Towards people-powered public services

Four case studies reflecting four key aspects of redesigning and opening up public services within the Collaborative Framework

Case studies based on the CHANGE! study visit held in Lambeth, London, on 12-14 September, 2016

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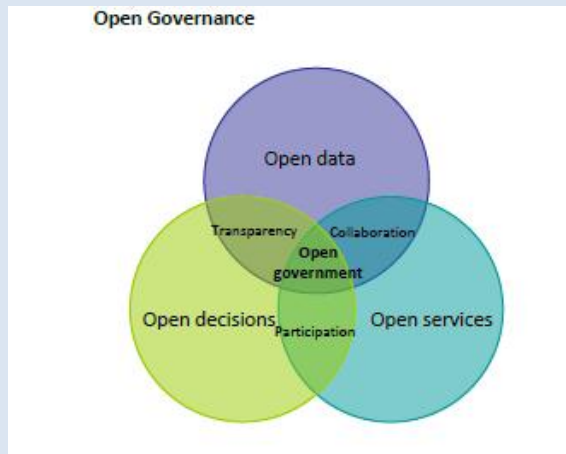
I. Introduction

The rapid transformation of our society (translated into unseen and ever increasing challenges such as the ecological crisis, demographic change, employment, mobility, security, etc.) and the digital revolution, along with budgetary cuts pose huge challenges for governments, including the future of public services.

The public sector approach that puts principles of collaboration, transparency and participation at the heart of its transformation is called "open government".

While policies and initiatives are more and more popular with regard to 'open data', 'open decisions' and the cross-cutting fields, methods on how to open up public services, especially social services are far less known, citizen engagement in public services is not significant. However, mobilising people to help each other in or alongside public services should be the core organising principle for public services.

I. 2. People-powered public services and the theory of Relational Welfare

A growing number of evidence suggests that services which are better aligned with the needs and wants of local people run more efficiently and cost effectively, while significantly contributing to social cohesion as well. Thus in future, public services ideally should be about managing demand, not supply.

In many parts of varied Europe, experts as well as politicians realise that it is perhaps a historical moment to reorganise the Welfare State. The ideal public service provision should be more personal and local with less funding available, and this requires delivery models that engage citizens more actively. Engaging citizens in public services means learning how to unlock and embed their knowledge, skills and personal experience, and how to create bridges among these by activating their social networks. This is called 'people-powered public services' or 'people helping people' or 'social action'. Whatever terminology is used, these expressions refer to various activities undertaken voluntarily to benefit others (from small and often informal acts of being kind with our neighbours, through one–off volunteering in a time of crisis or in response to a specific request, to formal, regular volunteering). The key question is how people' volunteering efforts could be embedded in public services to make them more collaborative and efficient.

There are several reasons why the whole society can benefit by organising social action in and alongside public services. NESTA' Centre for Social Action Innovation Fund highlights the below five points (*Emma Clarence, Madeleine Gabriel (2014): People helping people – the future of public services, NESTA, London*).

- Social action increases the resources available to achieve social goals.
- Social actions give public services access to new expertise and knowledge.
- It reaches people and places that public services cannot reach.
- It leads to a fundamental change in the way we respond to social needs and challenges.
- Social action can create better services and reciprocal value for the people who give their time.

"*Involving people and their volunteer effort more in the delivery of public services is not new and not about budget cuts and austerity. Rather, it is about acknowledging that standardised, top-down approaches to public service delivery are no longer effective in meeting people's needs, nor their desire for more individualised and responsive public services. It is about relational welfare, it is about recognising that public services, and the professionals within them, often cannot meet the evident and growing demand and that, in some circumstances, people outside of public services may be better placed to provide certain activities for, and support to, others. By mobilising people in and alongside public services there is the opportunity to improve the outcomes experienced by users, and indeed by those providing the public services themselves*" (Emma Clarence: People helping People: five case studies; prepared for the CHANGE! network, see in chapter 4).

I. 3. So the question is: how to collaborate well?

The Collaborative Framework, published by Collaborate (an independent CIC focusing on the thinking, culture and practice of cross-sector collaboration in services to the public - collaboratei.com), offers a great entry point for learning how to open up public services, and what kind of attributes local actors as members of a local ecosystem should own (*Dr Henry Kippin: Collaborative capacity in public service delivery – Towards a framework for practice, UNDP Global Centre for Public Service Excellence, Singapore, 2015*).

"This framework explores four stages of collaboration in public service delivery. The first is "outcomes", covering the ways in which insight is generated, relationships are brokered and service interventions are designed to address these outcomes. The second is "alignment", exploring the role that risk, incentives and resources play in building effective delivery partnerships. The third is "delivery", arguing that innovation, agility and great leadership characterize the best and most sustainable delivery partnerships. Fourth is "accountability", showing how evidence, engagement and transparency underpin collaboration in delivery and create a case for reproducing and deepening it. These themes are presented as a cyclical journey, beginning with outcomes, ending with accountability, and back to outcomes" (Kippin, 2015).
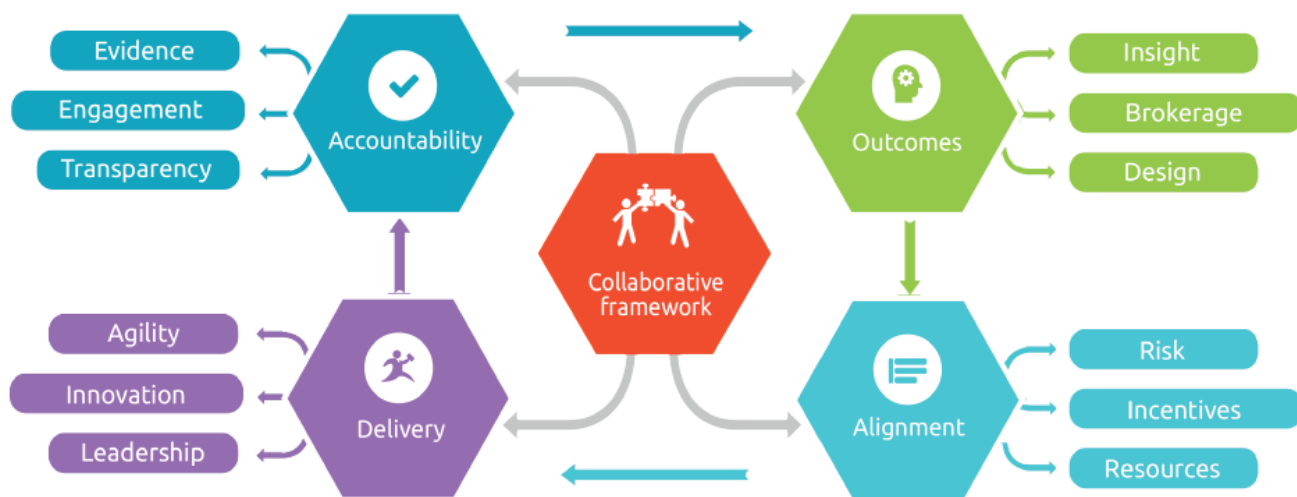
I. 4. What and why to learn in the UK?

The nine partner cities of the CHANGE! network intend to co-design (social design) their public (mainly social) services towards a more collaborative service provision by fostering relationships among citizens within their local social networks (people-powered social services). This complex change in social services cannot be reached separately, cities must run other open government themes in parallel (open data, open decisions, participation, transparency, etc.)

As the first step, CHANGE! partner cities met at magic Pop Brixton (temporary used space with street food and social entrepreneurs placed in containers, initiated by the local council to revitalise the neighbourhood), Lambeth Borough in London to get inspiration as the

Pop Brixton

The UK government has already created a national level legislation to provide a framework for community-led, collaborated public services (*The Localism Act*).

The Collaborative Framework is to be followed by CHANGE! partner cities during both the exchange and learning and Urbact Local Group activities (checking the four stages of the framework while preparing different actions for the Integrated Action Plan). As the Collaborative Framework is a cyclical journey and can be interpreted as an "ecosystem" of parameters around collaboration, any local initiative aiming to open up public services can be and should be analysed along all stages of the Framework.

CHANGE! partner cities organised masterclasses in London around the four main stages of the Collaborative Framework, and in particular to highlight some specific characteristics of collaboration through these presentations.

Join us and explore four critical aspects of collaboration in public services within the Collaborative Framework through some inspiring UK-based initiatives!

Through concrete cases the case study reports below will explain the particularly challenging features of the Collaborative Framework in more detail, namely:

1. insights within outcomes (chapter 2): The new service delivery starts with knocking doors - Generating deep insight to be able to create meaningful outputs: stories of Community Organising

2. incentives within alignment (chapter 3): Offering incentives to mobilise volunteering within public service delivery - How Spice Time Credits are creating system change?

3. innovation within delivery (chapter 4): People helping people - Increasing the resources available through peer-support to achieve social goals in an innovative way

4. engagement within accountability (chapter 5): Putting community engagement at the heart of public services - The cooperative council in Lambeth

II. The new service delivery starts with knocking doors

Generating deep insight to be able to create meaningful outputs: stories of Community Organising

II. 1. About insight within collaborative public services

Pillar 1 (outcomes) of the Collaborative Framework is summarised by the author as follows: "*This section looks at how outcomes can be supported through insight, brokerage and design. Generating deep insight into the needs, wants and aspirations of the community is the first and most critical, and often least developed, platform for collaboration. This should seek to go beyond what we already know, and look outside the "service lens*" (Kippin, 2015). But how to do that and how to involve more and new people into action, how to find the unusual suspects? Many parts of the public sector have generated a rich evidence base about the effectiveness and impact of the services they deliver, but in many cases they are just convinced that they know the real needs. There is a growing evidence base that they may not and the system is full with failure demands, generated only as a result of an intermediate organisation not taking the right action, or simply re-work because of bureaucratic complication. Public service providers are also often reluctant to consider service re-design due to the lack of knowledge, weak leadership and administrative obstacles.[1]

So how can we break the ice? How can we break this "vicious cycle of need" which too often places the citizen in a position where it overemphasizes its needs while qualifying for services, and place the system in a position when it just delivers a standardized service to passive recipients and not active citizens?

"Mapping not only social need but assets, capabilities, resources and networks, including through forms of ethnographic research, brings the possibility of getting beyond the service lens and designing investment strategies that incorporate outcomes which are meaningful to people on the ground (the expression refers to ethnographers' basic method to get to know a completely unknown culture)" (Kippin, 2015).

It is rather complex to calculate cost savings related to public service reform, but for example the UK Design Council states that "*for every £1 invested in the design of innovative services, our public sector clients have achieved more than £26 of social return*" (www.designcouncil.org.uk). But of course money is only one way of measuring (in)efficiency. In the great work done by Participle in Swindon, UK (also explained in the *URBACT Capitalisation Paper: Supporting urban youth through social innovation*), Participle's "change makers", community developers spent 8 weeks with the disadvantaged families experiencing their lived realities. At the same time, Participle made a study of the frontline workers involved with these families, and they found that 74% of their time was dedicated to administration work with only 14% of their time spent face-to-face with those they supported, and much of that focused on data gathering. Aside from its ineffectiveness, neither the frontline workers nor the families felt content or empowered in this system (www.participle.net/families).[1]

This case study (prepared based on the presentations and different materials of Community Organisers) explores the work of Community Organisers. They work in local communities, knock on doors, organise meetings, build relationships and listen to people's concerns and ideas for their neighbourhoods. They

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[1] This pioneering approach was up scaled in the last years within the Troubled Families Programme. Although the freshly published impact evaluation identified statistically significant impacts on families' satisfaction with the service, their confidence, and optimism about being able to cope in the future, compared with a matched comparison group of families, the evaluation also identified a number of areas where this multi-agency programme was not as successful as expected before (e.g. relatively little progress in addressing the health issues for families were documented).

support people and help give them the confidence to take action on the local issues which matter to them. This is a centrally established system dedicated to supporting the transformation of public services in the country by mobilising people, and besides its clear link to some CHANGE! partner cities like Eindhoven and Gdańsk, this approach is very relevant for all CHANGE! partner cities.

II. 2. The Company of Community Organisers

The Company of Community Organisers (www.cocollaborative.org.uk) is the national body established to support the training and development of community organising in England. The Community Organisers programme recruit and train around 500 community organisers and ca. 4,500 volunteer community organisers.

Their job is to "*build trusting relationships and powerful networks which enable residents, groups, associations, and businesses in a neighbourhood to develop their collective power to act together for the common good, using the core tools and techniques of community organising*" (quoted from the job description).

The programme was created by the Office for Civil Society in the Cabinet Office (OCS) and is run by Locality, the UK's leading network for community-led organisations in partnership with a training partner.

Working and listening in their local neighbourhoods, the Community Organisers have already spoken with over a hundred thousand people across England about their loves, concerns and ideas for their communities and encouraged them to talk to their neighbours in the same way. This simple process can be the spark that motivates someone to take action on an issue which matters to them – clearing the local neighbourhood of litter, saving a playground from closure, setting up a social club for older people, influencing a local council.

"Community organising is the work of building relationships in communities to activate people and create social and political change through collective action. A community organiser starts by building one-to-one relationships with people, builds a network or membership organisation which selects priorities and targets for action, nurtures leaders in the community and activates the members of the network to take collective action to create social change" (Our Place guide to Community Organising, Our Place Programme, Locality, 2015). Below we present some stories (from *Stories of Community Organising*) highlighting how "simple" is the way Community Organisers generate new insight, new relationships and new power, also giving a taste how community organisers work.

5

Put the wellbeing, development and progress of people first.

Take responsibility for maintaining the quality and ethos of Community Organising.

Demonstrate honesty and integrity and uphold public trust and confidence.

Act within the law but if the law is unjust, support people to change it.

COMMUNITY ORGANISERS

II. 3. Lighting up - Alex Ivancevic, Southampton

"*I went to listen to a young woman recommended to us by her neighbour. She invited me in and after going through the listening process for a while, the woman suddenly had a brainwave: to set up a mother and toddler group in their tower block as there is a suitable but unused community room in the block. I don't mind admitting that I was melting inside just seeing this lovely person suddenly getting 10 feet high and being so pleased with herself because of her idea! The lady kept on saying: 'yes, I'm sure it's going to work, we can decorate the room, and it's going to be good for our children to play and for us mothers to socialise and connect'. She would positively light up when talking about all this.*

The woman has already spoken with some of the other mothers in the building and we'll all meet up for the idea to be discussed and taken forward. For me, the lesson reinforced today is: it is so important to give people the opportunity and space to come up with their own ideas and initiatives and thus feel the full ownership of them".

This story is not only about mobilizing people locally and fostering their engagement, but it also gives a picture about how new resources can be aligned with public services through volunteering actions.

6

Help people to develop their collective power to act together for the common good of the whole community.

Build on what already exists if that is what the community needs and wants, and co-operate with others.

Demonstrate respect for diversity and promote equality.

II. 4. Right up my street - Stephen Smith, Nottingham

"Sneinton is an area of extreme deprivation. The older folk in the area talk about a once-vibrant community with a multitude of shops and services, but since a bypass was built several years ago, the through-traffic has been diverted, leading to businesses shutting down. It seems that the sense of pride for the area is steadily eroding, characterised by the levels of dog poo and high levels of fly tipping and litter. Once I started as a community organiser it didn't take long before the listenings began to reveal major concerns about the untidy area, fly tipping, and a lack of area pride. In fact, this is Sneinton's number one issue. I invited a group of residents from Whittier Road who were passionate about the area to a house meeting. They were very committed to transforming the area and have since formed a constituted community group named The Prettier Whittier group. The group's aims are to organise a series of street clean events annually, to get the community together to clean up their street; to encourage neighbours to interact; and to help bring a sense of pride back into the area.

The Prettier Whittier group have organised and run three street clean-up events to date, with local residents joining in to tidy up the area, pick up litter and plant flowers. These events have been a great success, and the Prettier Whittier group has the official backing of the council and the local police".

This story has a direct link to public services, and actions like this can encourage local governments to set up a framework allowing residents to act legally and to tackle the collaborative capacity of the local community (as it happened for example in Italy with Cities of Commons or in Baltimore with the Power in Dirt initiative). So this is a great example showing that community engagement can effectively boost system change.

II. 5. Play matters - Sarah Argue, Sheffield

"In the very early stages of our training year, a local resident and parent called Kate contacted our team, as she had heard through other people in the community that we were knocking on doors and listening to what people thought about the area. Kate expressed concern over the fate of the local adventure playground as rumours had begun to circulate that the playground may be under threat due to Sheffield City Council budget cuts.

Although the Christmas holidays were fast approaching, Kate didn't want to waste any time. She brought together some other parents she knew that felt the same as she did to discuss what could be done. From this a community group began to emerge, forming a network of people willing to take some sort of action to try and keep the playground open and staffed. The group began their campaign by knocking on doors in the community, and attending public meetings with local politicians and decision-makers in the council to make their voices heard (much to the irritation of some!).

A key achievement of the campaign was reaching 2,500 petition signatures, working together with the city's other adventure playground. Local people were challenging people in power – from management in Activity Sheffield who staffed the playground to senior council officers and cabinet members. The campaign resonated with so many people, and it was truly amazing to see parents defend the playground and challenge those in power for the first time and the children who themselves asked questions of the decision-makers, along with writing letters to the council and drawing pictures of what the playground meant to them. Having spent quite a lot of time there over the year, I got a sense of just how special and unique the playground is. This is a place where children and adults come together and make friends; it is a true example of community cohesion which has developed organically. The campaign did secure some staffed hours at the playground due to the passion and dedication of the group. The group is now working with Sharrow Community Forum to take over the

management of the site from the council to keep it firmly in the hands of the community."

This story is a good example of the journey local communities go through to develop collaborative services, starting with mobilisation and engagement, and ending with shared ownership and responsibility. The result is a re-designed and co-produced service, with higher satisfaction from both sides and less costs.

II. 6. The strength of local networks – Jose Barco, Bristol

A big part of Community Organisers' is to build formal and informal networks including within the digital domain, and this cannot be overemphasised. New social contacts can then take on a life of their own and build solidarity in local communities. Through Facebook networks, groups and pages created by residents inspired after being listened to and mobilised into action by community organisers, inspiring things may happen. A recent example is the case of a Spanish family with a 5 year old daughter. They were victims of a landlord who assaulted them in their room. No doubt, they were in danger, but although housing and social services as well as the police were aware of the situation, they could not help by organising emergency accommodation. Finally, through the local community, activated by community organisers they found temporary housing until they find a solution together with public agencies.

II. 7. Conclusion

Community Organising is about setting the base in which collaboration can flourish. It aims to encourage people to take action for themselves, and maximise the usage of existing resources including people' power. This environment is known to all of us: this is the old, normal, common life: or house, our work, our neighbour, our family and our friends. Community Organising is about building the capacity of people to act.

"The creation of public services to replace the functions that ordinarily a community would have dealt with themselves have created a dependency culture with people turning to the state to 'fix' their problems. Community Organising seeks to address this by encouraging ownership and responsibility for the wider community. Services to serve the poorest people in our society uphold the system that keeps people poor. Namely that professionals are resourced to deliver services to people that people should be able to deal with themselves.

However, services that emerged should not be delivered by people without the resources. The money required to deliver that service should go to people, rather than to professionals. Community Organising therefore is about building the capacity of people so that they can create an equitable playing field with those with resources and power" (Nick Gardham, Chief Executive Officer, The Company of Community Organisers) .

II. 8. A note for CHANGE! partner cities

Community Organising as a framework facilitated by the government is the result of a long negotiation process with the third sector in the UK. With regards to CHANGE! partner cities, the question is how a model like that can be embedded into existing systems, how NGOs in partner countries can propose such a system to be used as a framework to boost social action? Perhaps it is not likely that a city will establish such a system within the project lifetime, but for sure there are massive links between Community Organisers and the WeEindhoven model and the running transformation of social workers' role in Poland for example. CHANGE! provides a direct opportunity to learn more about Community Organisers and how to improve the local practices based on that.

Anyway, all ULGs should discuss how and what extent the model of Community Organisers could be adapted within the local context, perhaps just as a communication method as Riga indicated in their learning feedback sheet, or using the method (knocking the doors) as peer-generated insight within Nagykanizsa' Silvernet programme, also to create a network of neighbourhood volunteers making local ageing initiatives more popular. *Regarding different cultural backgrounds of CHANGE! partner cities, TRUST and DIALOGUE, which is the glue for collaboration, must be taken into consideration while discussing the model.*

III. Offering incentives to mobilise volunteering within public service delivery

How Spice Time Credits are creating system change

### III. 1. About incentives within collaborative public services

Pillar 2 (alignment) of the Collaborative Framework is summarised by the author as follows: "*collaborating for better outcomes demands a different way of working together. How can actors across different sectors, cultures and silos achieve this? This section explores how alignment can be supported by new approaches to risk, incentives and resources*" (Kippin, 2015).

Incentives are twofold with regards to collaboration in public service delivery. On the one hand having the right composition of local actors with proper incentives or motivation is a critical component of successful collaboration at all territorial levels. On the other hand, mobilising people and their volunteering actions in or alongside public services can be boosted through incentives as well. Shared goals and self-interest play a key role in both fields with the aim to create a win-win situation for those involved.

This case study focuses on the latter, also putting the question into a wider context: how social action can be recognised and valued publicly. Within the wider context we can think for example about how tax reduction could boost social action. At all levels of this discussion we shall emphasise the importance of rewarding the volunteer effort. It always must be a big 'thank you', but can be communicated during a reception for volunteers, which might generate a festive mood and raise appreciation in this way as well. Unfortunately volunteers often miss this simple, but very important motivation. Several projects being experimented at CHANGE! partner cities refer to "incentives" within the Collaborative Framework. Personal budgeting from Aarhus, for example, is a radical way to transform services to be more personal by providing more flexibility and autonomy over the services for those with long-term conditions and complex needs. This can be interpreted as an incentive. Regarding community engagement, we can see the spreading participative budgets (from Gdansk or Amarante for instance) as tool for incentivising, as winner projects often act as quick wins within the community.

This case study gives an example about the usage of alternative currencies as incentives to accelerate cultural change, based on the story of Spice Time Credits.
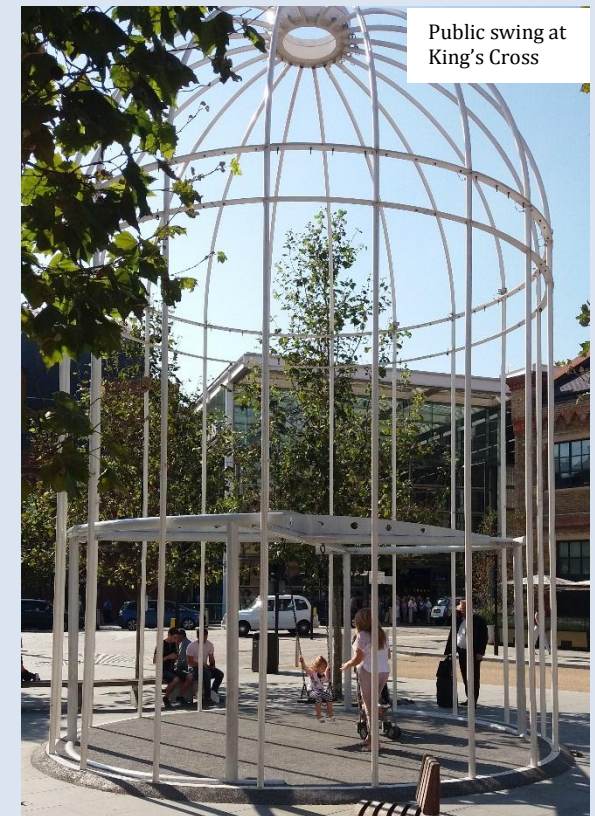
Public swing at King's Cross

III. 2. But why incentivise volunteer actions?

The big question here is why we need any incentives at all, since voluntary work must come from the heart, and requires no rewards. In addition, the potential benefits a volunteer can get through voluntary work are well-known (besides economic benefits, voluntary activities have a variety of broader social impacts e.g. social inclusion and employment, education and training, active citizenship, active lifestyle, that deliver significant added benefits not only to volunteers, but local communities, and society in general).

Let's stop here for a moment. URBACT represents the four corners of Europe. Values such as democracy, openness, trust, tolerance, civic participation, social networks and the use of democratic institutions represent crucial and distinct socio-economic and cultural factors, which influence the dynamism of social innovation, open government initiatives and collaborative public services. More specifically, the trust among people and in public institutions and the level of voluntarism within the society (translated within our context as the potential for impact volunteering, to embed volunteering into public services) are the most important factors to be analysed. These values vary across Europe.

Speaking about the collaborative capacity in a city or community, and the absorbing potential related to social innovation, the level of general trust (trusting in people) and institutional trust have to be taken into consideration at each specific case, as data clearly show how big the differences are among western European and Scandinavian countries and former socialist states and partly Southern European countries in the field of trust (for figures please see the CHANGE! Baseline Study' partner profiles).

Briefly, studies on volunteering show that the level of volunteering is very high for example in the Netherlands, Sweden, Denmark and Ireland (over 40% of adults in these countries are involved in carrying out voluntary activities), while relatively low in Hungary, Poland and Portugal (15-20% of adults or less carry out voluntary activities), just to mention some countries involved in the CHANGE! network.

Regarding public service reform, it is also essential to see that institutional trust refers to those on whom the everyday citizens should rely: politicians. This is a factor to be seriously taken into consideration while speaking about collaborative public services. The process of opening up public services can easily bump into negative attitudes which can block the whole process. This is the reason why small-scale symbolic projects (*urban acupuncture*) or quick wins are fundamental in this field.

While speaking in general about voluntarism as a background factor of people-powered public services and collaborative capacity, it is also worth mentioning that in over half of EU countries, most volunteers are active in the sport and exercise sector, but the second most commonly reported sector is 'social,

King's Cross Pond Club at Skip Garden

welfare and health activities'. The gap between West and East, but also between North and South is obvious as well. Low levels of participation in former socialist countries is mainly a result of the legacy of communism. "*Although with some slight differences, the post-socialist societies exhibit a somewhat negative attitude towards volunteering, which citizens strongly associate with the Communist era, during which people were coerced into volunteering for state controlled organisations. As a result, in an attempt to regain control over their spare time, most citizens simply refuse to participate in any type of collective civil initiative*" (Volunteering in the European Union, Final Report for DG EAC, 2010). Another factor to be taken into consideration is the level of informal volunteering, which can be significant in some Mediterranean countries.

This also highlights the difficulties which may hinder launching public service reform and transformation of existing public services to a more collaborative service provision. Volunteering remains again a key topic for social policy agendas as participation and collaborative approaches are key elements of strategies to promote social innovation, open government and collaborative public services.

Research suggests that countries with higher levels of economic development and labour productivity, as well as those with a democratic political and institutional tradition are more likely to a have a well-developed civil society and a higher number of non-profit organisations. Most likely, this is true regarding open government and as a part of it, collaborative services too. Thus, motivation tools such as time credits can be essential in most European cities (it is worth noting that SPICE was born in the UK, where the level of volunteering is traditionally high within the European context).

III. 3. Time banks, favour banks and time credit systems to boost voluntary work outside or within public services

Although the terminology is a bit confusing, local communities have been dealing with community currencies for decades. In general we can call these systems Local Exchange and Trading Systems (LETS), firstly established in Canada by Michael Linton in 1983. A local exchange and trading system is a locally initiated, democratically organised, not-for-profit community enterprise that provides a community information service and records transactions of members exchanging goods and services by using the currency of locally created LETS credits. We know thousands of examples globally, and most LETS work in the USA, UK and Germany. Interestingly, many LETS have thrived when the mainstream economy was in crises.

Some of these currencies are, like Spice Time Credits, explicitly about time. "*They allow us to exchange hours of our time with others. At their best they work by formally valuing things that the mainstream economy finds hard to understand. That might be the time and skill to care for someone; to cook; or to fix things*" (Positive Change in Challenging Times: How Spice Time Credits are creating system change; report, www.justaddspice.org).

III. 4. Spice Time Credits

Founded in South Wales, Spice is a social enterprise that has developed a unique time-based currency called Time Credits. Spice works across health and social care, housing, community development and education, supporting organisations and services to use Time Credits to achieve their outcomes.

The structure of SPICE is simple: "*if you give an hour of your time to your community, your community will thank you by giving you an hour back to spend on something you like to do. Everyone's hour is worth the same and everyone gets thanked. There's no limit to how many credits you can earn, and the more you earn the more you can spend. Time Credits never expire. You can earn and spend in a way that suits you. Why? Because everyone has something to give, and*

ultimately, because a bit of time together makes all the difference" (Positive Change in Challenging Times: How Spice Time Credits are creating system change).

The above report describes Spice's operation as follows. *"Services and local community groups identify existing and new opportunities for people to give their time. New opportunities are based on the interests, skills and availability of local people. Public, community and private organisations identify ways in which people can spend Time Credits with their services or at events, and at existing or new activities. This can be 'spare capacity' at theatres or swimming pools for example, or for community services as a way of recognising and thanking people for the contributions they have made. Spice spending brochures include a wide range of community organisations as well as higher profile opportunities such as Blackpool Tower, Tower of London and the Millennium Centre".*

It is easy to understand the benefits Spice can produce for individuals. So what is the situation with organisations? In what ways do they profit from the cooperation with Spice? Spice as an up-scaled LETS provides a space for innovation and co-creation, further developing (public) organisations and contributing- to increased efficiency in operation and costs.
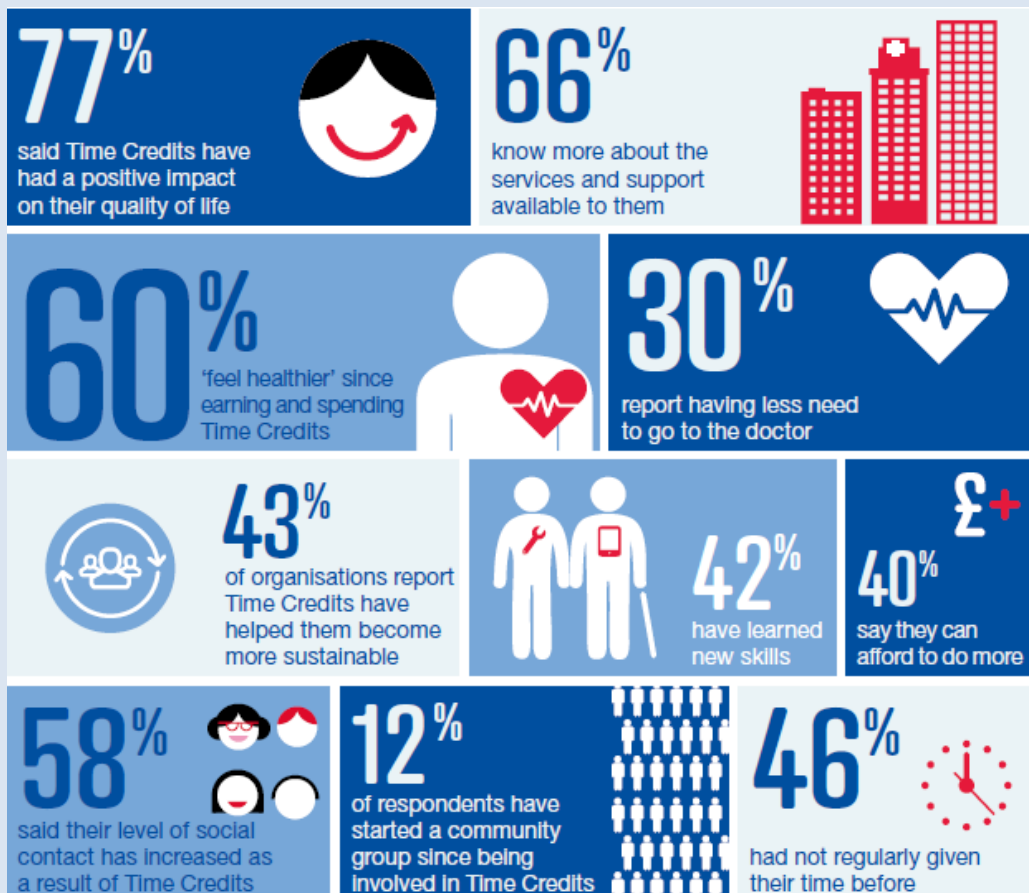
The report explains this by using an example of a community centre: "*Newtown Community Centre is concerned about its future, is underused and is struggling to engage local people. They sign up to the local Time Credits programme to recruit new volunteers and increase levels of activity. They are one of 55 groups in the local network using Time Credits. They start giving Time Credits to existing volunteers, to help recruit new volunteers and ask people who access their services to contribute and earn too. The volunteer pool is growing fast. People feel excited to be helping to shape how the centre works. Also, new people are starting to spend Time Credits at the centre to access activities. Staff are excited and more confident. New capacity and increased community-led activities means that more people are being supported and the centre is open more and busier than ever. Staff feel that relationships with the community are better. A year on*

the centre has a better reputation and is now able to attract funding and improve its sustainability through working more closely with local people and local organisations".

Local partners fund Time Credits in their own area or organisation and this might be on many scales and sizes. Spice provide knowledge and the infrastructure to use Time Credits and it trains and supports organisations and services to use Time Credits to achieve their objectives.

Time Credits are also administered in the local areas, for example by teachers in schools and in community centres by community development staff. They all report back to their local host, which can be a local council or lead voluntary sector organisation, who collect all the information for all the organisations and services in that area. Spice then collects this and collates it for the wider region and also nationally.

Spice is in progress. To date, over 25 000 citizens have earned Time Credits and approximately 450 000 Time Credits have been issued across England and Wales. Spice is working in partnership with 1200 organisations and services across the private, public and voluntary sectors to create tangible system change in many settings.

77% said Time Credits have had a positive impact on their quality of life

66% know more about the services and support available to them

60% 'feel healthier' since earning and spending Time Credits

30% report having less need to go to the doctor

43% of organisations report Time Credits have helped them become more sustainable

42% have learned new skills

40% say they can afford to do more

58% said their level of social contact has increased as a result of Time Credits

12% of respondents have started a community group since being involved in Time Credits

46% had not regularly given their time before

III. 5. So why is Spice Time Credits unique?

It is easy to understand how LETS can help revitalise and build community in general, not to mention the ecological and personal benefits it might generate. Spice, as a time bank, is an innovative tool "*designed to increase active citizenship, equality and encourages individuals to value theirs and others' skills. It measures and rewards the effort that people put in to help others in their community. Spice creates reciprocal relationships between people and allows*

almost anybody in society to give something back" (Positive Change in Challenging Times: How Spice Time Credits are creating system change).

Spice tackles a "*positive change in challenging times*" as expressed by the title of their report. "*Taking a system-level view is enabling us to create a shared framework to tackle complex social issues at their root causes and across organisational silos*". Although Spice is grounded in local communities and institutions, like other LETS, it "*has an unusual potential to spread and scale – and has already proven that through the tens of thousands of people already reached, and the well over a thousand organisations that are partners*".

Spice is an umbrella organisation, transferring or establishing local time banks from community to community, from neighbourhood to neighbourhood. Through this model Spice intends to create meaningful changes in communities. This is why territorial upscaling though a national framework is essential in "challenging times". "*The model they were developing had the potential to solve some of the weaknesses of other LETS – in particular their tendency to work only on a very small scale*". It is all about systems: it is always easier to fill in the space already created than to create the space, or to join a platform instead of inventing one.

The effort and success of Spice so far is to be analysed from the system-change and public service reform point of view. Emerging societal challenges have called a new, more collaborative approach in public management in many countries around Europe. Spice's operation is fitting to this trend.

"*Many of our social ills have their roots in this kind of unnecessary uselessness, because people come to internalise the idea that the system's implicit message is that they have nothing valuable to offer. Many communities simultaneously have unmet needs and underused capacities. We sometimes think of citizenship as being about votes and rights. But it's also about what we give, and about being*

recognised for what we can contribute not just what we take. Spice helps to remind us of the reciprocity that always holds communities together".

When we talk about system change we are talking about the changes that we see when people are involved in designing and delivering services and community activities in ways which share power and facilitate collaboration. This can have a transformative effect not only on those services and activities, but also on the individuals involved. Over time this can have a cumulative effect with truly systemic consequences" (Positive Change in Challenging Times: How Spice Time Credits are creating system change).

Time Credits, through its umbrella approach, supports system change "*through three distinct but highly interconnected series of changes that take place within the lives of the individuals involved, the organisations using the Time Credits system and the wider community (based on the above report)*:

1. Enabling organisational improvement and reciprocal benefits: new and more diverse people give their time, and existing volunteers feel more valued for the time that they have given. As organisations begin to make use of the skills and assets of their members, and the services become more responsive and reflective, they are able to make better use of existing resources. This leads to a number of overall changes, including higher quality services, increased capacity and financial sustainability. This change leads to a positive feedback loop, which helps to sustain these changes over time.

2. Working with individuals to realise their assets: as new people give time to their community, they become more connected to both the service and other members in that community. This connection leads to deeper involvement, which in turn leads to a higher level of confidence, the development of new skills and building wider and stronger networks.

3. Enabling community and sharing power: as more people give their time and services become more co-produced, we start to see new initiatives being developed by individuals, and power and impetus shifting away from professionals towards communities. This may be an additional service within an organisation that meets needs as stated by the community or a new community group that forms around self-identified needs or interests.

III. 6. LETS' potential impact on public services

This is not the end of the story with Spice. LETS' contribution to making public services more efficient through collaboration can be more direct, time banking can be directly embedded into the public service delivery in another ways as well. Hereby there are three examples, based on Public Service Delivery with Time Currency; Public Service Management Wales (www.wales.gov.uk/improvingpublicservices).

- Direct collaboration between public services through time banking. This is about making public services more efficient by sharing and exchanging resources through a specifically designed time banking system. The first Wales Public Service Time Bank is a new service co-produced by Public Service Management Wales (PSMW) and Spice. This is a scheme set-up for public services to collaborate and exchange resources easily and fairly. "*The principle is that for every hour, day or week that a public service organisation 'gives' by loaning a staff member to another organisation, is time that is earned and can then be banked as credit and 'spent' when needed. Public service organisations open a secure online Time Bank account. Whenever external support is needed, adverts can be posted online via the social networking facility. These adverts may be requesting professional expertise, coaching and mentoring for staff, training and consultancy. Staff in other organisations can view adverts or choose to*

receive emails filtered with selected criteria" (Public Service Delivery with Time Currency; Public Service Management Wales).

- Time banking can also be a tool for tackling the 'unusual suspects'. Time Banking for citizen engagement is about moving beyond the 'usual suspects' (the same people attending meetings, consultations, and sitting on all the steering groups) and enabling a broader range of people to participate. The reciprocity of time banking enables people to feel valued and thanked. By simply thanking people for their time in a meaningful way, public services will start to engage with many more. To tackle the unusual suspects, municipalities can facilitate the process to establish time banking schemes in and around schools, targeting children/young people and their families. The Welsh initiative 'flower Power Girls' for example gives pupils responsibility for the school grounds. "*The girls are involved in planting flowers and tidying the school grounds. For each hour that they give to the school they earn one time credit. These credits can then be redeemed against a time menu. The menu can include the school's existing resources, e.g. an hour on the internet, access to a trip, discount in the canteen, access to additional courses and opportunities. In addition the school can link with other organisations in the community and partnerships with businesses and leisure services in the area*". By using time credits other schools encourage adults and young people from the community to run after school programmes or to access community trips and activities. These activities help to build stronger relationships between the school and the wider community.

- Taff Housing Association is another great example for calling the unusual suspects as well as to make a service more collaborative. Its tenant's time is accredited for any 'active time' given to the association. For example, the time involved in board meetings, tenants' forum, interview panels, writing articles. "*Participants of the Housing Association are able to use their time credits to access facilities in the city for example, Cardiff City Council leisure services and the Gate Art Centre.*

The time credits can also be used to access Taff housing events, trips and activities on an hour to hour basis".

- Time banking in urban renewal programmes. Public services are often concentrated on territories where social problems are accumulated. If time banking is a new tool for Preventive or Relational Welfare, it can be used in deprived urban areas as well to strengthen local networks and prevent further deprivation. In Bettws, South Wales, in partnership with the Boys and Girls Club, the school, local community groups and the police a new youth Time Bank was established. "*Young people from the area earn time credits by giving their time to the community and the local Boys and Girls Club and giving time to the school. This includes anti-bullying projects and clean-ups at the school, environmental projects, supporting local community groups with activities, helping to run children and youth activities at the centre, attending training by the police and making decisions with staff and local community police. The young people use their time credits on attending classes at the youth club e.g. Judo, cheerleading and carpentry or attending trips*".

III. 7. Possible future of LETS

Geoff Mulgan, chief executive of Nesta, former director of the Government's Strategy Unit and head of policy in the Prime Minister's office (UK) raises the expectations towards LETS in his foreword of the above-mentioned Spice report with the following words: "The really big prize will be to replicate some of what happens with money – so that, for example, we could pay some of our local taxes in Time Credits and get partly paid in Time Credits too. If that were to happen we could start to see a very different kind of economy, more human and more relational".

III. 8. A note for CHANGE! partner cities

Local Exchange and Trading Systems are great tools for the mobilisation of volunteering actions and community engagement in and alongside public services. Thus establishing LETS along the above explained goals, or upscaling already existing schemes according to the experience of Spice fits to every CHANGE! partner cities' action plan, even though no special research has been taken on whether LETS exist in partner cities or not. Therefore a small menu has been created for partners based on the Baseline Study and partners' feedbacks after the meeting in London targeting the potentials or relevance of using time banking in their own cities. One thing is for sure: ULGs should discuss the relevance of LETS.

In **Forlì** there is a local time bank, thus the experience of Spice should be analysed in terms of upscaling the existing scheme, for instance, around local schools.

For **Nagykanizsa**, the newly established framework (School Community Service) creates an opportunity to launch LETS along schools.

In **Gdańsk** the likely focus of the IAP is to develop a community development model for the city. Time banking can be an innovative tool for this. Also a public service time bank is close to the local visions.

Time banking can be embedded to, or existing schemes can be up-scaled to contribute to new movements in **Aarhus** aiming to mobilise people and get unusual suspects on board (Warm Welcome Society, Rethink Activism)

Amarante: Attracting and creating opportunities for young people is the upmost priority for the city. Thus a special time banking scheme specialised for youth can be an interesting thing.

The Integrated Action Plan in **Eindhoven** will focus on strengthening the social basis. A scheme similar to Spice can boost social interactions within local communities and thus empower neighbourhoods.

Due to its urban development project DrottningH for **Skåne** time banking could be used within its urban renewal process.

Dún Laoghaire Rathdown: In general voluntarism is strong in Ireland. Since DLR is interested in ways to energise and mobilise people to launch projects and to embed these projects in public services, but also interested in movements, local initiatives tackling radical connections between people, Public Participation Network might provide a space to launch a scheme similar to Spice, to support behaviour change locally.

In **Riga**, to test LETS as a tool for community engagement in one of the smaller, but rather active neighbourhood seems reasonable.

IV. People helping people

Increasing the resources available through peer-support to achieve social goals in an innovative way

IV. 1. About innovation in public administration and in collaborative public services

Pillar 3 (delivery) of the Collaborative Framework is summarised by the author as follows: "*How can those delivering collaborative, outcomes-focused public services make sure that the process matches their intention? This section explores the role of leadership, innovation and agility in supporting these delivery goals*" (Kippin, 2015). Social innovation in public administration puts the capacity to harness innovation at the core of public service. For the public management, there are three important features of social innovation: experimentation, networks and focus on service users. Are public officers aware of how innovation works? Is public administration open-minded towards new ideas? Does it have fluid organisational structures? Is it able to show self-criticism on a systems level (constructive failure)? Does it focus on outcomes and work creatively?

Regarding collaborative public services, "*innovation is about finding new and creative means to achieve results. It involves challenging received wisdom about the way organizations and services are run, and putting the citizen, family and community at the centre of policy thinking*" (Kippin, 2015).

How to mobilise people through volunteering in and alongside public services, how their effort could be embedded in public services to make them more collaborative and efficient? This should be a core organising principle in future public services. This section explores five great case studies around this issue. We can see them as early experiments of 21st century welfare models: by embedding volunteers' effort and especially peers' support in an innovative way into public services they increase the resources available and create distributed networks to achieve social goals.

IV. 2. People Helping People: Five Case Studies[1]

by Emma Clarence

Volunteering, social action, people helping people, whatever you wish to call it, isn't new. People have long been helping each other: from neighbours informally looking out for one another to large scale charitable organisations providing support and services to those in need. Such activities can be completely distinct from public services, they can be an integral part of them, or they can sit somewhere in-between, providing support to people before public services are needed or complementing the work of public services.

The role of people helping people is usually something additional to, rather than a central part of, the way in which public services are planned and delivered. But, at a time when public services confront increased demand, rethinking the way in which the resources and energies of the public can be utilised provides an opportunity to reconsider the very way in which public services are configured. This is not about small changes, but something far more innovative that brings the public back into public services.

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[1] The below text was prepared by Emma Clarence for the Urbact Change! Network meeting held in London on September 13/14, 2016.

But before considering *how* that could be done, it is important to consider *why* public services should make greater use of people helping people.

IV. 3. Why?

Involving people more in the delivery of public services is not about budget cuts and austerity, although it has been used in that way. Rather, it is about acknowledging that standardised, top-down approaches to public service delivery are no longer effective in meeting people's needs, nor their desire for more individualised and responsive public services. It is about recognising that public services, and the professionals within them, cannot meet the evident and growing demand and that, in some circumstances, people outside of public services may be better placed to provide certain activities for, and support to, others. By mobilising people alongside public service professionals there is the opportunity to improve the outcomes experienced by users, and indeed by those providing the public services themselves.

Nor should we overlook the knowledge, expertise and enthusiasm that exist within communities. Actively seeking to harness these in ways that complement public services can help to contribute to a reduction in demand for those services, such as by matching families who have been through difficult times to those that need support to stop a problem becoming a crisis that demands state intervention. Drawing on such skills can help to create positive outcomes in a non-judgmental, peer supported setting. And it can enable professionals to provide more support to those who need it most by reducing the demand they confront and providing a variety of different opportunities for intervening.

At the same time, history has many examples where people's desire to find different ways of helping each other has led to new approaches to social problems being identified– from child fostering to the hospice movement. Engaging people has the potential for innovative approaches to emerge within public services; approaches that will help to address needs and demands in more effective ways. There is also the potential for more citizen involvement in public services to create greater understanding of the challenges and limitations each confront, and for increased mutual learning, leading to improved public services and a greater level of satisfaction with them.

But if the potential benefits of people helping people are to be realised, public services will need to be open to re-thinking not only the way they work, but also their very role within society. They will need to be willing to shift from delivering public services to a role that incorporates mobilising and facilitating resources over which they have little direct control.

IV. 4. How?

People helping people is not an easy option for public services, nor is it always a solution. There are areas where the state should act. However, it is important to critically interrogate where the boundaries are on such action and not just continue to accept long-standing ideas. There are many examples where the boundaries between the role of public services and the contribution the public can make are more blurred than might be first anticipated. For example, peer support, accompanied by professional medical treatment, has been shown to help those with health problems, such as mental illness and diabetes, to manage their condition more effectively. By thinking about the skills and knowledge people have, and how they might complement professional knowledge, or help to reduce the need for professional intervention through preventative action, new opportunities can be identified.
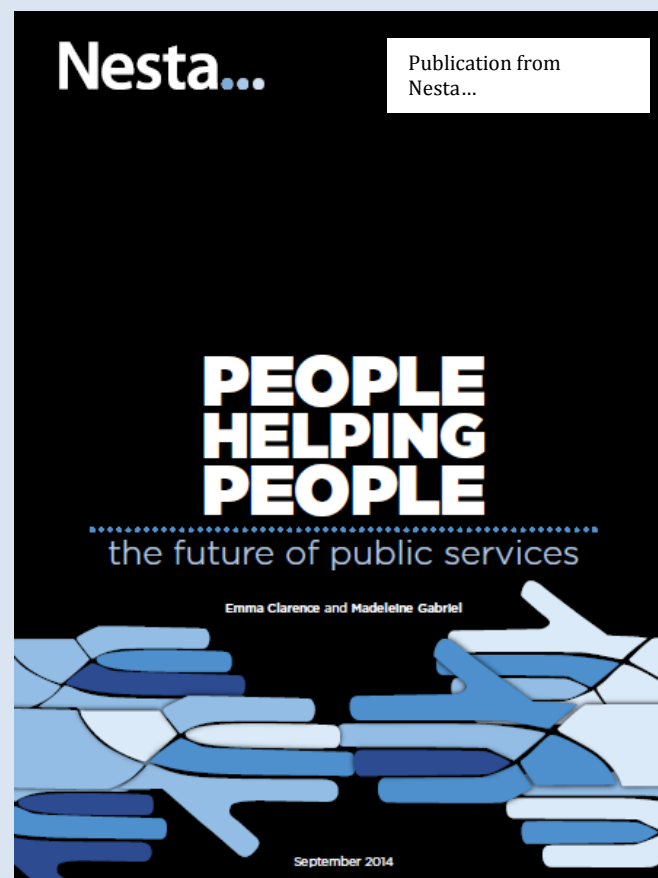
In short, people helping people is about the benefits of mobilising people in ways that support each other, within and alongside public services. To do it right – and to do it well – demands a fundamental rethinking of the way public services are designed and delivered. It means:

- relinquishing the ideas that public services know what people need.
- recognising that public services need to facilitate as well as deliver.
- acknowledging that public services cannot simply direct and control the way in which people help people, but must seek to align motivations and energies, particularly around less formal activities.
- developing new ways of identifying what works, and what doesn't, when people helping people activities are part of the suite of services supported by public services.
- acknowledging that front-line staff (and service users) are usually best placed to understand where people helping people might be most effective, and empowering them to ask for such support.
- finding ways, such as through formal agreements with organisations, unions, etc., to ensure that people helping people is not about replacing staff who have core roles, but about complementing their work.
- involving people in ways that can feel risky and alien for public services.
- recognising that people have strengths and assets that can be harnessed, not only problems and needs.
- thinking creatively about the way in which people can be involved in service delivery.

There is already a significant amount of people helping people working in and alongside public services. But there is undoubtedly the potential for more – and for it to be done in more innovative and effective ways. This is not easy; indeed it poses real challenges for public services. Before rejecting the ideas because they are too hard, there are too many interests to be negotiated, or too many ways of working entrenched in the system to be overcome, we need to think critically about the way in which public services are currently delivered and how effective they are at meeting people's needs. Rethinking the relationship between public services, the professionals who work in them, and people generally, has the potential to create public services that are more open, have more resources on which to draw, and are more responsive to people's needs.

The question that must then be answered becomes 'is this an opportunity that public services can ill-afford to ignore?, '*not* ' is this too hard for public services to try and do?'.

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PEOPLE HELPING PEOPLE

the future of public services

Emma Clarence and Madeleine Gabriel

September 2014

IV 5. The Case Studies

Five case studies are presented in this document. These present different approaches to people helping people, with varying levels of integration with, and impact on, public services. The first two are in the education sector. **City Year** places teams of student volunteers into schools to support their work and help students who are showing early warning signs of potential longer-term problems. **The Access Project** helps able students from disadvantaged areas fulfil their aspirations to go to top universities through one to one tutoring. Two more case studies, **Home-Start** and **Family by Family**, focus on how families can be supported to thrive through the provision of peer support, backed by professional guidance. And the final case study, **GoodGym**, brings fitness and volunteering together as people combine running with visits to older and isolated individuals or to provide assistance to community based organisations.

IV. 5.1. City Year: supporting schools through service

Introduction

City Year recruits 18-25 year olds to volunteer in schools in deprived areas with the aim of reducing educational inequality. Their role is to act as near-peer role models, mentors and tutors, supporting the work of the school in three key areas: improving punctuality and attendance; behaviour; and, curriculum support. City Year focuses on enhancing educational attainment by supporting students identified by the school as needing to improve their participation or who would benefit from some focused support in the classroom. By intervening early, the ambition is that students will be able to fulfil their potential. Alongside these targeted activities, volunteers also take part in school-wide activities with a focus on making the learning environment a positive one.

How does City Year work?

City Year volunteers are recruited for a period of eleven months. It is a full-time activity with volunteers based in schools four days a week. The fifth day is spent on professional development and leadership training. Private sector City Year supporters contribute to the training and development opportunities for volunteers, such as through the provision of mentoring. Although not paid, volunteers receive a small stipend (£4,400 in London and £3,690 outside of London for their contract period) and their travel expenses during their time at City Year, as well as a distinctive uniform.

In each class, there will be targeted students who City Year volunteers will work closely with, such as through one to one and small group study support. These targeted students are identified by the school and can include pupils with behavioural problems, those with special needs or students who would benefit from some individual attention. City Year volunteers also undertake school-wide activities, including helping at after

school clubs, on excursions and trips, as well as during breaks within the school day. Each team of volunteers is managed and overseen by a City Year member of staff based in the school who can provide guidance to volunteers and support their activities, and who also acts a liaison point between City Year and the school. The school is responsible for overseeing all elements of the teaching and learning work undertaken.

In order to ensure that City Year volunteers cannot displace non-teaching staff, schools must agree that all of their activities will be focused on the pupils within the school. As a result, there has been, and is, little concern as to the potential for City Year volunteers to replace paid staff within the school. Rather, the activities undertaken by City Year volunteers are seen as complementing the work of teachers and teaching assistants.

For the 2016/7 school year, City Year has nearly 200 volunteers based in 24 schools across London, Greater Manchester and the West Midlands, supporting some 15,000 students.

How is City Year supported?

City Year works in schools where at least half of the pupils are eligible for the pupil premium payment. This government provided payment is designed to raise educational attainment amongst disadvantaged pupils. Teams of between six and seventeen volunteers are sent into participating schools, depending on their size. The cost of City Year to schools is based on the size of the team. Given the costs, estimated by City Year as being between ten and thirty per cent of a school's pupil premium grant, City Year generally works in schools where there are more than 300 pupils.

City Year also receives support from the corporate and philanthropic sectors.

What is the Future of City Year?

By 2020, City Year hopes to have some 500 volunteers in schools in five cities, supporting around 40,000 pupils.

Organisational Information

City Year was formally launched in the UK in 2010. It is based on the successful US City Year initiative, established in 1988, which now works in 27 cities across the US. City Year operates as a charity in the UK.

IV. 5.2. The Access Project: helping students to achieve their aspirations

Introduction

In the UK there has been a strong focus on tackling underperformance amongst disadvantaged students. More able students from such backgrounds who require a little support to flourish have not, however, received the same attention. The aim of The Access Project is to help disadvantaged but talented students to attend top universities, including Oxford and Cambridge universities and the 'Russell Group' of universities – a grouping of 24 leading universities in the UK.

The positive impact of one to one/small group tutoring support on raising educational attainment has been widely acknowledged. However, the provision of such tutoring is far beyond the resources of the public sector, and also for many parents. The Access Project seeks to fill that gap.

How does The Access Project work?

Working with students from schools where 30 per cent are eligible for free school meals[2], The Access Project provides one to one tutoring at key points in a student's study, specifically GCSE and A levels[3]. Alongside this, students receive support in the preparation of their applications to universities. Such workshops also help students to select appropriate subject combinations, and provide guidance on destinations and outcomes that will enable them to fulfil their aspirations. The Access Project leverages resources, including tutor time, money and pro bono activities from the private sector, to provide the tutoring and wider support students need to succeed.

There are currently 900 volunteers supporting students from 21 schools in London and Birmingham and the Black Country. Each volunteer agrees to provide an hour of tutoring for around 30 weeks a year. The volunteers come from a wide-range of fields across both the private and public sectors and provide tuition in specific subject areas including: maths, economics, geography, biology, chemistry, physics, English literature, history, French and Spanish. Students usually visit the offices of their tutors, exposing them to a professional working environment, and contributing to increasing their confidence and raising their aspirations.

The Access Project works closely with schools, with a member of staff playing an important liaison role between teachers and tutors to ensure that students receive the maximum benefit from their participation. Complementing, not competing with schools, The Access Project sees itself as part of the wider educational ecosystem, offering targeted one to one support to students in ways that the public sector cannot. For schools, The Access Project provides an opportunity for its talented pupils to receive extra support, with clear improvements in educational attainment and outcomes.

"I didn't think I was special enough for Oxford University."

FIND OUT HOW WE HELPED CYAN

Cyan, The Access Project alumna

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[2] In the UK, eligibility for free school meals is an indicator of poverty/deprivation, and correlates to lower educational attainment

[3] GCSEs – General Certificate of Secondary Education - and A levels are key exams taken by students in England and Wales. GCSEs are a prerequisite for going on to A levels and are sat by students usually at the age of 16. A levels are required to attend university and are taken usually two years later.

Approximately 63 per cent of students who are supported by The Access Project are successful in their applications to top universities identified.

How is The Access Project supported?

Schools make a financial contribution to have The Access Project support its students. At the same time, The Access Project has a strong relationship with the private sector, both in the provision of tutors and wider student support activities, such as work experience. Private sector partners also make financial contributions to The Access Project. In 2014, nine partners match funded the £15,000 contributions of nine of the participating schools.

An important dimension of The Access Project's involvement with the private sector is highlighting the mutual benefits that accord to those who participate. Companies are increasingly looking at how their corporate social responsibility activities can have real impact within society. The Access Project provides an opportunity for companies, and their staff, to make an impact – benefitting not only the students who are supported, but also enabling the companies and their staff to meet their own aims of utilising their skills and resources in ways that benefit society.

What is the future of The Access Project?

In 2014 The Access Project expanded from London to Birmingham and the Black Country, and there are plans to expand to another city in the near future. By 2020 the ambition is to work in 70 schools. From its experience, The Access Project has identified that its model works most effectively in cities, as they provide the number and mix of skilled volunteers that are required for success. Nevertheless, they have not ruled out looking at ways to make the programme work in other settings in the future.

Organisational Information

The Access Project was founded in 2008 by a school teacher who, recognising that able pupils needed academic support in order to get into the top universities, convinced friends working outside of the education sector to provide one to one tutoring support. It operates as a charity.

IV. 5.3. Home-Start: Supporting Young Families at Home

Introduction

The aim of Home-Start is to enable families to flourish, providing support to help them cope with the day to day demands of family life or to meet specific needs, such as multiple births and the challenges associated with them, through to isolation, post-natal depression, disability and the effects of addiction and violence. Intervening early, through the provision of non-judgmental peer support, can stop tough times for families becoming a crisis, and improve the well-being of families, giving children the positive early start they need.

How does Home-Start work?

Across the UK, some 16,000 volunteers support 33,000 families through a network of 280 independent, locally based Home-Start organisations. There is also a national body, Home-Start UK, which provides support to the local organisations. Of the 16,000 volunteers, 14,000 provide home-based support. Volunteers also run support groups, act as trustees and undertake fundraising work. Each Home-Start organisation recruits its own volunteers. There are also volunteers with specialist skills, such as health care workers, who help families with specific health related issues. Volunteers who work directly with families receive significant training and on-going support from professional Home-Start staff. Volunteers have their expenses paid.

The scope of activities undertaken by Home-Start is extremely broad, including practical help with parenting, help with nutritional information and budgeting, emotional support, support with legal issues, including court attendance, and play sessions for families. There are also group activities, from local support networks through to informal gatherings, such as Christmas parties. Home-Start has found that its volunteers also play a crucial role in directing families to local services and helping them to access those services.

Alongside these broad support activities, Home-Start and its volunteers have also developed programmes to meet specific needs. For example, *Big Hope Big Future* is targeted at parents with children aged 2 to 4 to help them prepare their children for school. Volunteers receive training on the programme and are then able to work with families using the resources made available. After a successful pilot in 2014, the programme was extended with government financial support. Local organisations are also involved in developing projects, and seeking funding for them, on identified needs within their areas.

Families can access their local Home-Start either through self-referral or by referral from a health, social or child care professional, or people within the education and probation services. For general Home-Start services, families should have at least one child under five. Local authority, government or philanthropic funding to local Home-Start organisations may also enable them to provide support to families with older children.

Home-Start is not a replacement for statutory services. Rather it operates in between those services and the support offered by family and friends. Focusing on the provision of independent, non-judgmental support, Home-Start volunteers model good parenting skills and are somebody families can turn to for advice, help or just a 'friendly ear'.

A 2014 evaluation of Home-Start's activities highlighted that Home-Start volunteers were having a positive impact on the well-being and health of both parents and children, on parenting skills, and on family and household management. Those receiving support reported greater confidence at being able to cope with the day-to-day demands of their family and that the emotional and physical health, and wider well-being of all family members had improved. A 2015 report noted that volunteers also benefited from their involvement, such as through improved skills, a wider social network and increased confidence.

How is Home-Start supported?

Funding for Home-Start activities come from a range of sources, including both central and local government direct grants and contracts, philanthropic organisations, corporate support, fundraising and donations. Government grants and contracts to local Home-Start organisations may enable them to provide support activities with a broader remit. These could include extending the target group to families with older children, or focusing on families with particular needs or circumstances.

What is the future of Home-Start?

In light of the changing government funding environment, local Home-Start organisations, with the support of Home-Start UK, have increasingly started to work together in consortia. In the 2014/15 Annual Report, Home-Start UK reported that 25 Home-Start consortia were now in place, bringing together 126 local Home-Start organisations. Working in consortia is helping local Home-Start organisations to access further funding opportunities, and contributing to increasing their sustainability.

Organisational Form

Home-Start was founded in Leicester in 1973 by an individual who believed that family support was best done where families lived: at home. Since then it has expanded, and currently operates in over 20 countries. In the UK Home-Start operates as a charity.
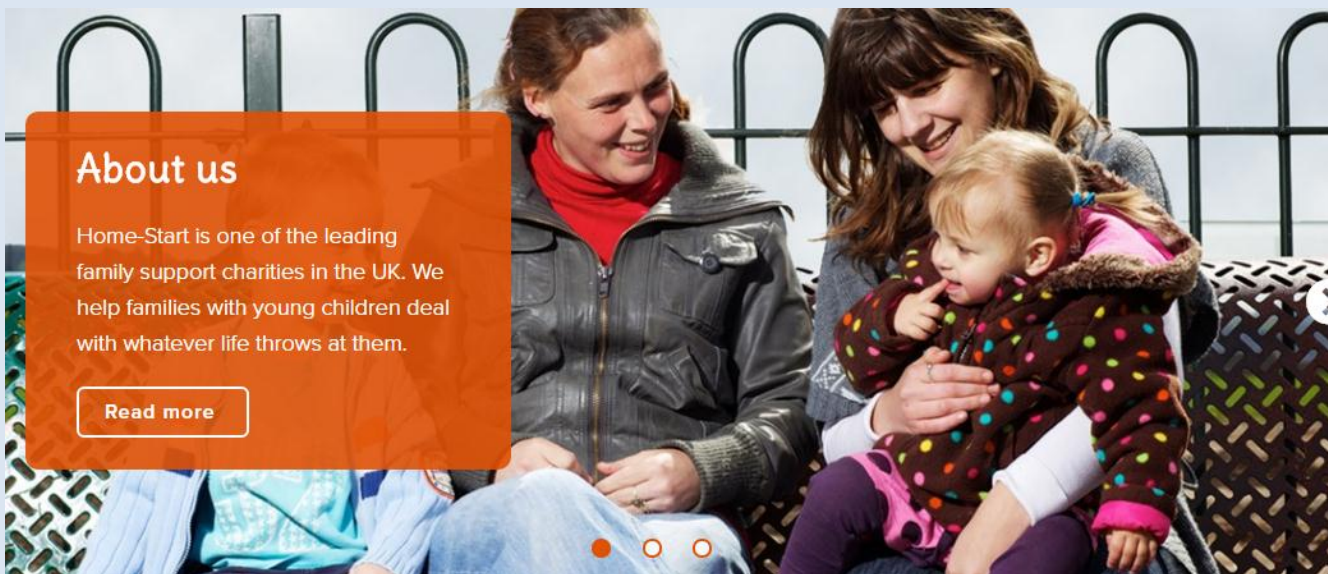
IV. 5.4. Family by Family: Supporting and Empowering

Introduction

The Australian Centre for Social Innovation, based in Adelaide (South Australia) was tasked by the South Australian state government to develop new approaches that would reduce the number of children being taken into the child protection system and help families before they reached crisis point. What emerged from a year long co-design process was the Family by Family programme. Rooted in a peer support approach, Family by Family provides support to families as they seek to make the changes they have identified as needed, and to sustain those changes.

How does Family by Family work?

Sharing Families are those who have come through difficult times successfully and are prepared to share their experience. Seeking Families are those looking for support to change some aspect of their family relationships. Family by Family brings Sharing Families and Seeking Families together, with a focus on helping families to stay together and flourish. The Family by Family approach seeks to intervene before the state must. By having professional support in the background, and families at the forefront, Family by Family uses peer support and mentoring to empower families to change.

Family By Family prefers families to self refer to their service and they offer a range of family events to raise awareness of what they do. Families can be referred to Family By Family by professionals, although before doing so it is suggested that the professional and the family discuss the services provided and the potential benefits. Families must always opt-in to the programme and cannot be mandated to participate. Families must have a child under 18 year at home to take part in the programme.

After the initial contact, the Sharing Family works with a Family by Family coach who helps them to understand the process and, once they have agreed to participate, to prepare a profile. To aid the process of empowering families, Seeking Families actually select the Sharing Family that will work with them. Families then work together to set goals and ambitions and are supported to meet those. The changes can be significant or small – but the key thing is that the family identifies the change themselves, rather than it being imposed.

Families meet once a week for between ten and thirty weeks, with the time spent together agreed by the Sharing and Seeking Families. Broadly there are three elements to the families' relationship over the weeks. The first is an early focus on building trust. The second involves the two families spending time together and doing things that will help to strengthen the Seeking Family's internal relationship and also the relationship between the two families. The final element is providing support to the Seeking Family as they build community connections that will enable them to sustain the changes they have made.

Sharing Families receive intensive training, including a two and a half day training camp and weekly coaching support from a Family Coach. Sharing Families are offered a small grant that they can either use for their own family, invest in Sharing and Seeking Families link-ups, or give back to Family by Family, as a way of recognising the demands that are placed upon them as a result of the support process.

There is one professional coach who works with fifteen Sharing Families and forty Seeking Families, with up to 100 children. The cost-effectiveness

of the model has been well documented: it is estimated that for the cost of putting three children into care, Family by Family can help nearly 100 families in the community, and this is before the reduction in demand for crisis and protection services, as well as state care, is taken into account.

Family By Family is not a replacement for the professional services that already exist. Some families have such complex needs that they will require multiple interventions. Nevertheless, evaluation has shown that Family By Family is helping families to change and stay together. At the same time, anecdotal evidence has highlighted the way in which participants feel part of their wider community, and the network of support available within it.

How is Family by Family supported?

Family by Family is a programme within The Australian Centre for Social Innovation and receives funding from government agencies, charities and other philanthropic bodies to support its work.

The future of Family by Family?

Family by Family was first piloted in 2010 in Adelaide, South Australia. It now operates in two areas in Adelaide, and a third area, in a suburb of Sydney, New South Wales started in 2013. The Australian Centre for Social Innovation believes that there is significant potential to scale the Family by Family programme to all parts of Australia.

Organisational Form

The Australian Centre for Social Innovation was established in 2009 with seed funding from the South Australian government. It operates as a non-governmental organisation.

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[4] Age UK is a national charity focused on supporting the over 60s have a positive ageing experience. It operates through a network of local organisations.

IV. 5.5. GoodGym: motivating runners, increasing volunteering

Introduction

GoodGym has two aims: to increase volunteering and to help people stay motivated when they exercise. The aims are not separate, but are fundamentally intertwined. GoodGym offers runners the opportunity to help in three ways: running as a group to a community organisation and undertaking manual labour, a weekly commitment to visit an older or isolated person, and, one off runs to visit somebody who needs a bit of help with a specific task, such as clearing a garden or doing odd-jobs.

How does GoodGym work?

Runners who sign up to GoodGym decide which type of activity, or activities, they wish to undertake. For those visiting an older and isolated local resident, they will be required to undertake a formal Disclosure and Barring Service (in effect a criminal record check), and receive training before they are allocated to a 'coach' (the person they are visiting). With a minimum commitment of once a week, the runner will visit their coach, spending a little time with them and taking something such as a newspaper to leave behind.

Older and isolated local residents are referred by local organisations, including local general practitioners, community centres, and organisations, such as local Age UK branches[4]. For these people GoodGym does not replace visits and supports from professionals, it supplements them, providing a brief, regular visit and helping to improve health and well-being.

Those undertaking tasks within community organisation meet weekly. They run to the organisation they are helping, and spend some time doing

the agreed task before returning home. The type of manual labour support community based organisations receive varies, but includes such things as clearing gardens, painting a room, etc.

A trainer, who organises and participates in the weekly group run, supports GoodGym volunteers. Trainers must have a personal training or 'Coach in Running' qualification.

Currently there are some 2000 registered GoodGym members.

How is GoodGym supported?

GoodGym is commissioned predominantly by local authorities, and has also received support from the National Health Service. It generally looks for 'pump priming' funding as it seeks to establish itself in an area. The focus is on becoming self-sufficient within an area, rather than being dependent on continuing funding.

Runners make small, regular donations to GoodGym and GoodGym also receives support from corporate donors and philanthropic organisations.

What is the Future of GoodGym?

Established in 2010, in 2012 GoodGym received support from the London Legacy Development Corporation (tasked with ensuring a positive legacy from the London 2012 Olympics) to work in the boroughs around the Olympic Park in east London. In 2013 GoodGym expanded to other parts of London and also to Bristol, and since then has been slowly expanding across London and into other towns and cities across the UK. GoodGym welcomes contact from people looking to set up a GoodGym in their local area.

The focus is on ensuring that there is both the interest and capacity in an area to support the establishment and development of a GoodGym, rather than being driven by the availability of funding.

Organisational Form

Good Gym was set up as a result of frustration at the waste embodied in normal gyms and the potential of combining exercise with doing good. The idea of GoodGym emerged when its founder was running to visit a family friend who was house-bound. It operates as a not for profit company.

IV. 6. A note for CHANGE! partner cities

Peer support type of activities can be powerful in connection with many groups of society (e.g. elderly, youth, families, people with specific health problems, drug users). Facilitating peers to share knowledge is an efficient and innovative way to make public services more collaborative. There are some relevant practices in CHANGE! partner cities, but these are still not "systematised". This is the key word. How to build up a system around peer support and how to embed these actions into public services?

The above practices are extremely relevant from this aspect and important for CHANGE! partner cities as peer-support seems to be a tool which is interesting for volunteers for the first sight, it is new and fresh, and thus provide a rather easy access to collaborative public services.

But the above initiatives might also mean "too" big temptation for some cities to use them without a common understanding of the factors in the background making them work. Thus for any interested body it is essential to deeply understand these factors behind the approaches and adapt them to local context before implementing them.

Peer-support can be piloted in small scale as there is no need to change the service system, which seems rather complicated. These "pilots" can be analysed from different points of view, also regarding how to upscale and embed them into the service delivery. Not to mention that these "pilots" can be symbolic projects generating a high impact in the local community.

This is why peer support can be a relevant topic for each Integrated Action Plans to be elaborated within the CHANGE! Network. Some partner cities e.g. Forlì, Skåne and Gdańsk directly mentioned innovative peer support actions presented by Emma Clarence on their evaluation sheets (King's Hospital, Good Gym, etc.) as inspiration.

V. Putting community engagement at the heart of public services

The co-operative council in Lambeth

V. 1. About engagement within collaborative public services

Pillar 4 (accountability) of the Collaborative Framework is summarised by the author as follows: "*evidence, accountability and democratic engagement are vital to sustaining social partnerships. How can policymakers and practitioners keep them at the heart of their agendas?*" (Kippin, 2015)?

In order to address the current and future societal challenges in local communities, we need to design services that are more personal, often, with less funding available. This requires delivery models that engage citizens in a more active way. Engaging citizens in public services means learning how to unlock and embed their knowledge, skills and personal experience in delivery, and how to create bridges among these by activating their social networks.

The big question is how to start this process? How to build a new relationship between citizens and the state? We are witnessing dozens of attempts of cities trying to generate a new dialogue with citizens and set up the basis for better engagement. The URBACT Capitalisation Paper on Social Innovation in Cities for example, explains the Brussels1000 and Amersfoort's free range civil servants initiatives as successful examples of how local governments unlock the collaborative capacity.

Lambeth Council in London answered the above question by becoming the first co-operative council and establishing the Co-operative Councils Innovation Network.

"*Co-operative councils agree that traditional models of top-down governance and service delivery at the local level no longer work. United in their search for a new approach, they have looked to the founding traditions of the co-operative movement – collective action and cooperation, empowerment and enterprise – as a foundation for solutions to tackle the challenges of today, learning and refining what this means in practice as they go*" (Anna Randle: Citizen central: What Labour can learn from cooperative councils; www.fabians.org.uk, 2014).

Co-operative councils are trying to reshape commissioning and service provision through better engagement with the community, in order to co-design and co-produce the local services. This case study (prepared mainly based on Anna Randle's presentation and article as well as on the CCIN website) highlights some key steps of the journey Lambeth made while becoming a co-operative council.

Welcome to Pop Brixton

V. 2. The Open Works: starting a new dialogue with citizens

With its 322 000 residents Lambeth in Central London is the fifth most densely populated borough in the country, and more importantly it is the 22nd most deprived authority in England and 8th most deprived in London. So why did the local council think it would work in a place like that? Firstly, according to local studies examining people who believed they had skills, 30% of them said they would share them. Secondly, because of this, most of them get motivation from helping their community. Thirdly, because of the powerful small-scale examples in Lambeth political leaders were convinced it would work. This latter was The Open Works – local residents collaborating to create a sustainable future -, and it is an excellent example of how 'urban acupuncture' (smaller symbolic projects that have an effect in creating points of energy and initiating a snowball effect) works.

The Open Works was an experimental project aimed at creating new ways in which Lambeth Council can work with residents to develop a sustainable future for West Norwood: socially, economically and environmentally. It ran for 12 months between February 2014 and February 2015. It aimed to "*explore the ways in which the council can provide platforms for collaboration and innovation among local people, supporting them to establish their own projects and understand how these can contribute to positive changes in the community*" *(Anna Randle, 2014).*

For example, within Open Works the council opened a shop front on the main street in West Norwood, South London to act as a '*civic system lab'*. Here, they invited local people to just come in and talk about projects they wanted to start or things that needed to be done in the community. Hundreds of good ideas came into the picture. After hearing them, the ideas that seemed viable and that enough people demonstrated interest in were supported. Open Works provided different levels of training and support for people with the same interests within the community, who were connected to form a growing network for additional space, resources and specialist knowledge. Open Works helped them to set up a project that they could run themselves. From the local citizens' perspective, there are some big-picture questions that emerged from the process:

- *Can we connect with each other more, through everyday activities?*

- *Can we do this as an intergenerational community of peers, working together not as consumers, but as creative and open citizens?*

- *Can we design new types of inclusive and generative local projects that have multiple effects – working to improve individual and collective health, education, safety, employment, wellbeing?*

- *Can we create more equality of opportunity for people to grow their ideas, whether for community projects or to start a business … or even invent new livelihoods which might be a mixture of both?*

(Andrea Gibbons: Inspiration – The Open Works Project, 2015; blog.rfsk.org/2015/09/07/inspiration-the-open-works-project-lambeth)

Over the project period, 650 people came together (among thousands that participated at some level) to form 16 projects, among others:

- regular meet up of people who want to knit and do similar handicraft

- a regular joint cooking session

- a project planting fruit trees in public spaces

- creating bee-friendly habitats and shared growing spaces

- open learning space that runs on barter: anyone can teach something they are skilled at, or passionate about. Pay for class with a barter item (like food, supplies, or advice) that your teacher requests.

- The Library of Things: borrowing things that a person does not need every day (e.g. camping stuff, toolset)

"*Places like these are at the forefront of the creation of a new state. Whether we call it relational or enabling, it is a state that does not believe it has all the answers, and knows that people can be actively supported to help themselves and each other. It understands that value lies in people and society, and that the state can act to support and mobilise this human and social capital for community benefit*" (Anna Randle, 2014).

V. 3. What does a co-operative council look like?

In the borough, the implementation of co-operative thinking has meant putting 'cooperative commissioning' – driven by outcomes and actively involving citizens – at the heart of the council's operating model. This in turn has required a total restructure of the council's departments, with the dismantling of traditional silos and the creation of 'clusters' around outcomes, in an attempt to reflect the ways that issues are experienced by people in the community and the way outcomes relate to each other. It has meant rewriting the council's constitution, changing

the role of cabinet members to formally make them the commissioners of outcomes, with attention now turning to local community-based commissioning and the role of ward members.

Lambeth prepared and successfully implemented a new co-operative model regarding the management of parks and open spaces, working with 'friends' groups to explore how they can be supported to take over the running of the parks where they wish to. "The groups are interested in exploring how they can provide key services such as grounds maintenance in ways which support local outcomes such as employment and tackling reoffending, working in a different way with smaller local suppliers and utilising skills in the community" (Anna Randle, 2014).

In Lambeth policy-makers have committed to putting citizens in decision-making roles. "*The council has created its Co-Operative Outcomes Framework for Children and Young People in partnership with young people and their communities. It has been able to de-commission traditional services, and in their place build a platform for investment in new services that can be held to account on principles designed by service users themselves. This is a good example of a guiding set of values opening up the possibility of a more open and collaborative process*" (Kippin, 2015).

Community gardening in Pop Brixton

V. 4. Being challenged: the story of Impact Hub Brixton and Pop Brixton

The internal (council) and external (community) transformation of Lambeth was supported by the Impact Hub Brixton as well. Impact Hub is a network of similar spaces around the world: offices with inspiring community, supporting change-makers, with a shared sense of purpose. Now it is a global network, supporting over 11,000 change makers to be their best selves. Their aim is to create an environment which helps them to challenges themselves to do better and be better, every day. This vision is powered by a shared workspace: they provide a safe space for informal skill and knowledge exchange between members, but they also run a variety of free and open events, from tech meet-ups to social innovation pitching events.

Impact Hub Brixton was funded by Lambeth Council, and originally it was placed in Lambeth Town Hall, aiming to offer an affordable base for local entrepreneurs. This reflects Lambeth's general policy intention to encourage entrepreneurship among its residents. Already there has been a host of events to help locals understand how to start a business or expand into new markets.

Transforming public administration towards more co-operative operation is a complex issue, and working on collaborative services and boosting social innovation must go hand in hand with more "traditional" development policies such as the promotion of entrepreneurship.

But the transformation process in Lambeth also came at a time when the government wants to make the internet its primary way of communicating with benefit claimants. For this purpose, for example it launched a local project called Digi-buddies, a scheme using volunteers with strong IT skills to help residents understand the internet and involve volunteers' efforts into public operation, leading to people-powered public services.

Having an Impact Hub at the Town Hall, where thousands of residents and civil servants walk by everyday most probably has a symbolic power, which helped Lambeth Council to open up its public management operation as well as its services. But it also has a symbolic meaning that in 2015 Impact Hub Brixton moved to Pop Brixton (a temporary use project) when the town hall closed for refurbishment.

Pop Brixton is the result of an exciting collaboration between Lambeth Council, Carl Turner Architects and The Collective. The council provided the land (former parking space) at no cost, on the condition that the project delivers benefits to the local community. This included the agreement that 10 units would be made available at reduced rent for local start-ups and organisations that have a positive social impact.

Pop Brixton is constructed from shipping containers and opened in 2015, the site was initially secured for three years. Pop's success elongated the possibility to stay for up to five years, and based on that, the site will eventually be developed into a major mixed-use development.

"*The site consists of retail, leisure, office and community spaces, including co-working space, offices, studios and an events space. Sixty businesses employ 300 people on the 15,000 sqm site. All traders are independent, 70% of them are from Lambeth (50% from Brixton). While many see the space as a retail and leisure destination, these uses account for only 35% of the space, while 65% consisting of office and community uses.*

Units are offered on a tiered rent system, businesses pay according to their ability and the level of community work they commit to. All businesses must pledge for at least one hour per week of shared time and skills to benefit the community; those pledging more can pay lower rents. After Pop Brixton's success, an adjoining site under private ownership has been transformed by the same team into Pop Fields, a multipurpose sports space during the day and outdoor bar in the evenings" (www.popbrixton.org).

V. 5. Co-operative Councils Innovation Network

The Co-operative Councils Innovation Network (www.councils.coop, CCIN) is a non-party-political active hub for co-operative policy development, innovation and advocacy which is:

- Action-focused: a vehicle for helping councils translate co-operative policy and principles into practice
- Membership-based: funded by modest membership subscriptions from its member councils
- Open to all UK councils: members share the belief that working co-operatively with communities holds the key to tackling today's challenges

The CCIN is a network of local authorities committed to reforming the way they work through building an equal partnership with local people, based on the values of the International Co-operative Alliance.

CCIN members learn, share and develop innovative new approaches to turning co-operative principles into local practice, while the network itself provides a national voice for cooperative councils, informs its members by real experience and practice, with the "*aim of drawing on, influencing and framing national policy and political debates about the future of public services, local democracy, and communities across the country*".

The work of CCIN is essential for CHANGE! partner cities as they will check out whether it is feasible to launch a European movement/network of cities committed to collaborative service delivery or more specifically, to people-powered social services. Providing a state-of-the-art report regarding available networks and possibilities around this issue, and if applies, working out the criteria of such a new movement/network (thematic criteria, how to sustain and finance it, how to launch it, etc.) will be provided by ad-hoc experts during Phase 2.

Nevertheless the results of this work, it's also noteworthy to keep our eyes on local authorities in the UK as they are increasingly taking issues into their own hands. It is an interesting journey to be witnessed by CHANGE! partner cities: how the state will have to learn to let go, and how allow public services to be built round people rather than the institutions that provide them.

V. 6. Note for CHANGE! partner cities

It is not a question that Lambeth's example is something to be followed by every city in Europe, meaning that opening-up public services, sharing responsibility and ownership and involvement of local people into decision making seem an inevitable direction for most of the cities. The only question is where, how and what extent the change can start the most effectively. And this is more difficult to answer it: how to start it? How to get better insight? How to facilitate stakeholders? How to communicate with people? How to listen well? How to promote engagement? How to absorb innovation? And how to do all of this at the same time?

Hundreds of questions come up when talking about collaboration and indeed it is not easy to kick-off the process. This is clearly reflected by partners in their learning feedback sheets. Regarding the case of Lambeth, for example Nagykanizsa intends to "translate" the idea of a community council for local decision makers. Skåne highlighted to switch focusing from "individuals as problems" to "individuals as assets" as well as it liked how Lambeth created a neutral and inspiring place where the council could meet with citizens and their ideas. More or less the same inspired Forlì: organising the Impact Hub within the city hall and The Open Works initiative to collect ideas were those aspects Forlì intends to further elaborate within its local context.

These questions are essential and the potential political and societal benefits seem convincing, but it is important to mention that there is still less evidence about what extent the co-produced services lead to improved outcomes for residents.

Many pioneering actions "*demonstrate examples of where the actions of volunteers have improved the quality of the service provided, reduced demand for services, increased preventative activity, driven up innovation and so productivity of the public service, and helped to build stronger communities to entrench the gains made*" (The economic value of social action, Nesta, 2014). But these promising outcomes are still not ready to create more general statements regarding the territorial scale as well as different services.

This is why Nesta (the UK's innovation foundation) established the Centre for Social Action Innovation Fund, in partnership with the Cabinet Office, to support the growth of innovations that mobilise people's energy and talents to help each other, working alongside public services.

With distinct level, but all European societies and cities have significant local resources to be mobilised in or alongside public services. What is missing it is the political recognition enabling leaders to nurture local creativity to formulate and support innovative actions.

One of the key policy questions arise from understanding the magnitude of social action in the public policy sphere is that whether the volunteer resources that are available are being channelled to the highest impact areas.

The other key issue is that what changes the above transformation of public policies needs from civil servants. This topic refers to various fields of the Collaborative Framework, mainly design under outcomes and, leadership under delivery and engagement under accountability, and it is indeed a key topic around Europe.

VI. Conclusions

Understand, adapt and re-use – but do not generalize!

The UK context is interesting for the CHANGE! partner cities (and any other cities aiming to re-design their public services through collaborative approaches) due to two basic reasons. 1. There is a national level framework facilitated by the government to boost collaboration on the ground. 2. There are strong local initiatives that are already up-scaled to some extent, with huge developmental potentials.

It is obvious that one city hardly can provide a bigger, more general framework like a national regulation, and this is also influenced by the administrative system of the given country. So point 2 seems more crucial for CHANGE! partner cities. With regards to this point, we must highlight that many of the initiatives explained in the case studies are still in a development stage, so it is essential to deeply understand the factors behind them that making them work and adapt these factors to local context before implementing the initiatives. In addition to this, distinct socio-economic backgrounds, cultural and institutional differences and the level of leadership make a varied and rather complex ground for collaboration in Europe.

Anyway, all ULGs in CHANGE! partner cities should discuss how and what extent the different models discussed within these case studies could be adapted within the local context.

The question of trust and what to do without political support

Trust and opening up a dialogue must be taken into consideration by partner cities and any interested bodies while discussion potential adaptation of the above initiatives: these are the glue for collaboration.

Although Anna Randle explained clearly based on the case of Lambeth that collaborative public services can create strong political benefits as well, many

partner cities work in an environment where the political climate is different. What to do in those cities?

In these cases it is essential to have quick wins that can be achieved by channelling available volunteer resources to the highest impact areas. These might help local leaders to understand the potential magnitude of social action.

Start in small and make a base for system change

The below point is important also because many actions of the case studies (e.g. peer-support, time banks) can be piloted in small scale and can be based on existing initiatives. These "pilots" can be analysed from different points of view, also regarding how to upscale and embed them into the service delivery. These activities can be relevant for each Integrated Action Plans to be elaborated within the CHANGE! network.

Where political will is missing and thus generating a system change is rather challenging, carefully prepared small actions to boost collaboration on the ground are more effective. Perhaps an action plan around small, but symbolic projects, generating a high impact in the local community, is more effective than complex, too heavy and complicated IAPs.

Focus on existing resources and systematise them!

Partner cities are also full with good initiatives. What is often missing is to systematically thinking over how people' volunteering efforts could be embedded in public services to make them more collaborative and efficient.

While connecting grass-root initiatives with public services, the main message – again- for local government officials as well as project coordinators and stakeholders is to formulate small, simple actions around those topics where deep and joint understanding stands behind.

Have an eye what's going on in the UK (and other advanced models)!

Besides inspiring local projects and a motivating framework, there is a growing evidence in the UK enabling researchers to estimate the (great) economic value of social action in the public services sphere that is equivalent to a GDP estimate in any other sector.

Based on the first figures, it is "*reasonable to assert that volunteer activity reduces future pressure on taxpayers both by raising the productivity of the public services and, by focussing on prevention, management and softer support, reducing the need for expensive acute interventions both by patients and arguably for the volunteers themselves*" (Nesta, 2014). So it is reasonable for any cities in Europe committed towards collaboration to follow the results of more advanced models.

VII. Credits

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