ('STEAM Teams') (ST)
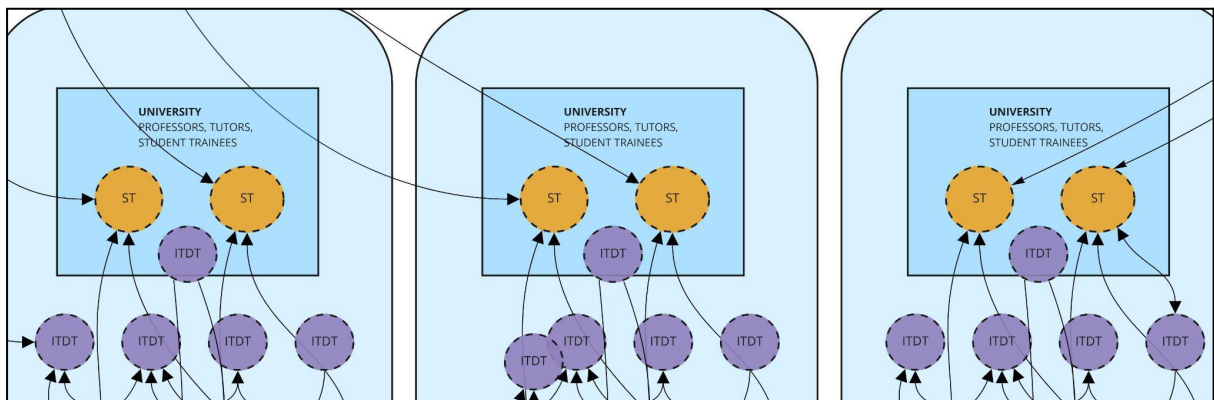

Figure 4: Relationship Diagram, CrAFt Think/Do Tanks (CTDT)

About

Every partner university initiates one or multiple **curriculum-related interdisciplinary activities at their university (hereafter called 'STEAM Teams')** as part of their BA or MA curriculum. In many cases, these activities already exist, however, they have not been connected nor reflected upon in a connected context. CrAFt offers this opportunity by bringing these activities into the CrAFt network. As STEAM Team work is already integral to the curriculum of partner universities, the partner universities have extensive knowledge, programmes, and experience in place to implement CrAFt objectives in their curricula. Doing this in multiple European cities and becoming part of the CrAFt platform will enhance exchange about interdisciplinary work models among professors and students.

Composition

The number of students is flexible. The students collaborating on a topic, are coming from different disciplines. The process is student-driven but facilitated by professors, tutors, or student trainees from the organising partner university. Students can choose their field of research or choose from topics that the university proposes. The STEAM Teams embed their practice in the city; they are the ones on the ground. In this sense, the learning experience entails many facets of the work, and the teams build close connections to the local student or youth communities, municipalities, companies, and other communities in the city. The internal learning process is as important as the in-depth understanding of the focus of research.

Responsibilities

No matter the form or set-up, each STEAM Team is responsible for reporting back to the Think/Do Tank Core Group and providing documentation of its activities. This could include a reflection on the collaborative process, feedback and stories from the Think/Do Tank experience, and (optionally) any outcomes or learnings from the activity.

Reciprocity/Compensation

The students receive academic credit by gaining ECTS for their work.[19] STEAM Teams are curriculum-integrated activities, set up as some kind of learning module or course at the universities, therefore the students' involvement is limited to the timeframe during which that module/course is scheduled.

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[19]

https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/european-credit-transfer-and-accumulation-system
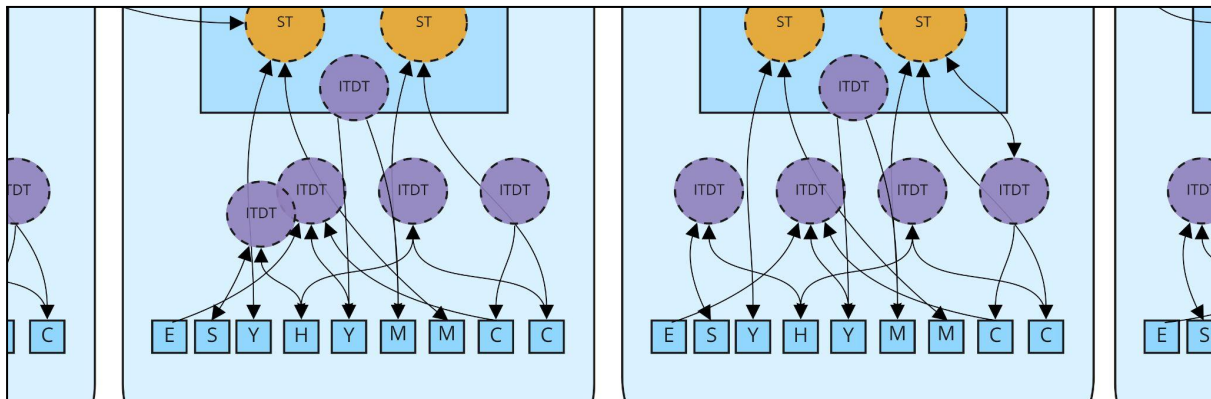
D) Independent Think/Do Tanks (ITDT)

Figure 5: Relationship Diagram, Independent Think/Do Tanks (ITDT)

About

These Independent Think/Do Tanks will mostly take place in cities (especially the CrAFt Sandbox and Reference Cities) but potentially can also be of regional, national or international nature. The Independent Think/Do Tank can take multiple forms. They can be a one-time dialogue but also a group that organises multiple activities over time. They can be seen as 'pop-up' activities where the outcome is uncertain but welcome. A promotional instrument will be created by the Core Group to advertise this form of engagement with the CrAFt project. These Think/Do Tanks are independent in the sense that they are not actively supported by the CrAFt consortium through finances and organisational assistance.

Composition

CrAFt functions as an open platform. Therefore, anyone (youth, cultural centres, policymakers, neighbourhood centres, community kitchens, or the industry) is welcome to organise an Independent Think/Do Tank for and with students and share the outcomes with the CrAFt community, as long as they align their work to the CrAFt objectives and refer to the key principles of the Think/Do Tanks (outlined in chapter 2.1).

This structure invites a multitude of voices, and aims to include and connect different perspectives on the issues to be tackled. It gives way for unexpected approaches, opinions, and perspectives to enter the field and invites creative forms of bringing people together. We envision the Independent Think/Do Tanks will develop into a growing network in continuous exchange with the Think/Do Tank Core Group. Actors from the Independent think/do tanks might be invited by the Core Group to participate in CrAFt think/do tanks, to join the conversion at an international level.

CrAFt partners are not excluded from organising an Independent Think/Do Tank; this would have to be a student initiative taking place outside of the university curriculum that does not fall within the definitions of actors A, B, or C.

Responsibilities

The Independent Think/Do Tanks have 100% agency, and (following a simple application procedure) are only responsible for sharing their activity as part of CrAFt, thereby participating in the feedback process that will be set up by the Think/Do Tank Core Group.
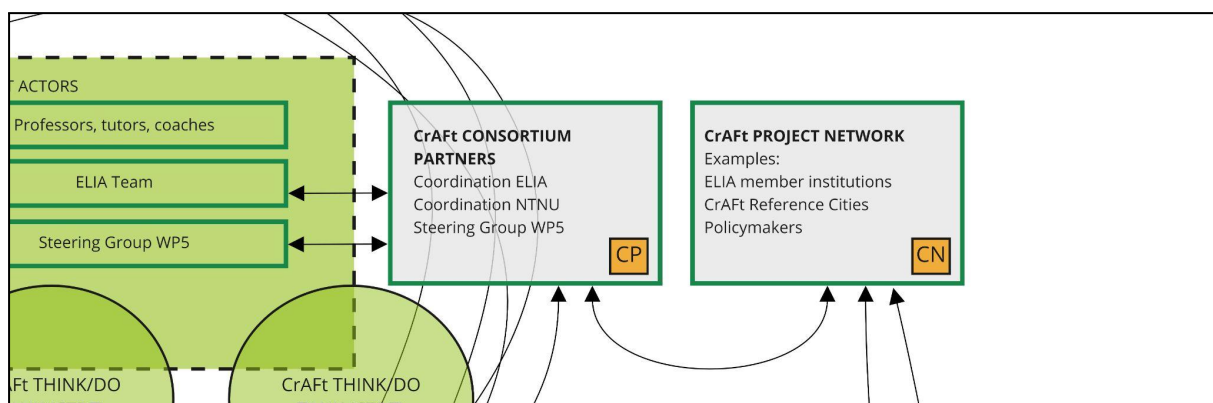
E) Other Actors

Figure 6: Relationship Diagram, Other Actors

CrAFt consortium partners

The Think/Do Tank Core Group maintains close ties with the CrAFt project's consortium partners, as they have a support function, but also the overall project responsibility. The most important actors in the framework of the Think/Do Tank governance model are:

- ELIA, coordinating partner of the project's work package 'Capacity building through students, schools and universities', under which the Think/Do Tanks fall;
- NTNU, overall project coordinator for CrAFt;
- Steering Group WP5, for student engagement in the CrAFt project, composed of representatives from ELIA and the four university partners: AUAS, CVUT, NTNU, UNIBO.

CrAFt project network

It is also possible for the Core Group and Think/Do Thanks to directly or indirectly access the project's broader network. This includes many different actors that are

related to the project one way or another, but not part of the project consortium, such as:

- The ELIA networks of 270 higher arts education institutions;
- Students at the CrAFt partner universities (e.g., student organisations and associations or overall student population);
- The three CrAFt Sandbox Cities and related stakeholders;
- The 70 CrAFt Reference Cities and related stakeholders;
- Policymakers (e.g., from the EU Climate-Neutral and Smart Cities Mission, NetZero Cities Platform, and New European Bauhaus).

Additional actors

Beyond the CrAFt project network, some actors can be identified, which don't have a direct pre-existing link to the project but could potentially become stakeholders. These actors would be involved in, or connected to the Think/Do Tanks as the project further evolves. This could include many different types of stakeholders, such as youth groups, experts, communities, higher education stakeholders, municipalities, cultural venues, citizens, and industries.

Some of the identified additional actors and project network actors are indicated as potential connections for the various types of Think/Do Tanks within the relationship diagram.

5. Next Steps

Looking ahead towards crafting the student engagement portion of CrAFt, next will be formulating the management plan for this entire portion of the next generation work (also known as 'STEAM Teams Management Plan'). This document is expected at the end of August 2022 and will include, but not be limited to, a detailed timeline, budget, and recruitment plan for the Think/Do Tank Core Group. It will also include an overview of curriculum-related interdisciplinary student activities taking place during the upcoming academic year at the CrAFt partner universities.

List of Acronyms

CTDT   CrAFt Think/Do Tank

ITDT   Independent Think/Do Tank

ST   'STEAM Team'

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