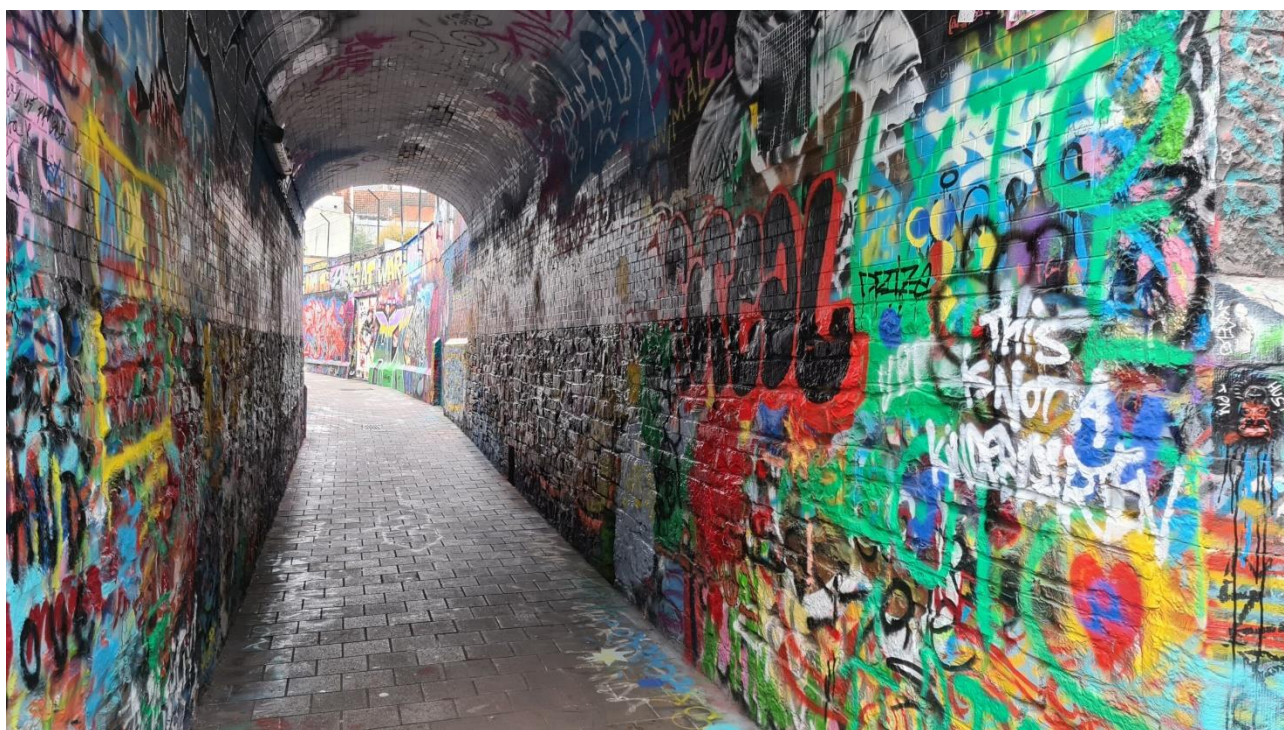


URGE handbook, snapshots from the application



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From past experience to present collaboration

Since 2016, partners in Copenhagen, Amsterdam, and Helsinki (together with Artevelde University of Applied Sciences, BE) have offered transnational social work education specializing in urban issues. Each fall, we offer a joint 30 ECTS semester, Social Work in Urban Areas, to 25-30 European social work students. The partners also collaborated in an Erasmus+ project from 2019-2022 (URBAN SOS, 2019-1-NL01-KA203-060543). In URGE we use some of the same analytical and theoretical framework that has been developed in URBAN SOS, especially by drawing on ideas and theories from human geography, anthropology, and philosophy, but as opposed to the URBAN SOS project, the URGE project directly addresses a need to renew our democracies, especially in relation to the effects of urbanization.

All URGE partners work with issues of urbanization. The URGE project complements existing initiatives by allowing cooperation across sectors. With its focus on sustainability, URGE is complementary to the educational sectors' more recent attention to its role in sustainable measures (e.g., through Green Campus policies, curricular activities, work with UN's Sustainable Development Goals etc.). However, as pointed out by those involved in the work: *"the challenge that presents itself when working with sustainability and tackling climate change is that the work demands a long-term, transformative and transdisciplinary perspective which is challenging the logic of education systems and their stringent delimitations of courses and disciplines."* (Madsen et. al. 2020). Despite the urgency of developing sustainable measures and practices, education must continue to emphasize central values such as critical reflection and participation/voice—and these are processes characterized by complexity and slowness. In URGE, we produce results that aim at advancing co-creation with stakeholders of new solutions to the challenges of sustainable urbanization while, through the protreptic method, maintaining respect for the complexity of developing new curricula that can support transformative learning and practice.

According to Alfredo Sfeir Younis it is *"... imperative to change the vision and mission of education. If not, very little transformation will actually happen. A lasting change in the mindset of educators and students is needed by practicing contemplative techniques."* (Younis 2020: xi). As a project developed in higher education and praxis, URGE is suitable for creating synergies between urban planning, social work, geography, philosophy, and political sciences as a way of sharing viewpoints, values, and ideas for sustainable, ethical collaboration. The project results offer the opportunity to welcome educators, students, practitioners, and citizens to share in dialogue around their views on the developing urban environments. Some of the questions that are addressed are normally discussed in more siloed settings. Examples are: how are things such as social infrastructure (libraries, parks, public or semi-public common gathering places) seen and valued? How are social and healthcare services provided? And are they seen as available to all citizens regardless of socioeconomic status, ability, or identity? According to philosopher Simone Weil (1952), a basic human need is the need for roots. Roots can be developed through participation in the development of local communities, including the deliberation of questions like those above.

The project results produced in work packages 3 (teaching materials) and 4 (VISION, a new social work method) can easily be used in other educational sectors, such as adult and youth education, and vocational training (VET) of people who will be, or are already, working as technicians or artisans in contexts that involve vulnerable urban populations. Thus, in each city, the partners will make a special effort of promoting the project, and its results, to colleagues working in other educational and praxis sectors. Therefore, in the joint dissemination plan (which is a part of the project management work package), each partner will contribute with a local plan for creating synergies across sectors. This is important because from previous

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research, we know that a ‘co-creation by design’ approach to urban renewal and development is key in creating socially, economically, and environmentally sustainable cities.

Why are we doing this project?

The needs addressed by the URGE-project

Research shows a need to renew our democracies, especially in relation to effects of urbanization. According to studies, citizens across the European urban landscape experience a democratic deficit and lack of trust in institutions (Tortzen 2020, Rosa 2013). Different forms of citizen-based initiatives have been promoted in the last decade. Our motivation for integrating a protreptic discourse into urban social work is directly related to the need for new communicative spaces—spaces that are designed to accommodate what could be called the ‘frictions of inclusion.’

Including more voices in urban planning is the alpha and omega for producing more socially and economically sustainable cities. Urban changes always profit some and trouble others. Thus, even the most incremental and participatory process of transformation can be disrupted by competing needs and interests. From our own research and collaboration with work field partners, as well as from our collaboration with partners across Europe, we have identified a need for clarifying what sustainability even means for social workers. Inspired by Jane Addams, we see ethics and sustainability as deeply intertwined. A socially diverse city, with space for the marginalized and vulnerable citizens as well as the wealthy and resourceful, is a place where humanity and democracy can thrive. As Addams put it, it is necessary to “*at least see the size of each other’s burdens*” to have a democratic society (Addams 1902). Without contact with people who are different from us, we are at risk of living in segregated and conflicting urban spaces.

Today, facing a global climate crisis and extreme urbanization, we need to revisit our understanding of what constitutes a sustainable urban community and ask: what is the role of social workers in creating and sustaining them? In his book “*Building and Dwelling. Ethics for the City*” (2018), urbanist Richard Sennett discusses the climate crisis and asks: “Can the city build its way out of such crises?” (p. 268). The answer is complex, but, clearly, building must be supplemented by cooperation and conversations. Yet, conversation and decision making in urban development is often polarized and conflict ridden. Many different perspectives, interests and power positions collide.

Dialogue is under pressure, in part due to the extreme acceleration of our time that has led to a deficit in ethical articulations of societal development (Rosa 2013). Furthermore, the need for educational and curriculum development within urban ethics and sustainability is directly linked to the individualization of social problems. In their curriculum, social work educations have also become focused on the individual instead of the common, both when it comes to problem analysis and intervention. Yet, the urban development we face calls for an educational focus on common issues and solutions that can build up the sustainability competencies of students. URGE addresses all the mentioned issues and challenges.

How did we identify these needs?

The needs have been identified through existing collaborations and teaching mobilities carried out between the five higher education partners between 2016-2022. Here, we have identified not only our common interest in urban issues, ethics, sustainability, and advocacy, but also the potential of developing our curriculums through a close collaboration between educational institutions and social work organizations from very different parts of Europe. Through our collaboration, it has become clear that the existing

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partnerships will benefit much by including work field partners who are all involved in urban social work. While most of the urban challenges facing the five URGE partner cities have a global character (e.g., poor access to affordable housing, a democratic deficit in urban decision making), the ways in which we deal with them are very local. We see an imminent need to learn from each other and develop a common approach to urban social problems; an approach that is as relevant in social work as well as in civil society responses to urbanization.

In our previous research, we have identified the following concrete needs addressed by URGE:

1. Professionals and service users find that it is difficult to navigate systems that are in place to support them, in the most complex cases, vulnerable urban populations relinquish help from public sector services (Rauhala et.al. 2022).
2. The most vulnerable people feel neglected, alienated, and powerless in their urban spaces (Minet et.al. 2022).
3. Frontline social workers experience their knowledge not being employed in policy development, decision making, and planning of initiatives to combat urban social problems. They point to a lack of communication between decisionmakers and professionals who are knowledgeable about the needs of the urban vulnerable (Rauhala et. al. 2022, Vinther Nielsen & Høvids 2023).

Based on the needs analysis, we have identified two overall and interrelated needs. First, there is a need for a new type of collaboration between actors that have hitherto not collaborated, for example, architects, urban planners, designers, welfare professionals, and service users. Second, there is a need to strengthen and renew traditional social work methods such as advocacy and communication, including the ways in which these are taught and trained in social work education, in ways which:

- Allow future social workers to become agents of change for sustainable cities by becoming better at collaborating with, and influencing, policy- and decisionmakers.
- Allow future social workers to integrate their firsthand knowledge about the lives and needs of the vulnerable urban populations in such collaborations.
- Allow future social worker to become knowledgeable about the social and economic dimensions of sustainability so they can contribute to a better environment and egalitarian fight against climate change thus avoiding that sustainability becomes a matter only for the more affluent citizens.

In the URGE project, these needs are addressed directly through the production of project results. Using research-based knowledge, we develop teaching materials and methods that can train students to become agents of change. Furthermore, the VISION concept (work package 4) can start and facilitate democratic, action-oriented, dialogue-based conversations about individual and collective perspectives on, and needs in, urban development, collaboration, and decision-making.

A key focus of the educational partners in URGE is to formulate explicit and well-defined purposes to complement the results, including formulating the scaffolding measures to support the use of the results in educational activities. The training seminars and network created in the project (work package 5) will further sustain the implementation of our results in social work education and work field practice.

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The URGE-project and Erasmus+ priorities

The policy priorities in URGE

In the Erasmus+ application system, all projects are connected to the so called horizontal priorities (i.e., European policy priorities across sectors, countries, and projects). The priorities can be useful to know as they inform the different work packages.

The priorities addressed in URGE are:

- Common values, civic engagement and participation;
- Stimulating innovative learning and teaching practices;
- and Environment and fight against climate change.

The project addresses these priorities through its focus on sustainability, values, and advocacy. It promotes the idea that social work is ethically bound by a responsibility to take active part in producing sustainable communities (IASSW 2020). Inspired by the agenda of EU's New European Bauhaus Initiative—Beautiful, sustainable, together—URGE focuses on developing educational materials and innovative methods to improve teaching and training of future and current professionals to enhance their competences to become agents of change.

Social Work and urban sustainability

The project shares the concern promoted by UN-Habitat that we are facing a global environmental crisis, which to a large extent is related to new waves of urbanization. Historically, social work has addressed urbanization, community resilience, and sustainability, for example, by working for economic redistribution and giving voice to the unheard. Yet, as European social policy has turned from a society/community focus to an individual/family focus, the curricular focus on common values and sustainability has become sporadic. Thus, the ability of educators to implement a more holistic understanding of urban sustainability in the European social work curriculum is impaired. The questions we address through research and development activities are: What are the social dimensions of sustainability, and how are these linked to economic and environmental sustainability? What are the values the social work profession must promote to produce sustainable cities?

The project addresses the mentioned priorities by supporting the practical doing of social work advocacy through development and production of research informed education and educational materials that consider the social, economic, environmental, and communicative aspects of urban sustainability and development.

With the deindustrialization of European cities comes a widespread commercialization and marketization of the urban landscape. Vulnerable citizens who are not included in coproducing the city are being pushed to the margins, both geographically and in the form of marginalization and discrimination. At the same time, both welfare professionals and vulnerable urban populations lack access to the communicative spaces where decisions about urban planning and development are being made. Thus, we need to develop both knowledge about urban sustainability and more inclusive and participatory communicative spaces concerned with urban planning and development.

To address these needs, the project will build on empirical data (ethnographic research carried out in work package 2) that leads to the production of innovative educational methods and materials (work package 3),

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and the development of a new communicative concept and method (work package 4). Finally, these results are used in a series of training courses for peers. The courses will enhance skills in teaching about urban sustainability while also sustaining implementation of project results (work package 5).

Why were these priorities selected?

Our motivation is related to general changes in European urban development. The very different welfare states developed in the 1900's became a main resource in tackling urban poverty and conflicts. The term 'welfare cities' has been used to describe how the public sector planned, and sometimes built, its way out of urban social problems such as poor housing, health, and infrastructure. However, today we face a different situation. The private sector is a powerful player in urban development, and we observe a transition from welfare cities towards 'wealth cities' (Bärnheim et.al 2020).

Too often, the public is not coproducing cities (Sennett 2018). At the same time, urban social problems such as poverty, loneliness, substance abuse, etc. are dealt with as individual problems rather than as expressions of structural injustice. Thus, we face an ethical challenge in the development of cities. Such issues are directly addressed by institutions of social work. In their Social Work & Social Development Framework for 2020-2030, the International Federation of Social Workers state: *"Social work and social development practitioners and educators have an essential role to connect people, communities and systems; to codesign and co-build sustainable communities and to promote inclusive social transformation."*

From ethnographic research carried out in four European cities (URBAN SOS, 2019-1-NL01-KA203-060543), we have identified social workers' lack of access to communicative spaces where decisions about urban development are being made. In a research interview with social workers, an interviewee summarized the experience by saying: *"The only thing that challenges our work-satisfaction is the experience that our knowledge about the target groups' needs, is something we carry with us home. In the end, we just sleep on it."* For social workers, who are ethically bound by the mandate to strengthen inclusive, sustainable communities (IASSW, 2018), this is a genuine problem. We are motivated by the opportunity to address this directly through the project results we produce.

The project supports the involved educational partners in teaching and training future professionals to plan sustainable interventions and solutions, especially the ethical dimensions of such planning. A key ethical dimension of sustainability is the participation of less vocal urban populations in planning and development. Therefore, we must strengthen social workers' ability to advocate on behalf of, and with, vulnerable urban populations when decisions are being made. From research (Brennan et.al., 2017; Checker 2011), we know that having a voice in processes of change is a major part of creating social sustainability. With the URGE project, we engage in an articulation of how to achieve, and educate about, the ethical and sustainable city in the 21st century.

Priorities, values, and ethics in URGE: remarks on protreptic

'Common values, civic engagement and participation' is a main priority of the project. It has a general interest in promoting how social workers can use their knowledge about—and give voice to—people in vulnerable positions by creating spaces for a value-based dimension to conversations about sustainability and urban planning. We work with a joint approach to research, management, communication, and production of results: Protreptic. It means to 'urge' or 'turn' someone towards the essential values of life: 'the good,' 'the just,' 'the true,' 'the beautiful,' and 'freedom.' In doing so, you liberate yourself by reflecting on basic values (Kirkeby 2009).

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A protreptic dialogue offers a space where people in different power positions meet and participate on equal ground. In social work, a similar focus on liberation and dialogue versus anti-dialogue can be found in the work of Paulo Freire (1970). We use Kirkeby and Freire's directions for action in dialogue to facilitate value based dialogues about urban development amongst social work students, teachers, and practitioners, as well as service users and key actors in urban development. The main objective of the project is to train social work students and professionals to become agents of change for sustainable cities. This directly addresses the priority of 'Stimulating innovative learning and teaching practice.'

In the work packages, the knowledge and competences of each partner are utilized to achieve the specific objectives: to produce knowledge, teaching materials and communication tools that will bring pan-European inspiration to local settings. The results from the work packages—research-based cases (WP 2), a game and collection of digital materials (WP 3), a communication concept and handbook called VISION (WP 4), and a series of competence development activities for peers (WP 5)—will enable educators and practitioners to enhance their focus on participation, sustainability, ethics, and common values in urban social work. Although not through a 'hard-science' tradition, the project also addresses the horizontal priority of 'Environment and fight against climate change'. Given the interest in social work for people and their rights, a natural approach to sustainability in this profession goes through its social and economic dimensions. The project is aligned with The New European Bauhaus Initiative, which points out that the development of a sustainable future is also about creating *"places, practices and experiences that are (...) inclusive, encouraging a dialogue across cultures, disciplines, genders and ages."* Furthermore, seen from a holistic perspective, the social and economic dimensions of sustainability are inextricably linked with the environmental dimension, so when we educate to have a focus on sustainability as a natural part of one's professionalism and to see oneself as a potential agent of change in relation to sustainable cities, all three dimensions will benefit.

The sustainability agenda does not occupy much space in the training of future social workers, which is one of the things that this project wants to change. It develops new and innovative ways of teaching, training, and practicing social work advocacy in combining concepts from philosophy with knowledge about sustainability and urban planning. Philosophy and virtue ethics are not new to social work; looking at social work as a practice that can be done virtuously has been described in-depth (Addams 1902, Webb 2010, Pawar et.al. 2017). But the practical way of teaching, training, and practicing virtues of social work advocacy through the principles of protreptic is completely new as it creates an open dialogue for people to become involved in defining socially, economically, and environmentally sustainable communities.

New protreptic has mainly been used in management (Kirkeby 2009). In this project, we transfer the approach to contexts of participation and civic engagement in different contexts: education and urban development. Because of its ability to promote dialogue concerned with 'the common good,' protreptics is an alternative to unsustainable urban development. In its essence, protreptic promotes a communication paradigm of "we-thinking" rather than "me-thinking." The idea of the common good dates to Aristotle but, because it promotes political and social justice, accountability, and civic mindedness to help achieve collective prosperity, it continues to be central to sustainability and well-being in society. The project is also innovative because it gives voice to people who are not usually heard when it comes to sustainability, creating a possibility to learn from new perspectives. We also bring together actors who, currently, rarely collaborate, for example, policy makers, urban planners, citizens, welfare professionals, and private sector representatives to articulate and discuss the ethical dimension of the current development in our cities.

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What are we doing? The work packages.

Work packages—outputs and implementation:

URGE provides participants with rigorous new knowledge, including new collaboration and communication practices, all of which support our firm belief that education is the vehicle to realization of sustainability values among social workers. The general objective of the project is to enable future and current social workers to become agents of change in relation to inclusive and sustainable urban communities. We achieve the general objective through the specific objectives and results in Work Package (WP) 2-5.

WP2: Giving voice: a collection of qualitative data material concerned with urban sustainability and ethics

The objective is to identify values related to urban development among three target groups: work field and associated partners, service users, and public servants and decision makers. This knowledge will inform and qualify the content of the remaining work packages (WP 3-5) by providing insights into the experiences and values of these target groups. The research will focus on understanding the experiences of vulnerable people with regards to sustainability and identifying conflicts and values within urban communities. The findings will inform the concept for dialogue, teaching methods and materials, and competence development activities.

The specific objective is to identify values in urban development among three of the projects target groups: work field and associated partners, service users, and public servants and decision makers (primarily from the projects' work field and associated partners). The findings inform the concept for dialogue in WP 4, the teaching methods and materials in WP 3, and the competence development activities in WP 5. As such, the objective of WP 2 is to inform and qualify the content of results in the remaining WP's. The research will focus on:

- Understanding and documenting how vulnerable people experience urban daily life especially with regards to their ideas about sustainability (socially, economically, and environmentally).
- Identify conflicts within urban communities and understand the values behind these conflicts.

The main result is a collection of qualitative, ethnographic data material from the partner cities. As per the expertise of the work field partners, each city has a specific research focus: urban homelessness and drug users in public spaces (SL, DK), inclusion of people with severe disabilities in urban areas (FR), immigration and intercultural families in urban areas (FI), and codesign processes in urban development (NL).

You can find more a specific description of this work package on p. 61-70 in the original application.

WP 3: Educating agents of change: the URGE collaborative dilemma game and digital teaching materials collection

The results in WP 3 sustain new spaces for learning about urban ethics and sustainability. We assess the achievement of the general objective by using the quantitative indicators of WP 3, saying that the game is implemented across a minimum 5 semesters of social work education and used in all participating work field organizations. The films and podcasts support the general objective by giving voice to vulnerable urban populations, either directly through their participation in the materials, or indirectly through storytelling. We assess the achievement of the general objective by using the quantitative indicators of WP 3 ensuring that the digital materials are implemented across a minimum 5 semesters of social work education.

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The specific objective is to develop teaching materials that promote the knowledge, skills, and competences students need to become agents of change for sustainable cities. We will develop and produce 1) an analogue collaborative dilemma game designed to facilitate solution centered conversations about urban ethics and sustainability. It is intended to help players to become more conversant in the ethical dimensions of urban development and the role of social work advocacy herein and 2) a collection of high quality open-source digital materials that can be used in social work education concerned with sustainable urban development.

The game contributes to the general objective of the project, because playing a game is a way to start conversations that people would not otherwise have had. As such, a game can work as an incubator for inclusion, promotion equality, and nondiscrimination. Working from game designer Jane McGonigal's argument that we can transform the engagement invested in gaming into solving real-life social problems through 'gamification' (Mcgonigal, 2011), we develop a game that can facilitate solution centered conversations. Gamification is a term used to describe the use of games in a non-gaming context, such as education or change management in organizations (Zainuddin et.al. 2020). The purpose is to facilitate and promote participation and engagement. The game contributes to the projects' objective of 'Stimulating innovative learning and teaching practice.'

The digital materials consist of podcasts and explainer films supported by a thorough scaffolding. Materials such as podcasts and explainer films are suitable for supporting education in some of the more philosophical and methodological topics of the project (e.g., the transition from 'welfare cities' towards 'wealth cities;' protreptic as a tool in social work; advocacy as a social work method; social sustainability and its interconnection with economic and environmental sustainability).

You can find a more specific description of this work package on p. 71-82 in the original application.

WP 4: VISION—a concept for protreptic dialogue on sustainable and inclusive urban development

The specific objective of this work package is to develop and test how protreptics can be used as a method in teaching and in advocacy to stimulate value-based conversations about sustainable cities and help social workers to become agents of change. We call the concept VISION (Virtues of Social Work in the Urban Age).

VISION can be used both as an educational method to develop the competencies of advocacy and communal dialogue for social work students, and as a communication concept that can be used in social work practice in different urban planning and development processes. VISION can be used to strengthen the common dialogue between different positions of social work and urban planning that are not usually talking together in urban planning processes. The concept will be described in a handbook, along with guidelines for the facilitation of dialogue.

This work package contributes to the general objectives of the project because this form of dialogue directly promotes alternative forms of conversations, participation, and inclusion in the classroom as well as in urban planning processes in the public sphere. The development of the concept will also contribute to the general objectives through the cultivation of spaces for dialogue between different stakeholders and in social work education. Since the concept will be tested in different contexts and among different stakeholders involved in urban planning (e.g., public servants and decision makers, social workers, and relevant citizens) it contributes to the general objective by stimulating an ethically and value-based

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conversation about sustainable and inclusive cities. In the classroom, the specific objective of a protreptic dialogue is to train skills and competences that are essential for social work advocacy (e.g., clarity, knowledge, and courage) for social workers to engage in public discussion and become agents of change.

The main result is a handbook that will describe the concept of participatory protreptic dialogue and give guidelines for the facilitation of the protreptic dialogue in contexts related to the following target groups:

- Education/students
- Educators
- Social workers (and other welfare professionals) and stakeholders in urban development
- Vulnerable urban populations

The concept is based on the knowledge gained in the research process of WP 2. The material is designed so it can be integrated into existing curriculums. For students and educators, the result is a research informed concept and methodology for teaching in social work advocacy based on protreptics and knowledge about sustainability and urban planning. For social workers and stakeholders in urban development the result is a concept that can be used in creating new communicative spaces. As described in the needs section, co-creation in urban development is stalling—in many cases simply due to a lack of communicative spaces where fieldworkers meet planners and decision makers. In this work package we produce a concept that addresses this missing space. The local work field partners will implement the concept in their organizational contexts. For vulnerable urban populations, the result is a possibility of participation and the chance of being heard. Protrepic conversations are about sparking ideas that have not yet arisen, thereby allowing us to identify actions within our reach. As there are no right or wrong answers, everyone can participate on their own terms, which creates a sense of empowerment.

VISION can be used by social workers in two ways: It can be used by social workers working with vulnerable populations thereby concretizing the inputs from social workers to policy- makers and planners, or it can be used for direct participation by bringing workers into communicative spaces alongside planners and decision makers.

You can find a more specific description of this work package on p. 83-95 in the original application.

WP 5: Sustainable URGE Networks—impact seminars for future agents of change

The main result is competence development. Educators and social work professionals learn to utilize the project's methods and materials. By participating in the seminars, they are supported in incorporating the methods and materials into their teaching, curriculum development or professional practice; people are educated to become key actors in implementing the results.

The specific objective of this work package is 1) to train educators in using the methods and materials developed in the project in their teaching and curriculum development and 2) to train social work professionals in using the methods and materials to become agents of change.

We develop, arrange, and hold two seminars for teachers and professionals who are not directly involved in the project. From research concerned with result implementation (e.g., Abu-Rish Blakeney et.al. 2021), we know that training activities are key to implementation. The purpose of WP 5 is to sustain the

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implementation of the VISION concept in WP 4 and materials in WP 3. Thus, WP 5 directly contributes to the general objectives of the project by implementing project results intended to ‘Stimulating innovative learning and teaching practice’ and sustain deliberations about ‘Common values, civic engagement and participation’ in relation to urban development.

As shown in the needs section, such activities directly address the need for education, which sustains future social workers in becoming agents of change and develop their competences in advocating for and co-producing sustainable urban communities. WP 5 addresses the priority of environment and fight for climate change by urging participants to turn towards their essential values and act accordingly.

During the seminars, we focus on ways in which participants can implement the VISION method and concept while simultaneously building sustainable cooperation across the participating cities and partners. Additionally, emphasis is placed on fostering interdisciplinary collaboration and promoting the exchange of knowledge and expertise between the participating cities and partners.

Finally, as the seminars are designed to train participants in utilizing the project results, they become ‘ambassadors’ of the project results in their collaboration with NGOs, communities, municipalities, and other stakeholders from outside the project.

The main results of this work package are two seminars for colleagues—not otherwise involved in the URGE project—from the partner institutions. The two workshop-based seminars will be held during the project period. The first will be held after the results of WP 2 are produced. The second will be held approximately 6 months prior to the end of the project.

The results of the first training will be:

- o Creating familiarity with the project and the challenges it addresses through sharing results from our research.

- o Inviting work field partners and local stakeholders to share more concrete examples of the problem analysis—through

visits to their organizations and work fields and through presentations.

- o Build professional pan-European relations and networks that reach wider than the people assigned to the project.

The results of the second training will be:

- o A pilot testing of the materials produced in WP 3 and 4. Participants will become ‘students’ in a three-day program that will

test the materials and concepts. The goal is to 1) exemplary show the ways in which the materials and concepts can be implemented in teaching activities thereby contributing to the wider development of sustainability competences and sustainability awareness among staff members and students alike, and 2) further their familiarity with the project.

- o Testing the materials and concepts with peers allows us to get thorough feedback and become aware of weaknesses or challenges in the materials that may prevent its implementation in the participating

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organizations. This allows us to adjust the materials and implementation activities in the last stage of the project.

o A genuine dialogue about implementation in future curriculum in the different local settings before the project ends. Overall, the result of WP 5 is to create communities of practice and doing and support both local and pan-European relations and networks, which reach wider than the people assigned to the project.

You can find a more specific description of this work package on p. 96-105 in the original application.

Short presentation of the participating organizations:

Københavns Professionshøjskole

University College Copenhagen (KP), the applicant organization, is the largest university college in Denmark. KP offer bachelor's degree programs, academy profession degree programs, postgraduate studies and conduct applied research and development activities in welfare-sector subjects such as pedagogy, health, rehabilitation, welfare technology, management, teaching, and social work. KP also educate nurses, physiotherapists, psychomotor therapists, sign language interpreters and textile and handicraft designers. More than 20,000 students are currently enrolled, and around 2000 staff members are working here.

The Homeless Unit

The Homeless Unit (HU) is a specialized unit under the Social Services Administration, Municipality of Copenhagen. The municipality of Copenhagen consists of its supreme body, the city council, which is followed by seven politically governed standing committees. The city has seven administrations, each of which serve the standing committees. As a specialized unit, HU handles case processing and support measures for homeless people and victims of domestic violence. There are 23 outreach workers employed in the unit. They work through outreach work in the streets and at the city's shelter facilities. Their main objective is to support homeless people to a more permanent housing situation. In addition, the unit handles case processing for the vulnerable urban population in temporary housing (e.g., couch surfers and people in shelters), assisted housing, rough sleepers etc. There are approximately 75 case workers employed in the unit. In total, the Social Services Administration has approximately 1.900 employees, and 130 of them are employed in the HU. Besides supporting and helping the target group, the development objective of HU is to reduce homelessness in Copenhagen. For that, HU work in accordance with the local and national strategies. In URGE, HU's 23 outreach workers will be involved. As outreach workers assigned to each their specific smaller area of Copenhagen, they have a unique and in-dept knowledge about the ways in which urban development and changes affect socially vulnerable citizens.

Metropolia

Metropolia is Finland's largest University of Applied Sciences with 16.500 students and 1.000 staff members. It is one of the 23 universities of applied sciences in Finland administered by Ministry of Education and Culture. In 2020 Metropolia had more than 2680 Bachelor's graduates and 485 Master's graduates in 57 degree programmes in Finnish and 11 in English. In addition, Metropolia provides open University of Applied Sciences studies, summer courses and courses preparing immigrants for UAS.

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Familia

Familia ry was founded in 1988 and is a national expert organization of intercultural families. Familia supports the wellbeing of intercultural families by offering peer support and volunteer activities, information, and advice. Organization also aims at making improvements in the social and legal systems, so that the needs of intercultural and multilingual families and Finns would be better met. Familia's mission is to promote the well-being and improve the quality of life of intercultural families and their family members living in Finland. They raise awareness about the special characteristics and needs of intercultural families in our society. They support and develop structures for an equal and multicultural Finnish society. Familia acts as an advocate for intercultural families and seeks to influence decision-making processes that have an influence over them. There are 13 paid staff members in the organization. Familia ry. has a long history of participating in advocacy work and is represented in the membership of the larger immigrant board with access to key stakeholders and policymakers. They have knowledge related to how life in the city has affected immigrants and intercultural families specifically and is able to be a 'critical friend' in terms of offering both the organization and their service user's perspectives from the 'real world' on such topics as how systems and policies are affecting them concretely.

Amsterdam University of Applied Sciences

Amsterdam University of Applied Sciences (AUAS) is a knowledge institution offering a broad range of professional education programs to a diverse mix of students, enabling them to fully develop their talent and independently practice their chosen professions at a high level. By connecting education and applied research, the AUAS enables innovation in the professional sector and community in, and around, the city of Amsterdam. This bustling cosmopolitan city, and capital of the Netherlands, is home to people from 180 nations and English is widely spoken. The AUAS consists of seven faculties. We have a total of 45,797 students and offer 96 bachelor's, master's and associate degree programs. We are one of the biggest employers in the field of higher education, and in Amsterdam, with some 4,077 staff members.

DesignArbeid

DesignArbeid focuses on social issues and how these issues can be addressed in the public spaces through art. Our objective is to reflect on how we (as members of society) can maintain and improve our living conditions in the city. What concrete steps can individuals take to influence their surroundings, and what kind of contribution can new media, technology, and art make in this respect? DesignArbeid attempts to stimulate "design thinking" in neighborhoods and communities. The residents' quality of life always comes first in each of the projects undertaken. Art is used to reflect on the maintenance of a livable cities, whereby the art spaces facilitate a communicative space for local citizens. DesignArbeid developed two types of methods for their projects: 1) research practices and 2) design practices. Within research practices, DesignArbeid investigates how – in the public domain – space can be created for meaningful encounters and the exchange of ideas and realities. DesignArbeid uses artistic action research as a method for gathering and developing knowledge. The public is challenged in performances, interventions, and long-term projects. The findings and reflections on the processes contribute to the development of knowledge about encounters, participation, and involvement. This knowledge development leads to new strategies and scenarios. Within the design practices, DesignArbeid's philosophy is that every object should be designed to contribute to a new perception or way of thinking. This means that the products or processes challenge the public's opinion or view. The starting point of every product or process is that it questions conventions and surprises the viewer. DesignArbeid launched projects in Amsterdam and Africa. The Design studio is run by

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Ruben Abels. Ruben has an educational background in Art and Design and specialized in 'Social Design'. DesignArbeid creates communicative spaces where citizens meet and discuss social issues. Phronesis (cf. the project description) can be found implicitly in the various projects DesignArbeid developed over the years. In one of the projects, "Together in the City", DesignArbeid investigates possibilities for the residents of De Punt in Amsterdam to shape and design their own environment in the city. When designing one's own environment, social design turns out to be a political process in which local residents come to stand side by side and against each other. Designing your own environment is not a process where citizens find instant consensus: the social aspect of social design is conceived from the influence that participants have on their own – perception of – reality, in a binding social cohesion. Just as Flyvbjerg's strategies, applied within the URGE project, not only the desires of the residents are being discussed and explored, but also the power mechanisms that come into play (such as the local government). DesignArbeid uses political tools such as neighborhood referendums to give local residents the agency to make decisions about their physical environment.

University of Ljubljana

Social Work, University of Ljubljana, which will be involved in the project activities, is the only institution in Slovenia which educates social workers and was established in 1955 as the School for Social Workers. In the 1970s it was integrated into the University of Ljubljana, and through achievements in voluntary work, action research and qualitative research, it has contributed innovative solutions in the field of social care. Innovative teaching methods link theoretical considerations with work experiences, which is an important part of study and practical work training for social work skills. Social work is traditionally a female profession; therefore, the teachers and researchers of the faculty are predominantly female; they have coordinated and participated in a number of national and international projects. Students are constantly involved in practical, research and developmental projects. In recent decades, teachers and researchers of the Faculty of Social Work have coordinated and participated in numerous basic, targeted research, postdoctoral, EU, international research, and development projects. In addition to the theories and concepts of social work, the main topics of research include voluntary work, community work, teamwork, evaluation methods and topical evaluation of procedures and programmes of social work and management in social work. Other topics have included drugs, mental health, disability, housing and the issue of domestic violence, problems of minorities, elderly people and the employed poor. The faculty participated in the planning of community services of non-governmental organizations in the field of social protection, especially in the field of the problems faced by women (group homes, safe houses, camps), in the development of intermediate forms (group homes, safe houses, camps), work with families, street work, youth clubs, social skills training, individual planning and financing and other community approaches. The faculty cooperates in research activities with numerous associations and other non-governmental organizations as well as public organizations, with the social work centres and social institutions, hospitals, employment services, etc.

Association Kings of the Street

Association Kings of the Street is a non-profit non-governmental humanitarian organization. It is the biggest NGO working on the field of homelessness in Slovenia, present in Ljubljana and Maribor. The association is a member of European Federation of National Organizations Working with the Homeless (FEANTSA) and International Network of Street Papers (INSP). On-going activities and projects are publishing street paper Kings of the Street (issued monthly, approx. 20 000 issues per month), sale and distribution of the street

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paper Kings of the Street all over Slovenia (up to today approximately 650 vendors have been included in the selling of the street paper, monthly approximately 150 vendors), drop-in center/day center (70-100 service users daily), field work and outreach work (monitoring, companionship, informing, consulting in the environment where homeless people are, e.g., in the streets, in their insecure housing, shelters and in other organizations or institutions, hospitals, prisons etc. Field work also includes cleaning actions of picking up and properly disposing of dropped used syringes), resettlement (transitional and permanent housing first program, currently there is a place for 33 people in Ljubljana and 10 people in Maribor), eviction prevention program (in cooperation housing funds; supporting people who are threatened with eviction to keep their housing: supporting people in order to prevent homelessness: practical help, working with community, individual counseling and debt management), “university under the stars” (open form of education for socially excluded individuals with fewer opportunities), organization of social, cultural and educational workshops, training of social and other skills through music, theatre, video, language, sewing and computer workshops), voluntary work and internships (didactic base for future experts - students of Faculty of education and Faculty of social work, support and mentoring for volunteers and also enabling homeless people to work as volunteers), social entrepreneurship (thrift store “Old things - new use” where we provide job opportunities and work experiences for homeless and raise environmental issue of re-use), alternative employment opportunities (“public jobs” and other ways of integrating service users into the labor market) community work and different community projects, supporting program for vulnerable (homeless) families etc. In 2022, 24 people are employed at the association + 7 people working in “public jobs” (supporting employment opportunities). At the end of the year 2021, 81 volunteers were involved in voluntary work.

OCELLIA

OCELLIA is an independent higher educational institution, under the French law of 1901, educating and training social workers and health care professionals for more than 80 years. We currently welcome 4000 students on our three campuses in Lyon (headquarters), Grenoble and Valence, in the South-East of France. We prepare our students to obtain nationally recognized diplomas (associate degrees, under-graduate and post-graduate level). Ocellia employs around 100 full-time pedagogical staff and around 1.000 punctual expert contributors. Our institution is a leader in the area of the social and solidarity economy and contributes to the right to Lifelong Education. Ocellia is involved in various research activities in the fields of health and social studies, both on a national and international scale. We are actively committed to the promotion of values such as inclusion, equity, and sustainability in our pedagogical approach in order to guarantee individual accomplishment for everyone.

OVE

OVE is a national foundation supporting vulnerable people (children, youth, adults, and elderly people). Among the 120 structures representing the foundation, two will take part in the current project:

The DEAT 69: an experimental structure, which hosts children and youth (3-20 y.o.) with disability and who are expecting support but still waiting for a solution. They are hosted at DEAT for 3 to 5 half days per week. The DEAT can host up to 25 people.

The Mas Michel Chapuis: this structure hosts adults (18-60 y.o.) with disability who are severely dependent and need support in their daily life. The Mas Michel Chapuis can host up to 40 people.

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The two structures are located in a district of Décines, a city of the Lyon Metropole. This district is part of an urban project called “territoire 100% inclusif”. The project is related to the reconversion of industrial buildings. Here, the city aims at creating a new district dedicated to inclusion, with social structures as DEAT and Mas Michel Chapuis but also a nursing home and economical activities. Thanks to a national label, this district has had the opportunity to experiment various actions to enhance social inclusion. Created in 1945, the OVE Foundation has acquired extensive experience in supporting people with disabilities. It accompanies them at all ages of life in service, semi-boardings, boarding or accommodation activities. Today OVE is more than 110 establishments and services in France, 6000 people supported and 2600 employees. OVE has also diversified its activities in recent years by creating OVE Caraïbes which develops a medico-social activity in the Caribbean. It also has an activity for the elderly with OVE Plénior, and a home help activity with Amical. Finally, it participates in the promotion of medico-social action through the partnership with Vivre FM, a radio dedicated to the disabled.

OVE is a partner in the URGE project because of our expertise in the following areas:

- Inclusion in the city is an important issue for people with serious disability. Exclusion from work and social life make their participation to urban decisions even more difficult. Disabilities address specific challenges to the project in term of communication (non-verbal communication) and urban planning, with special needs for these people.
- “Inclusion” is one of the objectives of the two structures. They are working on the topic of urban inclusion regarding their participation to the project “Territoire 100 % inclusive” and are developing awareness for the issues addressed by the partnership project.

Transnational project meetings (TPM's) and activities—save the dates

TPM's: During the project we have biannual transnational project meetings. All TPM's are three day meetings that will follow the same structure:

1. The first day for coordination and communication about project management and progress + a field visit of relevance to the urban social issues facing the host city to inspire the WP's.
2. The second day for working on the results.
3. The third day for follow up on evaluations and qualitative and quantitative indicators and hosting an open dissemination event of app. two hours.

The idea is to invite local associated partners and colleagues (not directly involved in the project) to create awareness of the project and its results, get critical feedback on our work, debate urban ethics and sustainability, and involve local stakeholders in urban development to support the sustainability of the project and create awareness.

The structure reflects three over-all objectives with the TPM's:

1. Transparency in project management and budgeting: we follow up on the monitoring of progress made in work packages, evaluate the collaborative process, and adjust.
2. Corporation and intercultural exchange: we become more familiar with the local partner organizations, their local network, and the urban context in which they operate. This is knowledge and familiarity that will directly inform our collaboration and communication across national and sectorial contexts.

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3. Impact: we create awareness of where URGE results can become implemented locally.

The TPM's where minimum two people from each partner must be present:

- Kick-off event, Copenhagen, 22.-24. November 2023, focus: protreptics and project management
- TPM 1, Helsinki, 13.-15. March 2024, focus: work package 2
- TPM 2, Lyon, 2.-4. October 2024, focus: work package 3
- TPM 3, Helsinki, 26.-28. February 2025, focus: work package 2 and 5
- TPM 4, Ljubljana, 24.- 26. September 2025, focus: work package 3 (game) and 4
- TPM 5, Copenhagen, 11. - 13. March 2026, focus: work package 3 and 5
- TPM 6, Amsterdam, 9.-11. September 2026, focus: implementation, closing conference.

The closing conference is held in Denmark 1.-2. Of October 2026.