

# INNOVATION CAMPS

A TOOL FOR EU REGIONS TO IDENTIFY AND TACKLE  
SOCIETAL CHALLENGES LOCALLY



## Methodology Guide (V0.1)

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With contributions from participants to Amsterdam Innovation Camp

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*This first draft version of the methodology guide is presented with a schematic shape (as a series of bullet points with short introductions) in order to ease readers getting the big picture of what an Innovation Camp is and how it works. As an Innovation Camp is highly experimental and open by definition, this guide rather attempts to focus the attention of stakeholders and practitioners in the underpinning principles and the structural elements to take into account when organising a camp or a series of camps.*

Readers are invited to share their feedback about this first draft with its authors in order to help them improving the next edition of this methodology guide, planned for the end of 2016.

# 1. Introduction

*"The critical governance level of EU 2020 actions needed is local and regional: municipalities together with regional decision makers are the ones to make the EU 2020 to come true – or not. The Territorial Pacts need to apply a multi-strategy approach, keeping in mind the different historical and cultural backgrounds of the regions and their diverse opportunities to utilize the various flagship initiatives. This means local differentiation and emphasis on different EU targets, so that each region only concentrates on a few focus areas which have a special value for that region."*<sup>1</sup>

The present Methodology Guide (\*\*version 0.1\*\*) is conceived to encourage regions and cities from all over Europe to adopt the Innovation Camps methodology as a tool to address collectively and effectively societal and economic challenges concerning local societies in a European context.

Matured over the experience of Aalto Camps for Societal Innovation (ACSI) implemented by a qualified team of facilitators in a series of Camps run in three continents, this Guide comes out as a response to the need identified in the last Camp edition (Amsterdam, May 2016) to make this methodology more easily transferrable to the local level if one wants to successfully spread out its use at a regional or even more granular level.

The desire and ambition to bring such kind of instruments to local grounds follows the mission, shared by the Committee of the Regions and the Joint Research Centre of the European Commission (through its [Smart Specialization Platform](#)), to stimulate and enhance a culture of innovation on the ground; one that can nurture Smart Specialisation Strategies (S3) over the genuine assets and capacities of the regions, thus developing European regions to develop Europe.

## **Innovation camps: a tool to develop a local culture of innovativeness**

*The disposition to innovate and to collaborate with multiple stakeholders (even with local competitors/rivals) catalyses the power of collective/distributed intelligence for local development, strengthening cities and regions position in Europe and a globalised world.*

In the last years it is repeatedly said that more positive attitudes and culture towards entrepreneurship and risk taking are needed to turn Europe a more innovative, dynamic and competitive economy in a globalised world. Such a culture cannot be imposed by decree but needs to be stimulated and nurtured in society. It exceeds the narrow domain of R&D and innovation policy, it needs to be installed in society. Policy makers have clearly a big responsibility to enable and favour innovation (e.g. rewarding it, supporting it, creating ecosystems to make it pervasive), but they are not alone. All driving forces in a society are responsible to tackle such an issue, since a culture of innovation is a societal feature.

A well-intended innovation culture reverts in society the benefits of any change it might generate (either economic or social), so it is inclusive by nature. A methodology like ACSI is needed to guarantee that not only governments, business and the academia, but also the civil society, seat together to discuss and find solutions to common territorial development challenges - in this way realising quadruple helix models.

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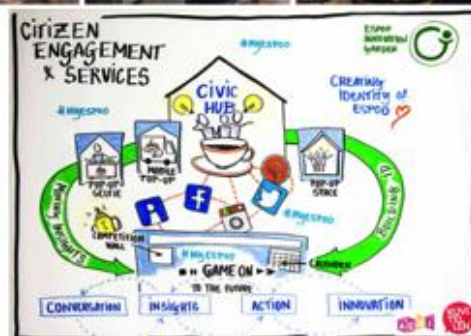
<sup>1</sup> Markku Markkula and Hank Kune, *Pioneering Regions and Societal Innovations as Enablers for the Europe 2020 Strategy*. In European Commission, *Open Innovation 2012*

However, this innovative bottom-up approach, which extensively relies on self-organising principles cannot realistically be put in practice without political endorsement and a certain level of institutional governance. This is an open issue yet, but could mature towards the embedding of Innovation Camps into regional innovation ecosystems, becoming a tool for intermediary institutions/places to facilitate collaboration between multiple stakeholders while developing a local culture of innovativeness.

Different stakeholders might be interested to embrace the practice of Innovation Camps, as illustrated in the messages below:

- Policy makers: to mobilise self-organising capacities of cities and regions to address local societal challenges
- Business/entrepreneurs: to match/join interests, capacities and forces locally to compete innovatively in a globalised market
- Academia: to identify locally-meaningful research & innovation capacities to be developed in the long run in cooperation with business and government, while working with and for the local society
- Civil society: to empower citizens to gain ownership and conceive innovative solutions to societal issues of their concern

# CHALLENGE I Espoo West Metro Corridor as an Innovation Implementation Zone



## 2. The Camp Story

*"Aalto Camp for Societal Innovation (ACSI) is a new-generation innovation process, cradled in the Aalto University campus in Espoo [Finland]. The constantly renewing innovation community of ACSI offers an inspiring platform for developing new-creating processes and methodologies. The innovation activities of ACSI revolve around societal challenges and pursue solutions to tackle them."*

*This section outlines the trajectory that has led to establishing the Innovation Camps as a new branded methodology devoted "to activate collaboration between different stakeholder groups to foster new innovations. The activities create a network and new forms of cooperation, aiming to design concepts that are transferrable to different environments and that can be adopted globally"<sup>2</sup>*

### History

- Co-created and developed by Aalto University in Finland and the New Club of Paris as ACSI: Aalto Camp for Societal Innovation.
- Diverse Camps have been run in different countries and different formats since 2010. There have been camps for 25 people and others for 180 people.
- The first ACSI camps (2010, 2011, 2012) were run for eight days in Espoo and Helsinki, Finland. Later Camps have been run for 2, 3 and 4 days.

### Examples

#### **2012 in Helsinki (Finland)**

- Theme: Inclusive Society
- 7 Challenges, 100 people

#### **2013 in Malmö (Sweden)**

- Theme: Social innovation for Sustainable Urban Development
- 10 Challenges, 120 people

#### **2014 in Johannesburg (South Africa)**

- 3 Challenges, 30 people

#### **2015 in Espoo (Finland)**

- Theme: Connecting Smart Citizens in Open innovation Practice
- 6 Challenges, 80 people

#### **2016 in Amsterdam (The Netherlands)**

- Theme: Open innovation 2.0 & Europe's Urban Agenda
- 4 Challenges, 50 people

### Metaphors

*An Innovation Camp sparks people's intuition and imagination, activating creative thinking and collaboration, leading participants to invent innovative solutions for serious societal issues about which our territories are concerned. Codifying this potentiality in a rationalised process to make it*

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<sup>2</sup> Kritiina Erkkilä and Lars Miihi (2014), *Working Paper: Aalto Camp for Societal Innovation, ACSI, speeding up societal innovations*



*easily transferrable to new settings and geographies implies the risk of neglecting and even hiding its essence and power. This is why metaphors are preferred as an approximation to its unique character.*

### The Prototype

- Key driving force in the Camps. The perspective of change as work-in-progress, learning-by-doing, experimental in nature. Testing good ideas in practice, in an iterative process, directly with stakeholders, in order to improve them.

### The Journey to Innovation

- The perspective of innovation as a journey, where movement matters, steps must be taken, and milestones achieved. Obstacles must be overcome, and for this, breakthroughs are important. But every step must be taken. Standing still brings us nowhere.

### The Automobile

- Each journey has a different goal, passing through different terrain, taking different passengers, needing different kinds of drivers – every context requires the right tools for the job. A different vehicle for every terrain.

### The Garden

- Innovation needs an ecosystem, and the innovation ecosystem can be seen as a garden: different things can grow, fruits and flowers, but also weeds. A healthy garden needs care and maintenance, an innovation garden too.

#### CHALLENGE III

### Putting Innovation Policy into Practice



### 3. Guiding Principles & Values

*This section presents underpinning Camp concepts and its methodological points of departure. It is worth anticipating that the work at each Camp is structured in groups of campers divided by (societal) Challenges to be tackled individually by each group, and that the expected outcome of a Camp is the rapid realization (in a short timeframe after the Camp is over) of promising ideas in practice.*

#### Goals/conceived for

- Meta-goals:
  - Collaborative societal innovation to create value for the common good
  - Mind-set change to stimulate a culture of innovation
- Engage a wide diversity of stakeholders (all/most societal driving forces represented – always a policy maker on board, otherwise useless)
- Inspire participants, de-construct prejudices, misconceptions, and assumptions and get into other stakeholder's shoes
- Build shared understanding on societal issues
- Leverage collective/distributed intelligence to tackle common issues

#### The Challenge focus

- Holistic and systemic approach
- Shape strategic directions
- Towards a shared vision
- Decomposed into realistic challenges, each based on a specific perspective
- The challenge is societal in nature
- The challenge is complicated or complex, with no easy single answer
- The challenge is open, that is: it does not simply test an already existing idea

#### Distinctive features

- It's not a workshop, seminar or training!
- Iterative process, in which the challenge(s), problems and issues are constantly reframed & redefined
- Self-organising work process, within a facilitated framework
- Learning-by-doing, co-creation, experimentation
- Prototyping promising ideas (not just talking)
- Simple, easy, accessible, enjoyable
- Community building, engagement, involving networks of networks
- Thinking in output, outcome, and impact
- Effective and affordable
- Rapid → rapid prototyping, rapid realization. Going faster than you think is possible
- Rapid realization: moving good ideas from post-it to prototype to project in 9 months

## 4. Methodological framework

*This section results from the first attempt to systematise and codify the Camps methodology in a way that could be easily adopted by EU regions and cities to advance innovation in their territories. Building over the metaphors already presented, the whole lifecycle of a Camp is shown as it was a flower.*



- The flower metaphor: a living organism in an ecosystem (the garden – see the Camp story)
- Roots and soil: building for and with people
  - Actors: stakeholders & networks
  - Challenges as the seeds
  - Camps as triggers/catalysers for growing up something new (i.e. the flower) together
- Stem and leaves: the backbone
  - Underlying principles and values
  - Governance
  - Finances
- Petals: a spiral iterative process making challenges evolve (version 1, 2, 3, 4 ...). The process encompasses 5 logical steps (or petals):
  1. Visioning & meta-design
  2. Plan
  3. Community Building & engagement
  4. Execution
    - Value creation
    - i-Environments
    - Pilots
    - Cluster development
  5. Evaluation & follow-through





Assumptions (to be specified at regional level):

- Meta-goals (societal innovation / value creation / common good / mindset change / culture of innovation)
- Shared understanding on vision/strategic direction, societal challenges focus, systemic/holistic approach, common language
- Regional focus

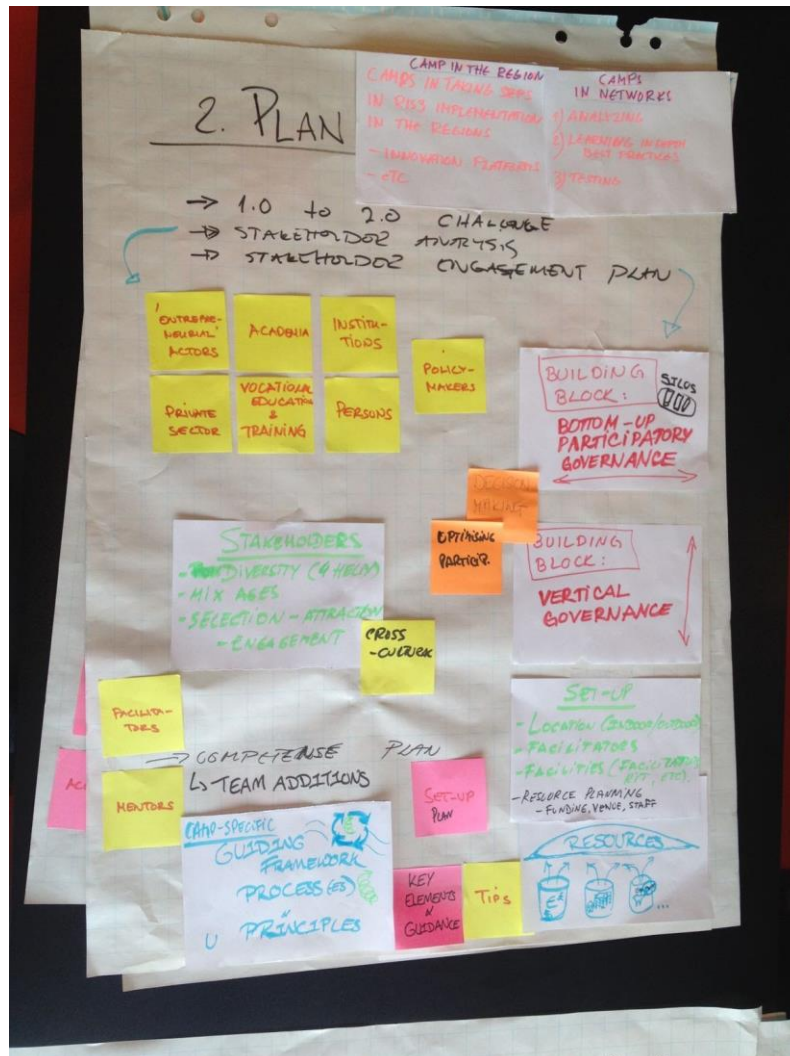
|                   | Public Policy | Business | Academia | Society |
|-------------------|---------------|----------|----------|---------|
| European/national | ↑             | ↑        | ↑        | ↑       |
| Regional          | X             | X        | X        | X       |
| Local             | ↓             | ↓        | ↓        | ↓       |

- *Regional Challenges (version 1.0) to be tackled through Camps*
- Camps eco-system: ACSI Camps ↔ Regional Camps ↔ each Camp ↔ each Challenge
  - Regional camps contribution to Region's S3 objectives (RIS3)
  - Regional camps contribution to ACSI Camps community/network

Identify/draft:

- A conceptual framework (e.g. Regional Smart Specialisation Strategies/RIS3, Framework for Strategic Sustainable Development/FSSD)
- Drivers (call for action/innovation)
- Timeline (milestones)
- Common indicators (for further ROI/impact evaluation)
- Tools for analysis (e.g. Smart Specialisation Platform's [tools](#) and [monitoring](#))
- Team (hosting / organising / designing / facilitating / following-up)
- Methodological learning & development layer (for improvement of Camp methodology through practice)

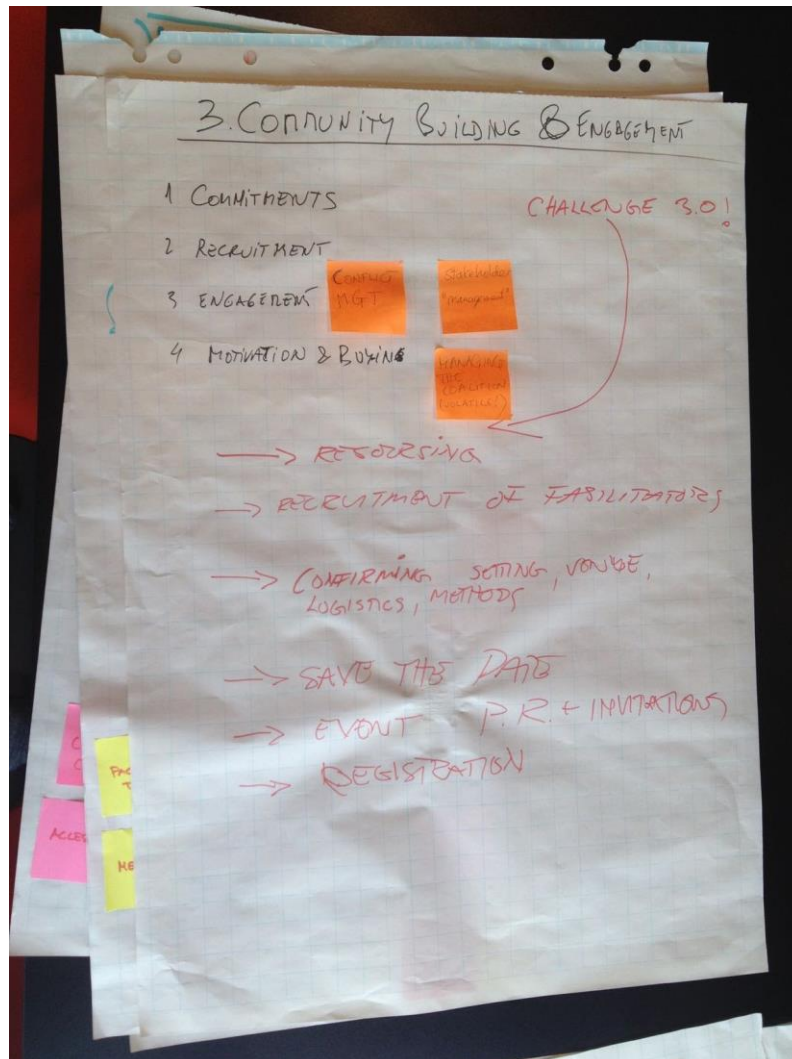
## 2. Plan



TO-DO:

- Stakeholders analysis (4 helixes represented, mixed ages & cultures)
- Stakeholder engagement plan (covering selection to attraction to engagement)
- Optimising participation: building blocks
  - Vertical governance model (aimed to ensure outcomes relevance)
  - Bottom-up participatory governance model (aimed to break silos & )
  - Decision-making principles/mechanisms
- Set-up plan: *camp-specific* guiding framework on principles & processes
  - Location (indoor/outdoor)
  - Professional facilitators + mentors (i.e. subject-matter experts)
    - Competence development plan
  - Facilities (facilitator kits, tools, messages)
  - Resource planning (funding, venue, staff)
  - Key elements & guidance, tips
- Challenges refining (from 1.0 to 2.0)

### 3. Community Building & engagement



Steps:

1. Commitments
2. Recruitment
3. Motivation & buy-in
4. Engagement
  - Stakeholders & conflict management during the Camp
  - Strengthening the emerging "stakeholder coalition" (i.e. managing its volatility) after the Camp is over

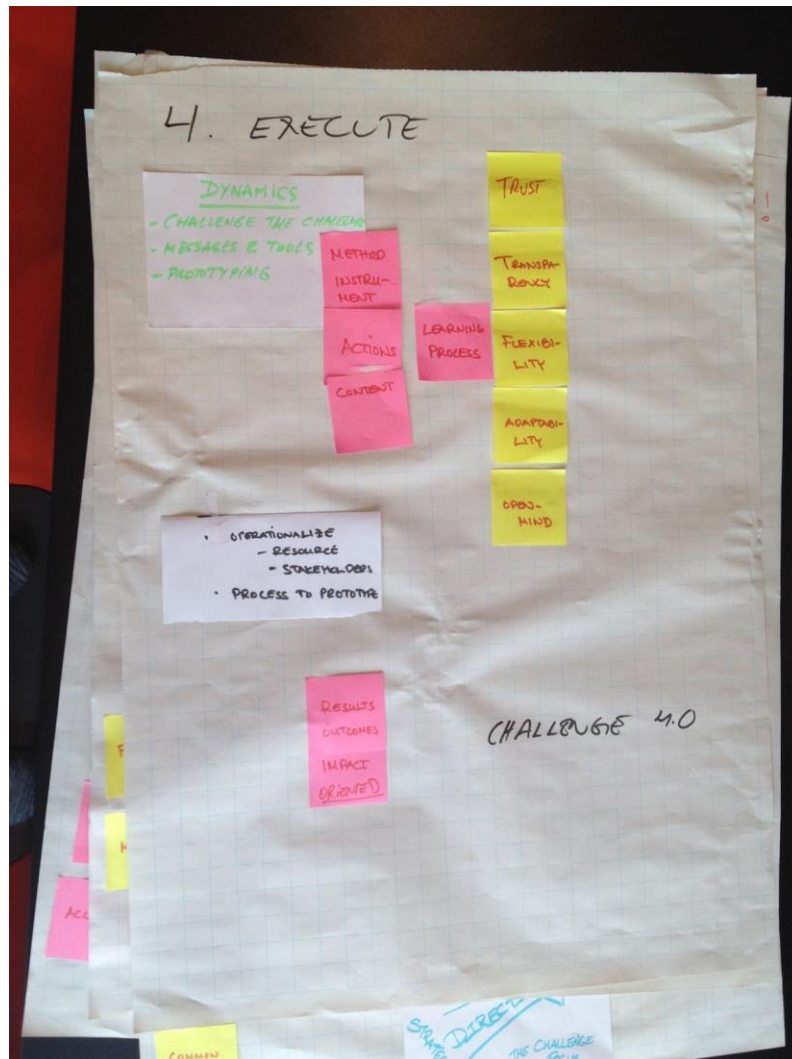
*Challenges refining (from 2.0 to 3.0)*

Setting-up the camp:

- Resourcing
- Recruitment of local facilitators & methodological training by central team
- Confirming setting, venue, logistics, methods
- Save-the-date, event PR + invitations, registration



## 4. Execution



### Camp manager focus:

- Operationalise resources & stakeholders participation
- Guide process towards rapid prototyping
- Results/outcomes/impact orientation

### Learning process principles

- Trust
- Transparency
- Flexibility
- Adaptability
- Open-mind

### Facilitation dynamics:

- Camp methodology & goals presentation (plenary)
  - Split in groups
    - Setting-up discussions: challenge the challenge (1st empowerment & buy-in action)
    - Self-organisation (2<sup>nd</sup> empowerment & buy-in action) combined with facilitation resources
- Facilitators must have the ability to propose facilitation tools & messages that can help structuring a particular instance of the collaborative work (e.g. propose a stakeholder analysis tool if the group is dealing with stakeholders, or a count-down planning tool if they



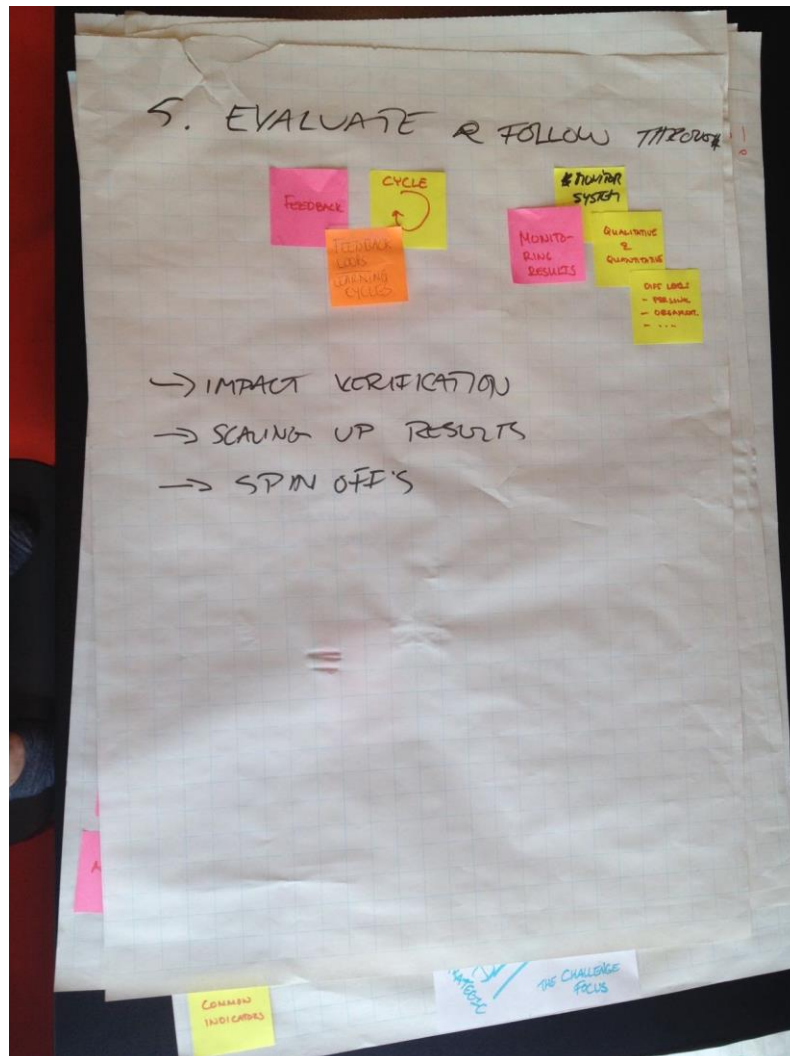
are thinking of an event, etc.). At this regard, facilitators should be knowledgeable about a wide range of tools & techniques (see for example [this book](#)<sup>3</sup>)

- Inter-group consultations between groups
  - Halfway through the Camp, groups present their work-in-progress to each other. Two groups work together: one presenting, the other commenting, and then reversing the roles. Typically this session takes 1 hour.
  - Groups typically present their 'best ideas', first prototypes, and still unanswered questions.
  - This inter-group consultation has three functions:
    - Ait is an opportunity to get new insights and feedback from others at the Camp
    - It is a deadline that helps groups to focus their thinking and have something concrete to present
    - It gives people an opportunity to learn about what one other group is working on.
  - In a 3-day Camp, this is typically before lunch on the 2<sup>nd</sup> day.
- Rapid prototyping
  - Rapid prototyping is essential to the Camp process. The Camp is not only about thinking and talking; drawing, building and doing stimulates the creative process, and allows people to test their ideas in practice.
  - Within the Camp context, ideas are prototyped within the workgroups, in on-line consultation with external network partners, and in intergroup consultations.
  - If the Camp is longer than 3 days, groups often test their prototypes with potential stakeholders in the city/region.
  - After the Camp, the best ideas and promising proposals are prototyped in real-world situations for 6 weeks and 6 months.
- Learning outcomes (self-reflection)
  - *Challenges refining (from 3.0 to 4.0)*
  - Proposed solutions ready to be presented in a sound, logical and visual way to challenge owners/other groups
  - Methodology lessons learnt & potential improvements (learning from practices)
- Concluding presentations
  - The Camp does not end with plenary presentations.
  - The last afternoon is devoted to inter-group presentations.
  - Two groups work together. Groups present to each other, and the group listening listens in the role of the important stakeholders of the group that presents.
  - Each group makes a list of their most important stakeholders. After beginning of the session, these stakeholder roles are distributed to the group that listens.
  - After the presentation, the listening group gives feedback from the perspective of the stakeholders.
  - In this way, the presentation is seen as work-in-progress, and not a finished proposal. The feedback is additional information for the Challenge-owner and group members to take away for further development.

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<sup>3</sup> Hans-Werner Franz & Ruggiera Sarcina (with contribution by Andrea Diaz & Gabriel Rissola) (2008), *Building Leadership in Project and Network Management. A Facilitator's Tool Set*. Berlin: Springer

## 5. Evaluation & follow-through



### Feedback loops & Learning cycles for

- Impact verification
- Scaling up results
- Spin-offs (collateral findings/outcomes not directly related to proposed challenges that might be worth further exploring)

### Through a pre-defined Monitoring system

- Monitor outcomes/results
- Quantitative and qualitative analysis
- Different layers (participants/stakeholder categories; local/regional/superregional)

## 5. Camps in practice

This section is about the practicalities needed from A to Z to put the Camp to work. It encompasses a set of hints and tips based on accumulated experience running Camps.

### 1. Conceiving the Camp experience

#### Themes

- Camps can be organised around a central theme, bringing together participants with diverse perspectives and experience in dealing with different aspects of the theme.
- This supports a holistic, systemic approach to the many challenges and issues related to the theme, and helps organisations and people to break out of silos.
- It helps leverage the expertise and insights of people working in different groups during inter-group consultations – and also during the informal networking during lunches and dinner.
- Examples of themed Camps are
  - Helsinki (2012): Inclusive Society
  - Malmö (2023): Social innovation for Sustainable Urban Development
  - Espoo (2015): Connecting Smart Citizens in Open innovation Practice
  - Amsterdam (2016): Open innovation 2.0 & Europe's Urban Agenda

#### Challenges

- Challenges can be identified according to local, regional and European needs. Challenges typically address complicated, complex or chaotic problems where there are no easy answers or ways forward.

**Once a challenge has been identified, a suitable Challenge-owner is needed.**

- This can be an organisation in the public or private sector, a University or an NGO.
- A consortium of challenge-owners is possible, who share responsibility for taking the results of the Camp forward in real life.
- The key factor is *commitment* to taking the results of the Camp forward afterwards.

#### Selection criteria:

- The Challenge is *open-ended* – the challenge-owner does not already have a solution or a 'best brilliant idea', which they want to test with a group of external experts in the Camp.
- There is potential for *societal* innovation – broad and systemic change in thinking about and dealing with the issues.
- The Challenge – and Challenge-owner – is *serious*. There is real commitment to take the results of the Camp further in real-world prototyping and improvement after the Camp.

**Ideally, Challenges should be relevant in local, regional, and trans-regional contexts.**

- A Challenge should be dealt with in a specific – that is, local and/or regional – context. That makes it easier to test the results in the real world after the Camp.
- Addressing Challenges relevant to different regions makes it easier to recruit participants from places with similar challenges, and for experimenting with the results – developed for use in the host region – in other regions with similar issues.

#### Time and place

- Once there is a clear ideas about the theme and (some of ) the challenges, the next steps for convening the Camp are:
  - Setting the dates
  - Fixing the location
  - Arranging the funding

## 2. Preparing the Camp

*Working with Challenge-owners, participants etc.*

### Dates & duration

- *Dates* for the Camp should be fixed according to the availability of the main Challenge-owner(s), most important partner(s), and the proposed Camp manager.
- *Duration*. Typically Camps are 3 days, although 2- and 4-day versions have also been successful.
- *Weekdays vs. weekends*. It can sometimes be difficult to organise participation of important stakeholders if the entire Camp is held on weekdays. Recent Camps have used (part of) a weekend to increase possibilities for participation.

### Locations

- The Camp venue should provide adequate facilities for plenary and small group work, with facilities for Internet, and accommodation on-site or nearby.
- City vs. countryside. The advantage of a city (centre) location is the availability of good hotel and restaurant facilities. A disadvantage is that it is easier for participations to come and go (in order to take care of other work and/or personal business). The advantage of a countryside location is that it takes people out of the normal working environment, and allows for creating a better in-depth 'camping' experience. Disadvantage is that it is more difficult to get to, which increases travelling time (and may discourage some participants from attending).

### Funding

- Sufficient funding – both cash and in-kind – is needed for running the Camp effectively.

### Challenge descriptions.

- Each challenge should be described in a 1-2 page Challenge description, giving information about the major issues, background and broader context of the Challenge, and the Challenge-owners desired output.

### Participants

- Participants should include both direct and indirect stakeholders (local, regional, national); people with direct interest and experience with the Challenge issues (both in the host country and internationally); and people who interests and expertise add new and unexpected perspectives to the mix.
- Participants should reflect a diversity of expertise, perspectives, professions, countries, cultures, age groups, and gender.
- Camps have made successful use of students, researchers, innovators, entrepreneurs and artists as participants.

### Language issues

- The language of the Camp should be one spoken by the majority of the participants. Often this is English.
- If local participants are asked to play a role – for example, as informants describing their personal experience with Challenge issues in more detail – it may be necessary to provide translation into the Camp language.
- Care should be taken in group discussions that language-issues are not a barrier to communication, but an opportunity to open perspectives into how different cultures deal with relevant ideas and concepts.

### Common indicators

- Agreeing beforehand between Camp organisers and challenge-owners how the Camp success will be measured is necessary to make evaluation transparent and objective. A common set of indicators covering from expected challenge outcomes to the learning

experience itself should be identified and agreed between the parts, as well as the way evaluation data will be collected and processed. This does not need to be a complex task; the number of indicators should overall range between 5 and 10.

### 3. Convening the Camp

... and running it.

1<sup>st</sup> session/day

#### **Welcome & introduction, tour de table (short plenary opening)**

The opening plenary sessions should not take longer than 1 hour. It is intended as a general introduction to the Camp, not as an opportunity for presentations about the content of the challenges.

- Innovation camp concept
- Facilitation rules & tools
- Camp's specific challenges (brief overview)

#### **Working in smaller groups (Challenge-teams)**

- Challenge presentation by challenge holders
- Challenge the challenges by participants
- First group agreement: challenge (re)formulation

Since each challenge is conceived by a certain stakeholder (a politician, a university dean, etc.), it reflects a particular view of a societal issue. Participants representing other stakeholder categories (e.g. business, civil society) must have a say on shaping the challenge for their own appropriateness. So it is recommended to start the group activity by validating the challenge, exploring it from different perspectives, refining its formulation or even changing its focus (with the agreement of the challenge holder and all/most participants).

#### **Rapid prototyping**

Prototyping is a continuous process during the Camp. Promising ideas should be worked out and tested through the Camp. This often begins by the end of the first afternoon.

#### *Logistical considerations*

- Camps usually begin at 09.00 or 10.00 on the first morning. This means that most international participants must arrive the evening before. It is customary to organise an informal reception for (international) participants on the evening before, after which people can form smaller groups to find local restaurants for dinner.
- Some camps provide an opportunity to make a short visit (usually on the first day) to a location where people can experience some aspects of a challenge directly (for example, see a neighbourhood, and speak with local stakeholders). This can be useful for making the Challenge come alive, taking it out of the cognitive into a more experiential form.
- *Intergroup Consultation*. Halfway through the Camp process, groups should present their work-in-progress, promising ideas, initial prototypes and open questions to another group for feedback.
- At least one evening activity is recommended, which helps participants to meet other people attending the Camp and discover what their interests and expertise are.



- At least one Camp dinner, in which all participants take part, is recommended. This should not be a working dinner, but 'down-time' for networking, informal discussions and relaxing.
- Final presentations take place on the last afternoon, and usually end by 15.30 or 16.00. This gives enough time for a short plenary closing.
- Camps usually end no later than 16.30 or 17.00 on the last afternoon, in order to give participants from abroad time to get evening flights home.

#### 4. Follow-through after the Camp

##### Commitment for follow-through

- Challenge owners should commit to testing the prototypes and promising ideas in the real world after the Camp. This must take place with direct and indirect stakeholders. Wherever possible, an effort to involve Challenge-team members, either directly (if they live in the area) or indirectly (through digital means).
- Resources should be secured beforehand to support the follow-through. This support may include facilitation, monitoring, and/or coaching. Support can be provided through the Camp facilitators and/or other local and international experts.

##### Time matters: countdown planning tool/template for

- *6-week testing.* This early prototyping can include paper-prototyping, focussed conversation, simple design-based techniques, and role-plays.
- *6-month realisation.* The intention is to provide sufficient prototyping/improvement cycles within the first 6-months after the Camp to improve ideas sufficiently – and build enough stakeholder buy-in – for some kind of realisation (as experiment or pilot) within 9 months after the Camp.

##### Demonstrating results: outcomes reporting tool/template

#### CHALLENGE II How to create societal innovations for an era of Smart Citizens?



## 5. Communication for Learning & Sharing results

- Societal Innovation Camps are Open innovation 2.0 instruments, and results from the Camps should be accessible to all.

### **Learning from all aspects of the Camp should be encouraged. This includes learning about**

- Content issues: the on-going results of testing and improving the promising solutions
- The Camp process: how one organises both Camps and follow-through processes
- Relevant people: which people - both participants, and people in the wider societal innovation community – have relevant ideas and expertise to tackle similar issues

### **Simple and easy**

- Processes for learning and sharing results should be as simple as possible. Direct and indirect stakeholders should be encouraged to engage with the work-in-progress as it emerges.
- Because the Camps deal with *societal* innovation and issues that are often widely shared across local, regional and national boundaries, it is important to have simple ways for people to continue to participate, to join an on-going process, add relevant examples and information about their own work, learn from Camp processes, and adapt Camp results to their own work elsewhere.
- Websites with interactive discussion pages, social media, and digital/virtual applications can enhance a broad participation.

### **Accessible**

- Ideas and information should be easily accessible. Using the digital tools – both to upload and download new knowledge – should be an easy, low-threshold process.

## 6. Practical issues

### **Commitment**

- Commitment from Challenge-owners and direct stakeholders to take part in the Camp and to move the Camp results forward in a serious follow-through process is essential. Without this commitment, the Camp becomes just another workshop.

### **Facilitation**

- The Camp needs a facilitated framework. Groups with facilitators perform better than groups working on their own. Facilitators provide direction, maintain balance, and keep the groups on track. Use professional facilitators for professional results.

### **Working spaces**

- Plenary space. This should be large enough for a plenary opening session each day. Because the plenaries are short, seating is not required, and a theatre setting is not recommended. The possibility of conducting a warming-up exercise each morning in the plenary space (or outside it) is important
- Team spaces. Each team needs its own space, where people from other groups or activities coming and going will not disturb it. The space should be large enough to walk around in, and it should be possible to rearrange chairs and tables in different ways for different aspects of the working process. Each space needs whiteboards and flip-overs. The group should be able to hang things on the walls or special pin-boards, which can remain on the walls/boards throughout the entire Camp.

## **Visualisation**

- Pictures are more powerful than words. Every effort should be made to use visuals to enhance the discussion process, illustrate emerging ideas, and present group results. These can include, for example, photographs, drawings, cartoons, and videos.

## **Documentation**

- The results of each Challenge-team should be documented in both words and visuals. Each Challenge-team should have its own documenter.
- A documentation format is useful to enhance accessibility, and help compare results of similar Challenges.
- Students, local civil servants, and journalists have been used to document at different camps.
- Using a professional visualizer to document Camp results can enhance to ability to capture ideas in powerful ways.

## **Catering**

- Coffee, tea and water should be readily available to all the Challenge-teams.
- Lunch should be organised so that groups can lunch at a time that suits their own work process, within a range of time – for example, a 90-minute period – that lunch is available.
- Food for lunch should be simple and good. The importance of providing water during the working day should not be underestimated – this is essential for the working process. Coffee and tea also important. Not only an army but also a Camp ‘travels on its stomach’.

## **Communication**

- There should be central communication facilities during the Camp. Physical locations (for example, a pin-board or wall at a central place), digital communication (through a Camp webpage or app), and handouts (distributed in the morning plenary sessions, or by the facilitators during the day) should be used.

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## 7. Connecting the Camps

### Camps as a series of connected innovation processes

- *Passing the baton.* When regions deal with similar issues and challenges, the results of one Camp can be handed off for further development in another Camp in a different region

### Camps as a repository of ideas

- *Recycling relevant ideas.* The insights, ideas and prototypes of each individual Camp should be available for use by other Camps dealing with similar challenges, and for use by the growing global network of societal innovators dealing with similar issues in their work. This open sourcing of insights and ideas resonates completely with the core values of the Camps.

### Camps as a co-learning network

- *Learning together.* Regions should be stimulated to learn from Camp experiences, and to proactively share this learning with other regions. In this way a European-wide co-learning network of regions can be created, and fed with practical experience in creating societal innovation.

## 6. Regional implementation

This section outlines issues to be considered for a successful adoption of the methodology by EU regions and cities.

*Regional camps:*

### **Governance**

- Need to institutionalise it in the regional innovation ecosystem?
- Benefits of anchoring in Brussels
- Importance of support by non-governmental organisations
- Self-organisation in an innovation ecosystem

### **Sustainability**

- Who should pay for what?
  - *Challenge-owners* should pay to have their challenges addressed. This support feeds commitment – a camp is serious business, where external experts and innovators are mobilised to invest their time and thinking power to deal with the Challenge-owners' difficult issues. There is no free lunch.
  - Support from *local authorities and business interests* should be accessed to sponsor working venues, catering and logistics.
  - *European institutions* might pay for the travel and accommodation costs of a percentage of the participants whose own organisations are not able to pay this themselves.
  - *European funding* could be solicited to provide the basis for organising the individual camps, and for financing the infrastructure that connects the diverse camps in a co-learning network for societal innovation.

### **Planning**

- from RIS3 issues to challenges definition to camps planning
- stand-alone camps vs. integration in regional innovation strategy/ecosystem
- piloting the concept: preparing local facilitators, etc.

### **ACSI Camps community/network**

- Collecting & analysing camps experiences, learning from best practices, improving design & testing
- Network effect: setting up a community of practice?



