



## CEAL NETWORK MEETING MADRID, JUNE 2015

Assistants: EU Strategic Partnership Partners, Educational partners and Community Partners.

Belgium: Dorien Campforts, Sebastiann Kennes. Act4Change. Germany: Raphael Schmidt, Frank Becker, Christoph Altner, Johanna Pall. Bilbao; Alex López, María Gutiérrez, Maider Pérez. The Netherlands: Mara Verduin, Peter Lynde, Pascal Van Wanroy, Leo Notebon, Tim Wasselink. UK: Johannes Moeler, Beatrix Bliss. Madrid: Marta Orihuel, Javier Fernández, Maria José Bautista-Cerro, Sergio Arranz, Raúl Rodríguez y Nuria Coco. Elos Brasil: Niels Koldewijn.

## Program and Purpose

### Introduction

Some reflections about service learning by an Ashoka fellow, Roser Batller. How can students learn by giving a service to the community.



We used this video to frame how we can introduce the positive impact in communities as a learning experience. Roser Batlle is driving service-learning in Spain and she is also part of the Iberoamerican Network of Service-Learning. She collaborates internationally with different organizations promoting new ways of education.

## Framework and purpose of this meeting and training.

After our meeting in Brussels, we come to this space with new guests. Our purpose is to get to know each other, have extra spaces for debate upon the topics of this project: community, based-entrepreneurship, youth and diversity, bridging between communities and universities, etc...

We also want to deepen more in Elos Philosophy and Oasis Game, the framework and inspiration that thrives this project.

## Getting to know the partners from our partners



### 1. Edventure and Frome Town Council, UK

Edventure Frome and Frome Town Council. We get to know the community enterprise school and training program for youth. Edventure is an 8-month programme in community enterprise, including a 2-month team challenge, a week-long residential for reflection and 6-months of support to start-up a project, self-employment or business.

The Frome town council: has 5 main areas of work: Building a sustainable economy for the town. Building a vibrant community that is able to participate in local community life and decision making about public services. Creating a thriving town centre. The delivery of efficient and effective public services.

A Best Practice example developed together: [The Share shop: a library of things.](#)

2. GSA Madrid, UNED (Universidad Nacional de Educación a Distancia) and Asociación Cultural La Adobera (enproceso.coop), Segovia. Spain.

The National University of Education over distance, is the biggest university in number of students of Spain. Has 250 000 students. The students that will be participating in the pilot are students of the subject environmental education, coming from the degrees of social sciences and environmental sciences.

Espacio [la Adobera](#) is a one-room building manage by the early-created cultural association of the village, with a big presence of youth. Their purpose is to use this space to activate the community and bring opportunities for their neighbors to bring a sustainable living in their village so they do not have to leave and can even attract more people.

Best practice, Social market of Madrid: is a network of organizations and consumers that share the same values and principles of consumption of services and products; around social and environmental profit, local development, and horizontal governance. It's a fidelity network where you can use the local social coin: 'boniato' as a percentage of your shopping.

The E-mpulse game: Is an online and offline process that brings together social entrepreneurs and organizations from different countries to learn together, support each other and collaborate, while fostering the incubation of their own project.

3. Kiribil Sarea, Edu Fundazioa (education) and Harribide Fundazioa (community). Bilbao. Spain.

As best practices, they shared their Community partner experience: A dedicated space for youth at the community of San Antonio, Etxebarri: Mugarri Gazte Etxea. A space created by the foundation **Harribide**. Youth (15-30) from the community can access to this space every day and have information and coaching around different life issues; leisure, travelling, employment, sexuality, housing, family issues, etc. Also has a space to meet, study, do a workshop and have a good time. They also have an association hotel, to guide youth that want to create a non profit club or organization.



4. Ideen(hoch)drei, Leipzig community, The Science Shop-Kubus, Germany.

Community Partner: Dresdner59. Leipzig: In August 2014 the church employed Johanna Pahl to rise a project in the rooms of the parsonage, which opens the church to the district on the one hand and gives space for community-life apart religious ambitions, on the other hand. In April

2015 was born a physical space where people get encouraged to participate and improve life in the district. Six months ago a neighborhood-Café opened three days the week for some hours. There you get fresh baked pie, fairtrade coffee and regional juices for a donation, but more important is the alliance people experience here and the projects that occur from this place.

**KUBUS** (Cooperation and Consulting for Environmental Questions), the University based and funded **Science Shop**, is a service facility of TU Berlin and part of the Centre for Scientific Continuing Education and Cooperation (ZEWK). Was established in 1986. A Science Shop is an intermediary that provides independent, participatory research support in response to concerns experienced by civil society.

#### 5. Act4Change, Belgium.

Act4Change is a Belgian NGO founded in 2011, that empowers youth for sustainable development. Young pioneers get a chance to meet each other, develop their skills and build a network. They offer masterclasses, and spaces to get together and discuss around global challenges and solutions.

#### 6. Elos Nederlands, The University of Utrecht and Wijk&Co.

The Utrecht University School of Governance (USG) studies public issues and public organizations in their interaction with the developments in politics and society. Our main focus is how these organizations deal with current social issues and give shape to their public responsibility.

##### USBO / SElab

The Social Enterprise Lab Utrecht (SElab) is connected to the USG, though operates as a social enterprise at the crossings of the academic world and the social enterprise sector. It strives to connect students, academics, professionals, experts and entrepreneurs to cooperate on finding solutions for public challenges.

The mission of Wijk & Co is to inspire and support citizens in Utrecht (Overvecht & North East) to, starting from personal drive and capability, develop their talents, to connect and to cooperate. This start with opening up and showing genuine interest in the other.

#### Building a cooperative tower

A challenge as a group to go for a common goal, communicating in our own language (some have advantages, some have disadvantages, we have to be pro-active and take care of each-other, so we can together reach....)



## Getting to know Elos Philosophy.

We did a one-day workshop to explain theoretically and practically the seven steps of the Elos Philosophy and Oasis Game. We invited the group to experience this methodology, around themes that make sense for the group and brought us here.

### **1. THE GAZE**

The path begins with the exercise and cultivation of an appreciative view towards the community (group) and its environment, in order to create a scenario of abundance; full of resources and possibilities. In this step we identify and value the presence and potential contribution of each person.

### **2. AFFECTION**

In this step, experience stimulates the establishment of affective relationships between people, the trust and desire of mutual care - experiences that nourish and strengthen the collective work. The exercise of listening is an essential skill and attitude for this step.

### **3. DREAM**

Now, it is necessary to create the space and relationships needed to express the best and deepest collective aspirations that we all have. Build the best image of what we would like to accomplish, going beyond the common practice of identifying problems. The more genuine, profound and precious the dream is, the more support will have from the entire community.

### **4. CARE**

Collective construction requires careful planning of strategies and projects that will broadly fulfill the expectations of a set of dreams. It also requires commitment with the common goal. Answering the question of how to walk together taking care of yourself, others and a common dream all at the same time.

### **5. MIRACLE**

This is the moment of collective action strengthened by your best qualities and skills, equipped with the abundance of resources existing in the community, with confidence from the affective links that bind them, and driven by your best dreams. It's an unusual gift you give to yourself and to others.

### **6. CELEBRATION**

With the sensations left by of the Miracle, after the day of action, a meeting is held to share the joy of carrying out the action together, to recognize and celebrate the contribution of each one in the collective achievement. That's when the physical realization and experience gains even more meaning, because its feeding the energy towards building new dreams and the celebration of life.

### **7. RE-EVOLUTION**

Finally, the impetus for a new cycle of accomplishments connecting the network of partners and the collective dreams into a movement of expansion and transformation. It's time to think about the future, time to gather learnings and plan activities from the initiative and autonomy of each community, driving all the energy mobilized and partnerships achieved towards the materialization of new challenges. Action in a network to transform!



## An Oasis

Realize a collective dream, empower a movement to create the world that we all dream off, starting now. This is the foundation that guides the Oasis Game developed by Instituto Elos, a cooperative tool for community mobilization, that moves local resources and talents.

By inviting a group of people to build, together with a community, a collective dream, Oasis promotes the experience of Elos Philosophy in a didactical and fun way. Composed of players and community, the game considers a broad definition of community that involves several actors, such as residents, NGOs, local government, leaders and companies.

Designed to be practiced in a fully cooperative manner, so that everyone, together, realizes something in common, Oasis proposes rules that allow the victory of all, without exception. In this scenario, the success of one is interdependent on the other's success.



## Conclusions of working groups from Elos Philosophy Workshop: Reaching a common dream.

With the Oasis game we ask communities to bring their dreams they have for their community, to go beyond the individual dream and to bring a dream for the collective, a dream that is bigger than themselves...

With these exercise we were inviting you to experience the common dreaming and reach something tangible that could represent those dreams. We also wanted to give an extra space to debate and talk about our common topic with these projects, transforming education, empowering youth, impacting communities, creating social change, etc...

Group 1: Our common dream is to "Take learning out of the classroom and into the real world. Learning to be citizens, not workers. Being active participants, not passive consumers.

Group 2: Boat metaphor. University learning inside community. Re-connect. Integrate living and learning... Starting a path of co-creative learning, movement, learning-journey, learning by action. A space to think a space to create.

Group 3: School Community Centre. Balance between school (knowledge) and community (experience). Inspiration <-> Interaction. Teaching is sharing. Lifelong learning. Appreciation of the now.

Group 4: REBELS WITH GUNTS. School= Community 3.0 (root square) Holism + Intergenerational (On the street).

Some reflections: Change life and mind of people involved. Embrace the shadow side. Learning by doing, Mixed zones. Play with strength. Work on base of equality. Be aware of limits. Sustainable business model behind it. Create new connections, organizations and people. Down to earth. Collaborative. Value wisdom of each generation. Sustainable community model. Needs some rebelliousness. Keep existing values in communities. Appreciate what already exists, of connections that are already there... Mind and hand. Fun.

## Conclusions

### Principles, Challenges and Methods, Learning Space

Principles	Challenges and Methods	Learning Space
<b>Something you do, Authenticity</b>	Apprenticeship	Create a Base-line in diversity for evaluation learning
<b>Framing</b>	Value creation and exchange	Divergent Departures. Is there a common Ground?
<b>Learning beyond doing, developing the same thing, mutual inspiration.</b>	Walk your Talk	How is the relationship between students and young people at the community? How to deal with different motivations between students and community youth.
<b>Connecting People</b>	Physical empty space	Community as client or creator, how do you separate?
<b>Keep the methodology simple and easy to communicate with language barriers.</b>	Creating Space	How can we make our differences (different stages we are in the oasis process) flourish?
<b>Mutual service learning</b>	What inspires edventure to work with Elos / CEAL?	How to define Sustainability?
<b>There isn't a wrong way</b>	Mutual learning, aspects, students and community, and organizations.	What about elderly people?
<b>The more you practice the more you can innovate</b>		Inter-cooperate. Do we feel responsible of each-other's projects?.
<b>Community, Elders. Mentors/Experts, they all involve talents.</b>		What we need is situations where there are tensions as a fuel?
<b>Community as Co-producers</b>		

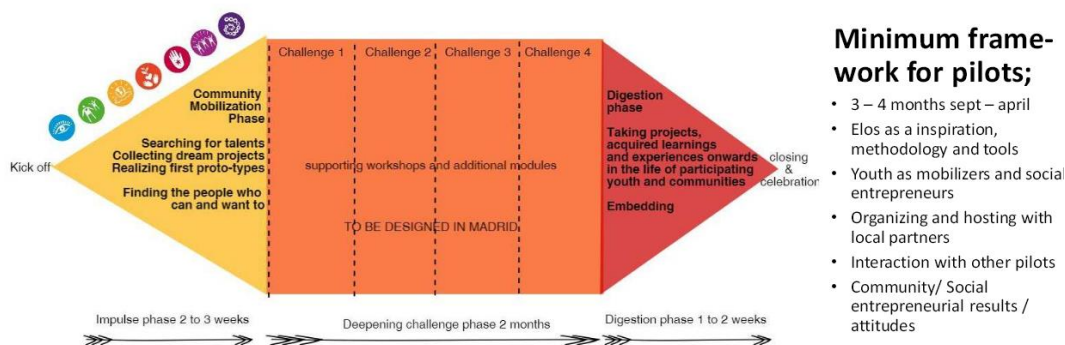


## Pilots' Common Shape and Practices

- Design for emergence.
- Doing
- Replicability of the process at an individual level (apart from the community level).
- Reflective practice and harvesting.
- Diverging and converging process, following seven steps of Elos Philosophy,
- Creating a reflective space.
- Coaching and mentoring youth for this to be a significant experience, during all process.
- Livelihood creation and growing local economy.
- Small challenges inside of big challenges.
- Big event challenge.
- Using defining Business Model as a tool for sustainability

## Big Image, Diverging and Converging

The starting point of the pilots is a process where we apply Elos philosophy in a diverging and converging process. At the beginning building a space of abundance, beauty and resources and building relationships between participants. This is the big image:



There are two proposals of basics outlines for pilots:

1. Start with an OASIS game to mobilize and engage a community and to detect the collective dreams. After this experience work on a long re-evolution; with a new cycle of the Oasis game but with focus on boosting the most entrepreneurial dreams, working on sustainability and involving youth.
2. Start with the first phases of the Oasis Game up to the collective dream phase, and use the care, hands-on, celebration and re-evolution phases to develop the community based entrepreneurship lead by youth.

What we see common:

- Peer to peer relationship between youth in community and students.
- Everybody adds value.

What we see different:

Which are still the questions:

- Creating a learning space
- Do we have to do a diagnose
- What is community-based entrepreneurship
- Fixed or open framing
- How to frame the invitation



## Pilots' summaries general structure proposed per partner

Summaries of Pilots proposals per partner.

General summary of Structure asked:

1. Stakeholders: Each interest group involve and its role.
2. Place and duration:
3. Describe general structure, flow, (type one or two of proposed maps (OASIS phases along the way, OR, a first Oasis and a long re-evolution). Here if you can name the milestones in the timeline is enough.
4. Give details of challenges proposed, if applicable.

## Madrid-Segovia, Spain

GSA Madrid Team in partnership with the community La Adobera, via the local organization “en proceso” and the National over distance University UNED.

General structure:

Oasis into “La Adobera space” a cultural center for social innovation and entrepreneurship in rural areas. Its an initiative that has been started by our community partners “En proceso” to be managed by the youth.

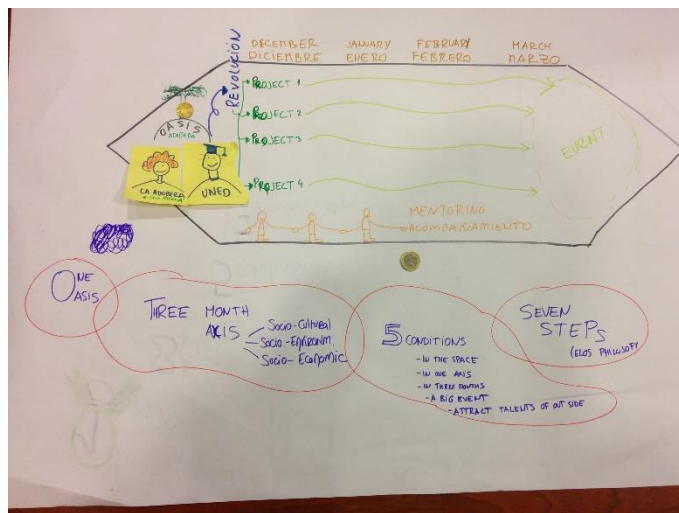
With this project the aim is to foster a sustainable living in this rural area for youth not be forced to leave to look for opportunities, but at the same time is an experiment and an invitation for re-populating this area, bringing new neighbors.

For the Oasis experience, people from different areas of the region will be invited to take part.

After the oasis there will be a Re-  
evolution stage of 3 months to  
develop projects of the participants  
thrived by different challenges.

Conditions for the projects:

- Using the space of “La Adobera”
- Working in one axis of sustainability (socioeconomic, sociocultural, socioecological)
- Time bound: three months
- Attract talents from outside the village and from the village
- Do a big event (raise money for that)
- Raise money for the project to fix “La Adobera”.



Stakeholders: Young people from rural areas around the region of Segovia and beyond, and students from the national over distance University UNED.

Place and duration: From December 2015 to March 2016. In rural area of the region of Segovia.

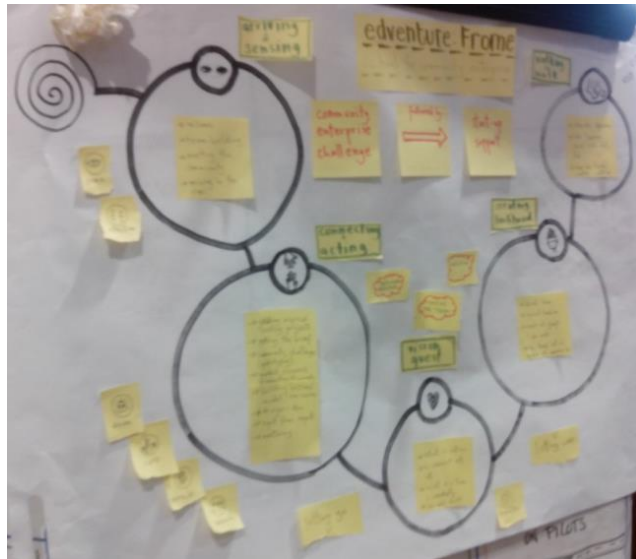
Frome, UK.

In Partnership with Edventure Frome and Frome town Council

Edventure basis their pilot in its own methodology, which also uses the oasis game as a mobilization tool and collective dreaming and transformation around a space, and introduces some keys of Elos philosophy.

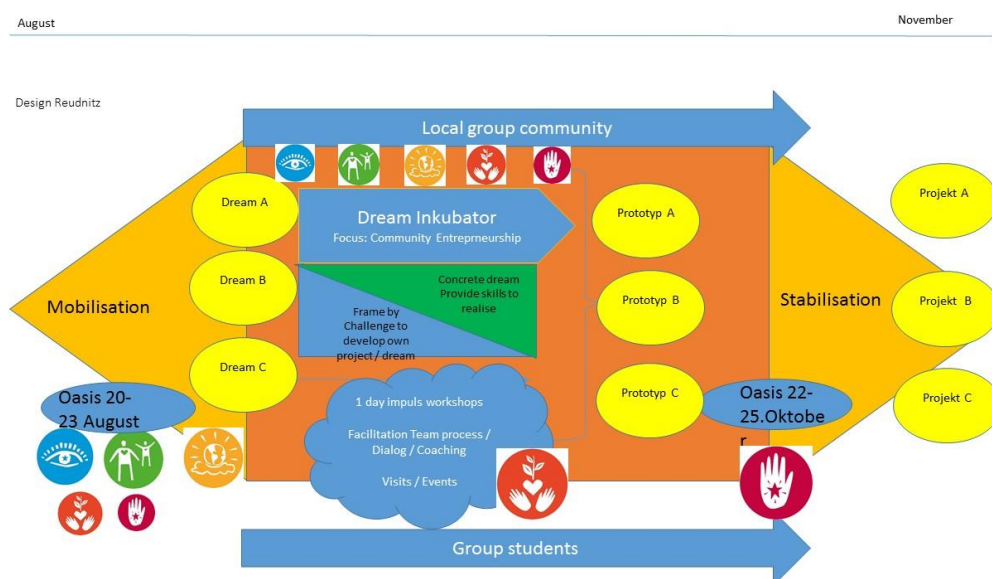
Pilot Shape. 5 Stages:

1. Arriving and sensing:
2. Connecting acting: community enterprise challenge
3. Vision: space to connect with the leanings
4. Start up and support
5. Walking the path



Germany

1. Stakeholders: Ideen<sup>3</sup> - Process Facilitation, Dresdner 59 : Integration of local work and projects, Tu Berlin: Bring Students and reflection upon process.
2. Place and duration: Leipzig Reudnitz. 20 of August until End of November 2015
3. General shape:



4. Challenges: They work with a portfolio of possible Challenges and workshops. The decision, which will be chosen, will depend on the process and development of the group.

## The Netherlands

Elos Foundation in Partnership with Wijk &co., The University of Utrecht and the USBO / SElab

### Basic Outlines

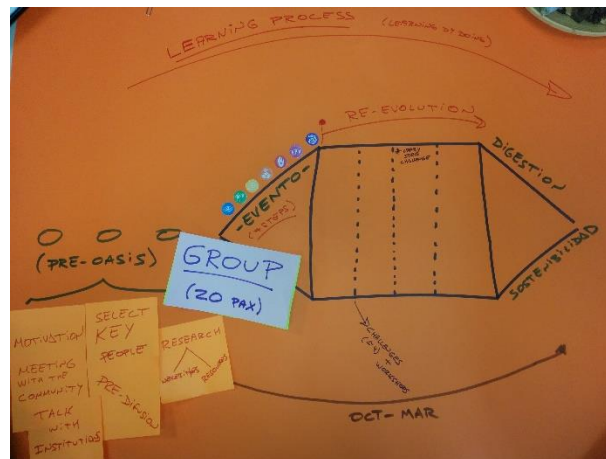
An important goal is to work on a process to create a space where students from the community and students from the University can be living together and sharing in a peer-to-peer relationship.

Insert the Oasis Game in any way that can foster the development of community based social entrepreneurship and empower youth.

Extract information for action learning and action research.

## Bilbao, Basque Country. Spain

In partnership with Ede Fundazioa and the community youth organization Mugarri Gazte Etxea, Harribide.



### From June to October 2015:

Phase of Identification of social agents, public agent, public & private spaces, community leaders, public Resources Public resource (parks, schools, institutes, universities, culture center, social center). Private resources (shops, industry..).

Communication: Dialogs with community partner. Talk about our project with social and public agents. Talk about our project with other communities leaders.

Promotion: Create web tools (oasis bizkaia Blog, social media...). Multimedia tools (videos, photos, podcasts,). Newspaper, flyers , banners, posters...Merchandising

Challenges: Establish different challenges for keeping and revitalize the dreams

Motivation: Activities In and with community. Activities with Social agents of community.

Team Building: Planning/Program. Evaluation.

### **From October to March 2015**

Action (OASIS):Key Event with the 7 steps (4-5 days / November)

Promotion: Write in web tools (oasisbizkaia Blog, social media...). Public Multimedia tools (videos, photos, podcasts,). Newspaper , flyers , banners, posters...Merchandising

Challenges: Develop the different challenges for keeping and revitalize the dreams

Motivation Team. Team Working. Program evaluation & Changes

### **Post Program March - July 2015.**

Evaluation, Synthesis, Communication:

- Dialogs with community partner
- Talk about our project with social and public agents,
- Talk about our project with leaders of other communities

### **Promotion**

- Create web tools (oasisbizkaia Blog, social media...)
- Multimedia tools (videos, photos, podcasts,)
- Newspaper , flyers , banners, posters...

### **Guiding Learning Questions:**

#### **1. How can we activate entrepreneurial capacities in each individual and the community as a whole?**

- What are entrepreneurial Capacities (for us)?
- How these capacities are build? (through experience, through theory)
- Who can offer the tools to build these capacities?
- Which moments of life are better for building these capacities?
- Which conditions, spaces, attitudes, are better to develop these capacities?

#### **2. How do we stimulate community-based entrepreneurial initiatives at the community?**

- In what way a challenge can be framed in order to be successful? (in terms of ingredients).
- How do we mobilize resources?
- How can we communicate in a simple way to the community what a social entrepreneurship should be?
- What level of support is needed to get things going, and to maintain it?



- What are the barriers, and how can they overcome? i.e. accessibility of entrepreneurship..
- How can the community network be put into use for stimulating and sustaining an entrepreneurial initiative with the community to grow and flourish?
- What governance models can applied that facilitate community enterprises best?
- How do you create a sense of ownership in the community?
- Starting points: 1. Personal dream, versus market needs. 2. Economic theories (eg: connectiveness and other principles). 3. Responding to needs/problems that are alive. 4. Existing initiatives.

### **3. How do we close the “gap” between education and societies/communities?.**

- What exactly is the gap we want to close?
- It exists many ways to approach a gap..
- Connection between concrete actions and educational philosophy? → Action learning research. Common language between community and more academic research.
- How to close the “gap” between the Elos philosophy and “formal” education praxis. → how to frame Elos to fit in existing academic practice and how to change academic practices and structure to let Elos fit in.
- How to incorporate/integrate the Elos philosophy in formal education praxis? Who will do it?
- Let It happen: How to support them? → hand them over a handbook?
- How does education get closer to communities, how does communities get closer to education? (MUTUAL)
- Qs. 1&2 enlighten space in community that is already there → also link with education.

### **4. How can a new form of (service learning) education around social and community entrepreneurship be integrated in formal education?**

Which type of formal education? Over 18, University of Professional graduation. Which degrees are more likely going to host this type of activities? → Education, Social, Environmental, Business, Which are less likely? --> Technical, Engineering, architecture, etc...

Professional Education: Socio-cultural intervention, social entrepreneurship, business management.

Strategic professor and teachers: In the social areas. In the practicum /internship level.

Could the internship period of students happen in communities, impacting communities?

Where are you already integrating service learning in your context? How is it working? Is there more experiences around the world? Can we get inspired by them?

Is there a constancy, continuation?

**New question:**

Under what conditions can students and youth be brought together for mutual learning?

Is the involvement of institutionalized organizations a risk for such a process of community empowerment?

Which competences (of entrepreneurship) we want to work with these pilots?

How does this improve Elos Philosophy?

How Social entrepreneurship combine with social work?

What can we learn about the importance of place making?

How to enable mutual learning process?

How to design the challenges? (new elements).

## NEXT STEPS

### Questions

Preparation, Invitations and Selection process. What the invitation of participants should involve:

- Attention to detail, bringing human level
- Ritual
- Action learning research
- Community learns from and about the process as well.
- A necessity on education and community level
- Relevance.
- Learn new tools
- Creating value through local resources. Creating and building spaces creates value.
- Place making and others for scientific validation
- Bringing innovation, going beyond.
- Being the invitation to act (for those that are already interested but are looking for the opportunity).
- Give space to the participants' perspective!
- Reach out to immigrants and other excluded groups
- How important is friendship with institutional environment.

### Towards our meeting in Frome.

We can bring a youngster from our pilots group to get inspired. We find very interesting and motivating to share that the youth that participates on our pilots will be part of a network.

Important to communicate via website and social networks what is happening at each pilot, so they can be able to perceive this network.

## ACTION LEARNING RESEARCH

Think about what will be the indicators to measure the impact on youth and community. How we build a base-line.

Use the platform to bring the learning questions and outcomes. Also the indicators and evaluation we are going to do.

To discuss terms, concepts and definitions.

Platform address:

<http://aula.tangente.coop/>

Enter at CEAL- Network workspace, with your login details.

FB: [CEAL-Network](#)

Tweeter: [@CealNetwork](#) #cealmadrid

Check more pictures from the Madrid Training at:

<https://www.flickr.com/photos/kiribilsarean/18510898018/in/album-72157653979275240/>



## Examples of Community based initiatives in Madrid

### Tabacalera Social Center (<http://latabacalera.net>)

Is a self-managed social center (like a cultural center, managed by the neighbors) where many different associations, organizations and groups (collectives) develop self-organized activities related with arts, culture and social transformation. The building used to be an old Tobacco Factory and nowadays belongs to the Spanish Ministry of Culture, but was abandoned for several years until it was leased to bring it to life by social movements of Madrid. Due to its characteristics, it's classified as a historical heritage and has the category of monument of Cultural Interest.

The ministry gave the assignment of use to the Cultural Association of "CSA La Tabacalera de Lavapiés", an association created for the purpose of having a legal instrument that could sign the leasing agreement. The Articles of the Association explain that the decisions of the CSA are taken in the general Assembly and through the committees that manage the center. The center is open to whoever wants to participate.



Is a space where theater, music, dance, painting, conferences, meetings, audiovisuals, workshops, events, interventions in the neighborhood, etc. take place. They try to give a social transformation values in all the activities. There are also social entrepreneurs working and people who generate their own incomes in the field of social arts and free culture and open software. All

the people that used the space contribute with the maintenance and management.

The Social Center is self-reliant economically. They generate their own income and resources needed to maintain the space. They used horizontal governance system through the direct participation.



In the day we did the visit a market was taken place inside the building. It was a market of hand made products and many different artists gather to show and sell their products in a day full of different activities.

## San Fernando Market. ([www.mercadodesanfernando.es](http://www.mercadodesanfernando.es))

San Fernando is a traditional and a public market located in Lavapiés neighborhood. After the Spanish Civil War began the construction of a municipal market in the neighborhood, replacing the open-air market taking place in a nearby square. From 2008 there were several attempts to open supermarkets of big companies but finally they were unsuccessfully. These years the market was losing their activity and a lot of market stalls closed.

In 2010 Market traders San Fernando decided to publish the real cost of the market stalls and open them to many initiatives of people in the neighborhood. Different new shops of ecological and hand made products opened managed for people of social movements and neighbors. This has been an opportunity to restore and reuse this public space, recover the life and innovate in new ways of management these traditional markets. There are also many initiatives of sustainable consumption, which are creating new ways of understanding the market. In early 2013, all the market stalls were full of activity. Traders manage the market thought the Market Traders Association of San Fernando.

Nowadays, many cultural activities take places inside the building.





## Esta es una plaza ([estaesunaplaza.blogspot.com.es](http://estaesunaplaza.blogspot.com.es))

"Esta es una plaza" ("This is a square"). The Project started from a workshop developed in a cultural center nearby. This workshop was about transforming an abandoned space into a public space open to the neighbors through a rapid and economic intervention.

The participants began the workshop with interviews to the local people, by which they detected the lack of green spaces in the neighborhood. Therefore, the action developed was a large green square in an abandoned empty plot in the area, called "Esta es una plaza", where neighbors could meet, play sports, organize cultural events, grow vegetables, etc.

After this intervention, many neighbors decided to keep it and take care of it as they realized it offered a huge solution to their needs of bringing nature, free activities and meeting areas to the city center. A bulldozer ordered by the municipality razed with the garden and hand-made furniture, as it was the only free spot available to gather materials for some constructions planned in the neighborhood, although was never used for that purpose... A huge creative campaign started to gain those meters back for the community to be able to share and create life. They finally manage to enter the space and do the work again, in a few days cleaning the space and providing it with infrastructure. They planted a vegetable garden, a sports area, a market and outdoor theater. The construction was hand made by the community using recycled materials.



After this experience, the people and neighbors involved asked to the municipality to give them the possibility to create a public space managed by the neighborhood and they ended up achieving the leasing of the space through a cultural association created for that purpose. Different groups manage different projects that are happening in the space. These groups are open for anybody who want to join and they take care of the garden, the meeting point, the activities. The space is also open to other associations or social groups to organize events and workshops. All these activities give an economical contribution to hold the space.





## El campo de la Cebada (<http://elcampodecebada.org/>)

“El campo de la Cebada” was born in October of 2010. Madrid City Council demolished a public sports center placed in this area to rebuild a new one but this project never taken place. After several months remained closed and unused, citizens related with the neighborhood created an initiative to ask the municipality to use this empty space for some events. There was a group of architects who presented a project to develop different structures such as: sport grades, basket pitch and others using recycled materials like scaffolders. Neighbors started a negotiation with the municipality to achieve a legal temporary transfer of use. They started with the idea of creating ecological vegetable garden. After that they create also an herb garden, planted trees in containers and also they started making their own compost.



They also started new projects inside, related to the structures built, as a theatre, sports activities, playground, etc. They wanted to create a public space for social, ecological and cultural activities. The people that managed the space are residents of the neighborhood and they believe in the enjoyment of public space where social dialogue and relations between neighbors can take place. Nowadays this plot host all kinds of activities / projects of cultural, social, artistic, sporting, etc. The residents themselves participate in decisions of the activities and projects to develop.

