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**TRIP - Training, journey and learn**

## **TRIP IN-DEPTH WORKSHOP 4**

### **FROM LOOK TO ACTION: CRITICAL THINKING, ADAPTABILITY AND TERRITORIAL INNOVATION**

#### **Introduction**

This workshop is centred on critical thinking and adaptability through the exploration of places, narratives and local challenges. It combines observation, research, dialogue, systemic mapping and participatory design to help participants read the complexity of cultural and social contexts, distinguish facts from interpretations and transform analysis into proposals for social or cultural innovation.

The workshop takes place in significant places of the territory — such as museums, natural areas, archaeological sites, civic spaces and community settings — treated as “reality laboratories”. Through a structured process of observation, analysis, discussion and design, participants work together to identify territorial challenges, compare perspectives and develop concrete proposals. The final output is a Community Policy Brief, accompanied by a visual or prototypical representation of the proposed idea.

**Target audience:** A group of approximately 10–15 adults from different backgrounds who are interested in critical thinking, adaptability, cultural and territorial analysis, collaborative design and social innovation. The workshop can involve educators, cultural workers, active citizens, local actors, facilitators and other adults interested in exploring complex contexts through observation, dialogue and participatory planning.

**Type of activity:** Collaborative territorial workshop based on investigation, dialogue and design.

**Recommended duration:** 30 hours in total spread over 4-5 days.

#### **Location and spaces:**

- Places of cultural and natural heritage (museums, parks, archaeological sites, civic libraries, houses of memory, social innovation centers).
- Workshop areas for group work and collective restitution.
- A shared digital space may be used to document and organise the process, if useful in the local context.

#### **Materials:**



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- Observation sheets of the territory (Annex 1)
- Digital tools for fact-checking and mapping (tablets, smartphones, Internet connection)
- Cards for the systemic map (attachment 2) and post-it notes
- "Creativity toolkit": Brainstorming Sheet, Priority Matrix and Idea Canvas (Annex 3)
- Individual critical diary (attachment 4)
- Self-assessment and peer evaluation grid (Annex 5)
- Community Policy Brief Template (Annex 6)

#### **Objectives:**

- Develop the ability to critically analyse information, places and phenomena.
- Strengthen cognitive flexibility and adaptation to changing contexts.
- Promote the systemic vision and collaborative approach to complex problems.
- Stimulate social innovation and value-oriented design thinking.
- Cultivating curiosity, openness and responsibility towards the territory.

#### **Activated Abilities:**

- Cognitive: critical thinking, source analysis, logical reasoning and systems view.
- Social-emotional: listening, empathy, emotion management and collaboration.
- Behavioural: flexibility, resilience, problem solving and applied creativity.
- Digital: search and verify information, create maps and presentations.
- Civic: participation, collective reflection and proposal of sustainable actions.

#### **Things to know before you start:**

- Participants should be ready to work in small interdisciplinary groups and to engage in observation, discussion, comparison of perspectives and collaborative design.
- The facilitator should prepare the experiential context in advance, including places, possible interlocutors, tools and materials.
- It is useful to identify, at the beginning of the workshop, one or more territorial themes or issues to be explored.
- The entire process should be documented through notes, maps, images and reflections, in order to support analysis, discussion and the final output.



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#### Operating instructions:

PHASE	DESCRIPTION	HOURS
<b>1. EXPLORE AND OBSERVE</b>	Exploratory walk in significant places, guided observation, collection of data and sources, creation of the individual concept map on one's critical field.	<b>8 h</b>
<b>2. ANALYZE AND REPRESENT</b>	Systemic mapping workshop, comparison of sources, analysis of cognitive biases and definition of a common territorial challenge.	<b>10 h</b>
<b>3. IDEATE AND EXPERIMENT</b>	Design Thinking <i>workshop</i> for the development of a proposal for social or cultural innovation, creation of a prototype or visualization.	<b>6 h</b>
<b>4. COMPARE AND PROCESS</b>	Structured debate on local controversial issues and drafting of the <i>Community Policy Brief</i> as a final output.	<b>4 h</b>
<b>5. SHORT FOLLOW-UP</b>	Collective debrief and summary of the results to prepare the <i>Reflection Phase</i> .	<b>2 h</b>

#### PHASE 1 – Exploring and observing (8 hours)

Objective: to activate curiosity and critical gaze

Activities:

1. "Walk and Watch": exploratory walk in a cultural or environmental site, with free observation guided by critical questions:
  - What do I see?
  - Who tells it?
  - What is missing to arouse interest?
  - How is history or reality represented in this place?
2. Collection of data, testimonies and images to be compared later.
3. Short fact-checking session on information found during the visit (online sources, posters, guides).
4. Creation of the concept map of their critical field: each participant identifies a relevant theme (e.g. sustainable tourism, local memory, cultural accessibility) and draws its conclusions.

#### PHASE 2 – Analyze and represent (10 hours)

Objective: to recognize relationships and build a systemic vision.

Activities:

1. Systemic map workshop: the groups build a visual map that connects actors, resources, critical issues and opportunities of the territory.



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2. Comparative analysis of the collected sources: evaluation of reliability, cognitive biases, divergent interpretations.
3. Collective discussion: "How does the point of view change when sources change?"
4. Definition of a common territorial challenge (e.g. enhancing a marginal area, making a museum more accessible, creating networks between local authorities).

#### **PHASE 3 – Ideating and experimenting (6 hours)**

Objective: to generate innovative and adaptive solutions.

Activities:

1. Design Thinking Workshop: Groups develop a proposal for social or cultural innovation using tools from the Creative Toolkit.
2. Each proposal must respond to a real need, with a sustainable and participatory approach.
3. Preparation of a visual presentation or prototype (poster, short video, model).

#### **PHASE 4 – Compare and process (4 hours)**

Objective: to argue, discuss and synthesize.

Activities:

1. Structured debate: the groups discuss a controversial issue that emerged during the workshop (such as, for example, protection vs. tourism development or tradition vs. innovation).
  - Each group argues a position based on different data, experiences and sources.
  - The discussion is facilitated by a moderator and followed by a moment of shared reformulation.
2. Drafting of the Community Policy Brief:
  - Summary of the main results and proposals that emerged;
  - Operational indications and recommendations for the local community;
  - Any visual attachment (map, poster, video, infographic).

#### **PHASE 5 – Short Follow-up (2 hours)**

The follow-up is a final moment of collective comparison and immediate re-elaboration. It serves to share the main findings, verify the coherence of the proposals developed and identify possible applications in different local contexts.

Activities:

1. Small-group hot reflection: *What did I discover? What would I change? What new perspective do I take away?*
2. Sharing of final products and peer feedback



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3. Facilitator's summary, linking the experience to the key competences activated during the workshop, such as critical thinking, adaptability and systemic vision.

#### **Output final:**

The tangible output of the workshop is the **Community Policy Brief**, accompanied by a visualisation of the proposed social or cultural innovation for the territory, such as a map, poster, prototype, infographic or short narrative. The final product may be shared in project dissemination contexts, local presentation moments or other relevant public occasions.

#### **Expected results:**

- Improvement of the ability to critically read complex contexts.
- Increased cognitive flexibility and openness to change.
- Greater competence in the use of systemic and participatory methods.
- Birth of micro-proposals for sustainable and community innovation.
- Construction of a network of replicable territorial good practices.

#### **Methodological note**

The workshop can be replicated in different European territories by adapting places, themes and local challenges to the specific context. Its common structure — explore, analyse, ideate, compare and reflect — makes it possible to maintain methodological coherence while responding to different cultural, social and environmental realities.

#### **ATTACHMENTS**

1. Territorial Observation Form (page 7)
2. Fact sheet for the Systemic Map (page 11)
3. Creative Toolkit (page 15)
  - a) Part 1 – Brainstorming Board
  - b) Part 2 – Priority Matrix
  - c) Part 3 – Idea Canvas
4. Individual critical diary (page 20)
5. Self-assessment and peer review form (page 25)
6. Community Policy Brief Template (page 29)



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### Annex 1

#### TERRITORIAL OBSERVATION FORM

What it is and what it is used for

This worksheet is a tool to guide the critical observation of places during PHASE 1 - "Exploring and Observing". It helps participants to collect data, impressions, narratives and points of view on the territory, while maintaining an attentive and open look at complexity.

How to use it

It must be completed individually or in small groups during a visit to a cultural, natural or community site. The information collected will then be shared in PHASE 2 of collective analysis and used in the later stages of collective analysis and design.

#### SECTION 1 – BASIC INFORMATION

Name of the place or area visited:

\_\_\_\_\_

Date: \_\_\_\_\_

Participants/Group: \_\_\_\_\_

Facilitator/Guide: \_\_\_\_\_

Type of place (museum, natural site, neighborhood, civic space, other):

\_\_\_\_\_

#### SECTION 2 – OBJECTIVE OBSERVATION

Describe what you see without interpreting. Take note of concrete elements, structures, people, signals, visual or sound details.

What do I notice at first glance?

\_\_\_\_\_

\_\_\_\_\_



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What elements dominate the environment (architecture, nature, sounds, symbols)?

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What activities or behaviors are observed in the place?

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#### SECTION 3 – ANALYSIS OF NARRATIVES AND SOURCES

Every place tells a story. Try to understand who tells it and from what perspective.

What sources of information do I find on site (panels, guides, QR things, brochures, websites, people)?

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Who tells the story of this place?

- Public institutions
- Private operators
- Local community
- Medium
- Other: \_\_\_\_\_

Are there any missing or unrepresented points of view?

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What elements seem to "speak louder"? (symbols, words, images, absences)

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#### SECTION 4 – PERSONAL AND PERCEPTUAL REFLECTION

Write down what you feel and think as you explore. These emotions can reveal new interpretations.

What strikes or surprises me the most?

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What emotions does this place arouse (curiosity, discomfort, empathy, detachment...)?

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How do I personally relate to what I see?

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**SECTION 5 – CRITICAL INTERPRETATION**

Go from observation to analysis: connect, compare, and verify.

What elements seem consistent or inconsistent with information collected elsewhere?

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Do I detect bias or partial perspectives in the proposed narrative?

Yes

No

If \_\_\_\_\_ so, \_\_\_\_\_ which \_\_\_\_\_ ones?

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What would an outside observer (from another country, generation, or background) say?

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Questions that remain open to me or that I would like to deepen:

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#### SECTION 6 – VISUAL DOCUMENTATION (OPTIONAL)

Insert or attach photos, sketches, maps, or keywords that represent your viewing experience.

#### SECTION 7 – FINAL SUMMARY

Merge it with your critical field concept map or journal reflections.

Key points that emerged:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

In one sentence:

"This place taught me that \_\_\_\_\_

\_\_\_\_\_”



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### Annex 2

#### CARD FOR THE SYSTEMIC MAP

What it is and what it is used for

The system map card is a collaborative tool to visualize the complexity of the territory: it helps to connect actors, resources, critical issues and opportunities, showing how the elements influence each other. It is used to transform observation into vision, moving from data and perceptions collected in the "Explore and Observe" phase to a systemic understanding useful for design.

How to use it

It should be completed in small groups (3–5 people) during the "Analyze and represent" phase. It starts by defining a shared territorial challenge, then the subjects involved and their relationships are mapped. The result is a visual representation of the system, the basis for the subsequent ideation phase (PHASE 3), for the Community Policy Brief (PHASE 4) and for the final reflection (PHASE 5).

#### SECTION 1 – DEFINITION OF THE SYSTEM

Map title/reference theme:

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Territorial challenge or guiding question (e.g. how to make this place more accessible or how to enhance a territorial resource):

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Group/participants: \_\_\_\_\_

Date: \_\_\_\_\_

#### SECTION 2 – ELEMENTS OF THE SYSTEM

Identify the main actors, resources and factors that make up the context analyzed

Category	Description / examples	List of Discovered Items



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<b>Actors (people, bodies, institutions, communities, associations)</b>	Who acts or influences the situation	
<b>Resources (cultural, natural, economic, social, technological)</b>	What supports or enables the system	
<b>Critical issues / obstacles</b>	Factors limiting development or cooperation	
<b>Opportunities / levers for change</b>	Positive or potential aspects to be activated	

### SECTION 3 – CONNECTIONS AND RELATIONSHIPS

Draw how elements interact with each other. Use arrows, symbols, colors, or codes to represent connections.

Collaboration/conflict/dependency/influence relationships:

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Legend of the symbols used:

↑ Direct connection

 reciprocity

 conflict

 Opportunities

 Obstacle



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Space for the visual map (use post-its, markers or digital tools if the map is online):

#### SECTION 4 – INTERPRETATIVE ANALYSIS

From map to understanding: what does the system we have represented tell us?

Which elements are central or with multiple connections?

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Which areas show gaps, conflict, or lack of coordination?

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Are there any actors or resources that could be activated or connected differently?

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What leverage points could generate positive change?

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**SECTION 5 – GROUP SUMMARY**

Conclude the section with some shared considerations.

In one sentence, what did we discover new about the territory?

We \_\_\_\_\_ start \_\_\_\_\_ understanding \_\_\_\_\_ that

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What is the main challenge to be faced collectively?

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What added value does the systemic vision bring compared to traditional analyses?

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### Annex 3

#### CREATIVE TOOLKIT

##### What it is and what it is used for

The Creativity Toolkit is a set of practical tools to stimulate creative ideation and design starting from the data and connections that emerged in the systemic map. It serves to transform observations into concrete ideas of social or cultural innovation, oriented to the real needs of the territory.

##### How to use it

Should be used in groups during PHASE 3 "Ideating and experimenting"

1. It starts with the "Brainstorming Board" to generate as many ideas as possible.
2. We move on to the Priority Matrix, to select the most relevant and achievable ones.
3. It concludes with the Idea Canvas, which allows you to develop a coherent proposal ready to be presented or prototyped.

Each group delivers only one final version of the Idea Canvas, to be attached to the Community Policy Brief. The selected ideas become the basis for the social innovation proposals to be presented in PHASE 4 Compare and Reflect.

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#### PART 1 – BRAINSTORMING SHEET

Objective: to stimulate the creativity of the group and collect original ideas, even unconventional ones.

Theme or challenge we work on (e.g. sustainable tourism, enhancement of public spaces, etc.):

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##### Rules of brainstorming:

1. No idea is wrong.
2. Don't judge other people's proposals.
3. Build on other people's ideas.
4. Focus on quantity, then we will choose quality.



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List of ideas generated (minimum 10):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

Recurring keywords or concepts:

\_\_\_\_\_

Most promising ideas to explore (choose 2 or 3):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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#### PART 2 – PRIORITY MATRIX

Objective: to evaluate the ideas that emerged based on their impact and feasibility.

Idea	Potential impact (on the community)	Feasibility (resources, time, alliances)	Notes / Risks / Opportunities
1	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
2	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
3	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
4	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	

Interpretation of the results:

- Ideas with high impact and high feasibility should be developed in the Canvas (Part 3).
- Those with high impact but low feasibility can inspire future projects.
- The lows on both fronts are discarded or reformulated.

#### PART 3 – IDEA CANVAS

Objective: to translate a selected idea into a structured, clear and shareable proposal.

Title of the idea or project: \_\_\_\_\_

Field	Description / Operational Notes
<b>1. Problem or need to start</b>	What concrete issue of the territory do we want to address?



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<b>2. Proposed solution</b>	What does our idea consist of? What actions or services does it provide?
<b>3. Direct and indirect beneficiaries</b>	Who benefits? Who can participate or contribute?
<b>4. Resources Needed</b>	Materials, skills, networks, spaces, funding...
<b>5. Partners or actors involved</b>	Local authorities, schools, associations, businesses, active citizens...
<b>6. Expected impact on the community</b>	What will concretely change thanks to the proposal?
<b>7. Possible obstacles or risks</b>	What could limit the effectiveness of the project and how to prevent it?



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<b>8. Added value / innovative elements</b>	How is this proposal new or different from the others?
<b>9. Next steps</b>	What does it take to go from idea to action? (within 3 months / within 1 year)

Creative space (optional)

Insert a sketch, concept map, or tagline that summarizes your idea.



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### Annex 4

#### INDIVIDUAL CRITICAL DIARY

What it is and what it is used for

The critical diary is a personal tool for reflection that accompanies the entire experience in the field. It serves to transform experience into awareness, helping each participant to recognize what they have learned, felt and understood during the workshop. Through writing, it is possible to observe how one's curiosity, emotions, ideas and ability to adapt to new situations evolve over time.

How to use it

Fill out the journal every day after the activities are complete (15-20 minutes).

The diary is a space of awareness and authenticity. Write freely and personally, but with attention to the connections between facts, emotions, and thoughts.

It is a personal and confidential tool, but it can be shared voluntarily in the group. You can also use the diary as a basis for the follow-up phase and the self-assessment form.

#### SECTION 1 – IDENTITY OF THE PARTICIPANT

Name and surname: \_\_\_\_\_

Journal start date: \_\_\_\_\_

Location/activity of reference: \_\_\_\_\_

Facilitator: \_\_\_\_\_

#### SECTION 2 – DAILY REFLECTION

Fill out a form for each day of field activities (Phases 1-4 of the Experience). Each page can be dedicated to a day or a single meaningful experience.

DAY/EXPERIENCE NO. \_\_\_\_

Place/theme of the day: \_\_\_\_\_

Activity duration: \_\_\_\_ hours



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1. What did I do today?

Briefly recount the main activities, the people met, the most relevant events.

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2. What struck or surprised me?

Describe a moment, image, or phrase that made you think.

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3. What emotions did I feel?

- Trivia
- Enthusiasm
- Doubt
- Frustration
- Amazement
- Empathy
- Other: \_\_\_\_\_

Comment briefly:

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4. What did I learn today?

Think about both the knowledge acquired and personal skills or attitudes.

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5. What difficulties did I encounter? How did I deal with them?

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6. How does my way of seeing this place or theme change?

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7. What connections can I make with my "critical field" chosen at the beginning of the form?

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8. Ideas or questions I take with me the next day:

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**SECTION 3 – MID-TERM REFLECTION (OPTIONAL)**

To be completed after about half of the hours scheduled in the field.

9. What am I discovering about myself as an observer/citizen/curious person?

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10. What skills am I using most often?

- Listening
- Analysis
- Collaboration
- Creativity
- Empathy



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- Critical thinking
- Other: \_\_\_\_\_

11. What would I like to deepen or improve?

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#### SECTION 4 – FINAL REFLECTION ON THE EXPERIENCE

To be completed at the end final field-based phase of the workshop.

12. Three words that describe my experience:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

13. What I learned about myself:

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14. What competences do I feel I have developed the most:

- Critical thinking
- Adaptability
- Collaboration



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- Communication
- Systemic vision
- Other: \_\_\_\_\_

15. What message or advice would I leave to those who will have this experience after me:

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#### SECTION 5 – PERSONAL FINAL SUMMARY

Use this space to create a phrase, drawing, or metaphor that encapsulates your experience.

16. If I had to summarize what I experienced in an image or a sentence....

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17. My thought today is more....

- Open
- Critical
- Curious
- Careful
- Collaborative
- Other: \_\_\_\_\_



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Annex 5

**SELF-ASSESSMENT AND PEER EVALUATION FORM**

What it is and what it is used for

This card should be administered at the end of the experience or during the follow-up phase. Help participants reflect on their own learning journey and receive feedback from their groupmates. The aim is to promote awareness, responsibility and openness to improvement, strengthening the key skills of Itinerary D: critical thinking, adaptability, collaboration and systemic vision. The evaluations remain confidential and formative, they have no numerical value.

How to use it

- Fill it out individually in section A (self-assessment).
- Then exchange it with a classmate for section B (peer assessment).
- The discussion can be discussed in pairs or in small groups, as a moment of reflective closure or during follow-up.

**SECTION A – PERSONAL SELF-ASSESSMENT**

Reflect on your journey and assess your level of proficiency against the objectives of the module.

Use the 1–5 scale (1 = very low, 5 = very high).

Add a short comment or concrete example if you want.

TRIP Expertise	Brief description	1	2	3	4	5	Personal Comment / Examples
<b>Critical thinking</b>	I can analyze information and distinguish facts from opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Adaptability</b>	I can reorient myself in the face of new or uncertain situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Systemic vision</b>	I connect the different elements of a complex context (people, resources, problems).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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<b>Collaboration</b>	I work in a group in an open, constructive and respectful way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Communication</b>	I can express ideas clearly and listen actively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Creativity</b>	I propose original solutions and see problems from alternative points of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Personal awareness</b>	I recognize emotions, limits and strengths that emerged in the experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Personal Final Reflection:

What is the skill that I feel I have strengthened the most during this module?

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Which one would I like to continue developing in the coming months?

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#### SECTION B – PEER REVIEW

Share the worksheet with a classmate and fill in the following lines for each other. Use specific examples to make feedback more useful and constructive.

Name of the person receiving the feedback: \_\_\_\_\_

Feedback giver's name: \_\_\_\_\_

Date: \_\_\_\_\_

Question	Brief answer
1. A strength that I have observed in you along the way:	
2. One aspect you could improve or train more:	
3. A moment in which you contributed positively to the group:	
4. What I learned from working with you:	
5. A word that describes your way of thinking or acting in the group:	



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**SECTION C – SHARED SUMMARY (OPTIONAL)**

After the exchange, write a short reflection or commitment to each other together.

What have we discovered about ourselves and the group?

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How can we better value our differences?

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What is a common goal that we want to maintain even after the experience?

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**FREE SPACE FOR FACILITATOR ANNOTATIONS (OPTIONAL)**

The facilitator can use this space to record observations on the participants' progress or to initiate an individual feedback dialogue.

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## Annex 6

### COMMUNITY POLICY BRIEF TEMPLATE

#### What it is and what it is used for

The Community Policy Brief is the final product of the workshop dedicated to critical thinking and adaptability. It collects the experience in the field, the reflections that emerged and the collective proposals for social or cultural innovation for the territory.

It serves to transform learning into action, offering the local community and stakeholders a concrete contribution based on evidence and dialogue.

#### How to use it

- Fill out the form in a group, with the guidance of the facilitator.
- Use clear, concise, and inclusive language (max 4–5 pages).
- Accompany the text with maps, images, or charts developed during the activity.
- The final document will be shared in project dissemination contexts, local presentation moments or other relevant public settings.

### GENERAL DATA OF THE GROUP

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<b>WORKSHOP 4 – CHANGING PERSPECTIVES</b>	
Title of the Policy Brief	
Group / Team	
Facilitators / Tutors	
Location of the experience	
Period / Duration	
Theme explored ("critical field")	



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#### BACKGROUND AND STARTING POINT

Briefly describe the territorial context and the situation observed. Enter the data, testimonials or examples collected during STEP 1 "Explore and observe".

Guiding questions:

What place or reality have we explored?

What critical elements or opportunities have we identified?

Why is this issue relevant to the local community?

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Sources or reference materials:

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#### THEMATIC ANALYSIS AND PERSPECTIVES

Summarize the systemic map developed in the workshop. It highlights the links between actors, resources, needs and criticalities.

Guiding questions:

Who are the parties involved?

What relationships or interdependencies emerge?

What biases, misalignments or divergent views have been identified?



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What strengths and levers of change have we recognized?

Summary of the systemic map:

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Attach image or diagram of the system map (optional)



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#### TERRITORIAL CHALLENGE FACED

Clearly define the "question" or challenge you have been working on as a group.

Our challenge:

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#### PROPOSAL FOR SOCIAL, TOURIST AND CULTURAL INNOVATION

Describe the solution devised by the group, explaining how it responds to the needs that emerged. This can be a project, a service, a campaign, a method, an event, or a prototype.

	Brief description
Title of the proposal	
Main objective	
Beneficiaries / recipients	
Actions envisaged	
Resources or partners involved	
Expected impact on the territory	

Attach prototype visualization (poster, map, poster, video link, other)



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#### EVIDENCE AND REFLECTIONS

Collect the main learnings, discoveries or changes in perspective that emerged during the group work.

Guiding questions:

- What have we learned by observing and discussing together?
- How has our way of looking at the territory changed?
- What obstacles we encountered and how we dealt with them
- What TRIP skills did we bring into play (critical thinking, adaptability, collaboration, systemic vision)?

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#### RECOMMENDATIONS FOR THE COMMUNITY AND INSTITUTIONS

Conclude with concrete proposals or recommendations addressed to local actors, institutions, schools, institutions or citizens.

Examples of areas of recommendation: education and awareness-raising, participation and shared governance, cultural and social innovation, accessibility and inclusion, environmental sustainability.

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**FINAL MESSAGE OF THE GROUP**

A symbolic phrase, slogan or image that represents your common experience and vision.

"Our new look at the territory is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_”

Optional: Attach a meaningful photo of the group experience.