ENACTING

IO1: IDENTIFICATION OF LOCAL CHALLENGES IN URBAN SETTINGS

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Promoting common values, inclusion, civic engagement and participation through skills development in the arts and innovative digital practices

Co-funded by the
Erasmus+ Programme
of the European Union

TOPICS

- Social Documentary
- Active citizenship and community engagement
- Social inclusion

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10 February 2023

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IDENTIFICATION OF LOCAL CHALLENGES IN URBAN SETTINGS (IO1)

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What is methodology about?

The Methodology for Identification of Local Challenges in Urban Settings is a guide for the step-by-step exploration and identification of local challenges and needs faced by communities in urban environments due to social issues.

It is based on **participatory social research approaches** and includes the research experience of the ENACTING consortium during the first 14 months of project implementation (June 2021 to August 2022). It includes the **research tools** developed in the framework of the project (Desktop Research Template, Qualitative Research Questionnaire) and suggests the most effective **ways** of using these tools.

This methodology focuses on social research in order to produce material for **social documentaries**. Although it follows the basic principles of participatory social research and could be used for other purposes, its main focus is on **linking the social with the creative process of producing an artistic product** - the documentary. Thus, much of the guidance is about linking the process of research to the goal of developing social documentaries.

How was it created?

The finalisation of the methodology followed a relatively long and intense period of planning, establishing relationships with local stakeholders and key persons in at least five European cities (Dresden, Marseille, Florence, Athens and Larissa), piloting the use of the research tools, analysing the results and writing the methodology. In all these steps, there were intermediate periods of changes, adjustments, and improvements.

The transnational research team of the project, under the coordination of the Synergy of Music Theatre, designed the first version of the research tools in the summer of 2021. In the autumn of the same year, local groups of stakeholders were formed in each city of the consortium that critically approached the tools under development and added their lived social experience in a participatory way.

The pilot application of the Desktop Research Template (questionnaire) took place between November 2021 and December 2022 in the five cities of the consortium and led to the creation of a Summary Report (in English) that can be found here (https://enacting-project.eu/wp-content/uploads/2022/09/IO1_Summary-Desktop-Research_v1_reviewed_31.05.2022.pdf).

According to the results of the Desktop Research in each city, a total of four key communities were identified that attracted the interest of the researchers: **Artists, Youth, Migrant-Refugees, and People with Disability[1].** Despite the ongoing threat to social cohesion and uncertainty caused by Covid-19, the process has revealed some social challenges, such as the economic and creative challenges faced by artists, the isolation and lack of representation of young people in public discourse, the intolerance faced by people with migrant and refugee backgrounds, and the need for better accessibility for people with disability to work, education, and culture. Simultaneously with the piloting of the Desktop Research, four qualitative survey questionnaires were developed corresponding to the four communities mentioned above. With the participation of stakeholders from each city, more than 400 completed questionnaires were collected between December 2021 and February 2022. The results were collected, analysed, categorised, and presented in the Qualitative Research Summary Report (in English) that can be found here (https://enacting-project.eu/wp-content/uploads/2022/09/ENACTING_Qualitative-Report-Summary.pdf).

The knowledge generated from the pilot use of the research tools (all questionnaires are included in this publication) inspired the researchers and trainers who developed the training material for social research that is now an integral part of the ENACTING Online

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[1] In many documents - even officially - disabled people are listed as people with disabilities. According to the Social Model of Disability advocated by the disabled people - rather than the Medical Model of Disability - the correct term is "People with Disability" not "People with Disabilities". "*The use of "disability" rather than "disabilities" is important as it brings the notion that disability is a universal human experience and a matter of degree not an intrinsic characteristic of the individual, such as gender or age, to categorise and count individuals*" (retrieved by:
https://www.who.int/news-room/questions-and-answers/item/people-with-disability-vs-persons-with-disabilities#:~:text=The%20use%20of%20%E2%80%9Cdisability%E2%80%9D%20rather,to%20categorise%20and%20count%20individuals)

Course (https://vle.enacting-project.eu/). Important guidelines, tips, and approaches that an autonomous learner can find in the ENACTING training material are also presented here, the Methodology for Identification of Local Challenges in Urban Settings.

How do I use it?

The Methodology for the Identification of Local Challenges in Urban Settings can be used as it is. Considering the various approaches included here that address the need for a concise theoretical framework, we can use the Desktop Research Template to identify key local challenges and the Qualitative Research Questionnaire (the appropriate one for the community we are researching) to frame our topic and/or go deeper into it.

But it is also possible to **adapt** it according to our needs. In all questionnaires, some data can be added, removed, or changed, even entire questions. Each data and question has its importance and can make the process of adaptation challenging. In case you need to adapt the methodology, we suggest following the participatory approach, i.e., to ask other people in your social environment to contribute with their opinion to what you are trying to do. This may rapidly increase the chances of successful adaptation.

In case your research interest concerns another community that is not included in the communities identified by the ENACTING project for the pilot application (Artists, Youth, Migrants and Refugees, and People with Disability), you have the possibility to adapt the last part of the Qualitative Research Questionnaire accordingly. In this case, it is highly recommended to collaborate with one or more members of the community you want to research. The participatory approach must be applied here more rigorously and honestly, as a successful adaptation to an already good research tool can give you impressive results.

DOCUMENTARY AND SOCIAL CHANGE

In 1948, the World Union of Documentary (WUD) established the following definition of a documentary:

"*Documentaries are all methods of recording on celluloid any aspect of reality interpreted either by sincere and justifiable reconstruction, so as to appeal either to reason or emotion, for the purpose of stimulating the desire for, and the widening of human knowledge and understanding, and of truthfully posing problems and their solutions in the spheres of economics, culture, and human relations*"[2].

The above could also apply to journalistic coverage. Documentary and journalism certainly have a lot in common (as can be seen from the definition above), but the main difference is that documentaries are an **art form**. This means that the documentary maker has more freedom and more choices than a journalist and the opportunity to express **a personal point of view** instead of presenting the facts.

A **social documentary** is a non-fictional motion picture intended to document, highlight, raise awareness, or interpret a social issue in order to provoke **social change**.

This is not the first time we have realised that an art form can change the society we live in. But social documentary is a unique art form. Social documentary **aims** at social change. It is this characteristic that creates the responsibility of the filmmakers to highlight and document reality methodically, systematically, based on ethical principles, and with personal and social honesty. Their work may not be formally reviewed by academic social research committees but will be checked by the audience who has similar experiences. The interpretation of reality, the personal point of view of the creators, must have a solid foundation to change society, that is, to move the audience from one position to another.

But at the same time, a consistent, systematic, and sincere approach to a social issue can also move the creators themselves from the position they were in before they started researching it. Therefore, it might be a good idea to start with how people change their point of view about an issue.

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[2] Bienvenido LEÓN ANGUIANO, *El documental de divulgación científica*, Paidós, Barcelona, 1999, p .63

TECHNOLOGY OF PERSUASION

Do aliens exist? Does telepathy exist? Convince me!

When someone makes a claim, they must justify it. Sometimes we want to see it with our own eyes. Other times we only need to hear or read something convincing. What changes our beliefs is new knowledge. Although we tend to think that people love to learn and endlessly seek new knowledge, in reality, there is a lot of resistance we put up when someone tries to change our perspective of the world. Why is that?

People, in addition to logic, also rely on **emotions**. We do not like it when we learn that our favourite politicians are receiving illegal gifts and money from business persons. We feel betrayed and angry. Our feelings for them don't match our values.

When we learn something new, we have two choices: to ignore it and go on with our lives as before, or to take it on board and do something about it, i.e. change our **behaviour**. We stop supporting these politicians. In other words, new knowledge makes us feel different and **this change drives us to action**.

According to the Social Representation Theory[3] of Social Psychology, reality is not the same for everyone. The world of opinions and beliefs includes many different "realities". The reality of war is different for the soldier, the civilian population, the agents of international politics, and the people on the other side of the world. This is understandable, but how can there be different realities?

When we refer to reality, we essentially mean **a social representation of reality**, not objective reality itself (this is not only the case for the social world[4]. Even scientists involved in quantum physics have recently come to a similar conclusion[5]).

A social representation is always the representation one has of something, e.g., a **subject** (person, group, institution) of an **object** (person, group, thing, event, idea, theory, etc.).

For example:

- Politician A (subject) believes that human activity is causing climate change (object).
- Politician B believes that human activity does not cause climate change.
- Politician C does not believe in climate change.

Our expectations of the above subjects in relation to their beliefs about climate change (object) are different. If they are honest, Politician A is expected to pass laws that restrict human activity, while Politician B, and Politician C will vote against them, even if they do not agree with each other. They may even disagree with each other on whether the subject is "climate change" or "climate crisis" or "green transition".

Also, we - who are following these three politicians in the public debate - form an opinion about them. We become the subjects and the politicians the objects. Our view is influenced by our own beliefs (social representations) about climate change and for the three politicians as well.

Why are we mentioning all this?

Because a single issue (climate change) can get so many different dimensions, just by playing with the positions of the object and the subject. Identifying a challenge, a social issue becomes as easy as elementary school grammar exercises. That is how important subject and object are to social representations.

When I express my personal opinion about something, I am the subject and the 'something' is the object of my social representation.

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[3] From: Papastamou S. 1996. *Social Representations*: *Contemporary Research in Social Psychology,* Odysseas Publications, Athens (Παπαστάμου, Σ. 1996. *Κοινωνικές Αναπαραστάσεις: Σύγχρονες Έρευνες στην Κοινωνική Ψυχολογία*. Εκδόσεις Οδυσσέας. Αθήνα).

[4] Starting from Emil Durkheim and his classic book "the Rules of Sociological Method" (Durkheim, E. 1982. *The Rules of Sociological Method and Selected Texts on Sociology and its Method*. Free Press. New York) first published in 1895 and passing to Max Weber who wrote about objectivity in the social sciences (Weber, M. 1949. *Methodology of Social Sciences*. Free Press. New York) we reach the more recent - but classical - conceptions of the social world, such as Phenomenology (Lyotard, J.F. 1991. *Phenomenology*. Suny Press. New York).

[5] https://www.livescience.com/objective-reality-not-exist-quantum-physicists.html

Every social representation has three interdependent dimensions:

1. the **cognitive dimension**: what I know about the object,
2. the **emotional dimension**: how I feel about the topic and my attitude towards the object,
3. and the **behavioural dimension**: my tension to act and my actions based on the combination of knowledge and feelings about the subject.

A change in any of these three dimensions[6] causes a change in the whole social representation. This is how we convince some people, and this is also how we are convinced of something. Every day we exchange social representations of the world and everything that composes it. Social representations are the currency in the marketplace of social change.

The Methodology for Identification of Local Challenges in Urban Settings can be applied effectively and efficiently when **social documentary filmmakers experiment with the above**. Play with the different subjects and objects related to a topic. To question the knowledge that exists - or does not exist yet - about a subject, the related attitudes and finally the social behaviour and action that can be observed because of it.

In order to be honest, creators of social documentaries should also question themselves about their understanding of the topic at hand. What are their values that make them engage with this subject? What is their attitude towards people, events, information, and institutions important to this topic? What are their theories about this topic? How open are they to changing their social representations of the topic by researching it?

Our theory affects our observations of the world. In the world of beliefs, it matters whether the maker of the social documentary on the three politicians and climate change (mentioned above) has a positive attitude towards the political system or a negative one. His/her theory about the political system will influence his/her observations and thus the knowledge about the topic.

"*When Columbus arrived in the New World, he had the theory that he was in Asia and continued to see the new continent in that light. Cinnamon was a precious spice of Asia. So the first bush on the new continent that smelled like this spice, Columbus named cinnamon. When he encountered the aromatic gumbo-limbo tree in the West Indies, he concluded that it was an Asian species similar to the Mediterranean mastic tree. A New World fruit was identified as a coconut-based on its description by Marco Polo [...] The theory that he was in Asia produced remarks related to Asia, even though Columbus was on the other side of the world. That is how great the power of theory is*"[7].

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[6] The three dimensions of social representation have been adopted from Segre Moscovici's theory (Moscovici. S. 2000. *Social Representations: Exploration in Social Psychology*. Wiley Publications. New York) which was first presented in the early 1960s and continues to significantly influence sociological theories such as Social Constructionism and Symbolic Interactionism.

[7] Translation in English from the Greek text in: Shermer M. (2003) *Γιατί οι Άνθρωποι Πιστεύουν σε Παράξενα Πράγματα; Ψευδοεπιστήμη, Προλήψεις και άλλες Πλάνες του Καιρού μας*, Πρόλογος: Stephen Jay Gould, Μετάφραση: Μιχάλης Παναγιωτάκης, Πανεπιστημιακές Εκδόσεις Κρήτης, Ηράκλειο [Shermer M. (2003) *Why*

KEY THEORIES OF SOCIAL CHANGE

As a social documentary is *a* real **motion picture** *intended to document, highlight, raise awareness, or interpret a social issue in order to provoke social change*, it would be useful to start with some basic knowledge about what **Social Change** might mean.

Consensus or Conflict? The two main approaches of Social Change

Human society is quite complex and involves many elements that interact with each other.

The social sciences, in their attempt to approach society and its changes, have come up with two basic theories.

Each of them focuses on either consensus between members of society or conflict.

Consensus:

Society is approached as a system (like the human body) functioning in a state of balance. All elements of the system are interdependent and vital to the whole society. There are no good and bad elements as long as they all contribute to the maintenance of society as a whole (similar to the organs and functions of our body, we cannot say that the function of the heart is better than the function of the colon). Social change comes as a reaction to a system malfunction and is intended to restore balance. A fundamental concept of this approach is **social consensus**, i.e. the agreement that the stability of the system is in the interest of all its component parts, since they are interconnected[8].

Conflict:

Society is a field of conflict because of the unequal distribution of wealth and power. This conflict is due to the limitation of resources, which is in a permanent crisis of the system and develops a social order that is maintained more **by domination and power** rather than by consensus. The emphasis is on the power relations between the various social groups, and the social awareness that these power relations do not benefit the whole system but rather the interests of the ruling class. Social change is not aimed at restoring the social order (since it contains the relations of inequality and injustice) but at overthrowing the system and its power relations and establishing social justice[9].

People Believe Weird Things: Pseudoscience, Superstition, and Other Confusions of Our Time, Foreword by Stephen Jay Gould, Translated by Michael Panagiotakis, University Publications of Crete, Heraklion/Greece , p. 56].

[8] One of the most important contributions to Consensus Theory is the work of Talcott Parsons who has inspired the theory of Structural Functionalism (Parsons. T. 1991. *The Social System*. Routledge. London-New York).

[9] Conflict Theory is based on the work of Karl Marx and its modern interpretation by neo-Marxist social philosophers and has influenced, since the 1960s, all branches of social research (education, justice, social control, labour market, social mobility, migration, media, etc.).

By understanding the **main differences** between these two basic social theories, it is much easier (and safer) to begin approaching social change.

For example, Education can be approached either as a social element that develops the whole society or as something that reproduces the power relations of a society in conflict[10].

The same goes for elements such as the Media (information vs. propaganda), the System of Punishment (compliance with the law vs. selective punishment of the socially powerless), the Army (protection from external threats vs. protection of the socially powerful), etc.

Similarly, hostility to the Otherness (where it is observed) may express the need for uniformity and consensus to maintain the balance of the social system, or the perpetual domination of the powerful (the same) over the weak (the other) in order to maintain the privileges of the ruling class.

The first step in social research is to clarify our perspective (first of all our own) on the social issue we are dealing with.

After this step, we can relatively safely use the researching tools provided by the ENACTING project to achieve optimal levels of objectivity in a world that is not objectively perceived.

Because, regardless of whether we agree or disagree with a point of view, we should first check that we are talking about the same thing.

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[10] If you wish to go deeper into the differences and similarities of conflict and consensus theory, click on this link: https://www.studysmarter.co.uk/explanations/social-studies/sociological-approach/consensus-vs-conflict-theory/

Inspiration

Where do the ideas for a documentary come from?

- from personal interest and interest in people, places, collectives, situations, historical and political circumstances, etc.,
- from published articles,
- from third party stories (something you heard, something you saw, or that you talked about),
- from a call for expressions of interest from organisations or an assignment from a producer or friend,
- and of course, from other documentaries that reveal realities that are next to us.

In fact, inspiration is everywhere!

Your initial point of view

One of the classic theorists of Sociology, Max Weber, argued that once we are interested in a social topic, we already have a perspective (point of view) on that topic.

The objectivity of our approach is very much based on this first realisation.

We need a clear explanation first of all to ourselves that begins with the sentence:

"I am interested in this topic because…".

What is your relation to your subject? To your environment? Are you personally part of the targeted social group? Are you a young adult or an elder, are you part of a gender minority? Are you part of the subject yourself (i.e., if the subject is about migration, are you a migrant yourself)? How does your social status affect your point of view?

Try to be careful and honest. You already have some knowledge on a topic that motivates you. This knowledge creates some specific emotions (joy, sadness, anger, wonder, curiosity, surprise, etc.). The combination of the knowledge you have, at this moment, and the emotions it creates in you, influences your behaviour and actions, the decisions you will take in the next phases of the research.

During your research, you may realise that your answer has changed.

This is not bad; in fact, it is good. The change that you desire is what you hope for, if it exists. To avoid losing this valuable first knowledge, write down your answer and then add all subsequent versions of it (if any).

This will help you to always be aware of where you started (initial point of view) and where you are now.

From the tree to the forest or vice versa?

Knowing already more about yourself, the primary motivation that activates you, and your initial perspective, it is useful to also become aware of the direction(s) your approach can take in the early stages of research.

Your approach to the issue can take two possible directions[11]:

- **from the specific to the general** (observation of an event, an activity, a group of people or an individual)
- or vice versa, **from the general to the specific** (the acceptance of a social phenomenon that concerns you and your desire to bring about a significant change)

For example, let's see how you could approach the topic of "Youth Unemployment in the local context":

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[11] These directions refer to Inductive and Deductive Reasoning. If you wish to go deeper click on this link: https://www.dictionary.com/e/inductive-vs-deductive/

From the specific to the general: Three young people you know from your neighbourhood are having trouble finding work in the city. This problem creates secondary effects, as they feel worthless, have financial difficulties, cannot live independently, and cannot create a family and/or a social circle. You are checking the official youth unemployment rates in your city and comparing them with the national ones. You could also search for information about the local employment market. You are approaching the general social phenomenon of Youth Unemployment locally.

From the general to the specific: You have found on the internet a recent, official presentation of the high youth unemployment rates in your city. You are wondering why this is happening and you approach this situation through three unemployed young people you know, to find out the problems they face in their daily lives. You are focusing on the lived experiences of a limited number of young people who have been impacted by local youth unemployment.

One direction does not exclude the other. In the same research, we can change direction many times while we are seeking more data and information on our topic.

It is useful to be aware of the direction we choose because the methods and tools we select for our research can sometimes be appropriate and sometimes inappropriate, depending on the direction we are following each time.

METHODS, TOOLS, AND RESOURCES

Quantitative and Qualitative methods of social research

Depending on the aim of a social survey, we can choose between quantitative and qualitative methods.

Quantitative research uses numbers and graphs and is usually applied when we want to confirm social trends or practices that affect many people. The main method of quantitative social research is the closed-ended questionnaire (pre-constructed and limited options that the respondents are asked to choose from to represent their point of view). For a quantitative survey to be generalisable, it must reach a large number of people.

Qualitative research focuses more on the words, thoughts, and personal experiences of the respondents and is used when we want to explore something in depth, on a topic that is not readily understood. The main methods of qualitative research are observation, interview, or open-ended questionnaires (questions that invite respondents to answer relatively freely without giving pre-constructed choices). The results of qualitative surveys are difficult to generalise, as they are not usually targeted at large numbers of people.

Primary and Secondary social research

Depending on the type of resources we are using, we can choose between primary and secondary research.

Primary research is information gathered through **self-conducted** research methods, while **secondary research** is information gathered from **previously conducted studies**.

Usually, research starts with methods belonging to secondary research[12], such as:
- literature research,
- desktop research,
- and press and internet research.

The aim of secondary research is to provide **basic knowledge** of the topic being researched. This knowledge has been produced by other people. The value of your research is proportional to the credibility of your sources. Are they scientific, academic, or books? Are they scientific journals or fashion magazines? Are they reliable websites or information you read on a site without any reference?

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[12] https://guides.library.harvard.edu/HistSciInfo/secondary

Primary research aims to fill the gaps that have not been covered by secondary research. It may concern issues that have not been researched recently or that have not been researched at all in the past. It is conducted through specific research questions and is usually much more demanding in terms of time and financial resources than secondary research.

Desktop Research of the local context

The social documentary you are preparing will address a challenge facing your community at the local level.

It is important to start with desktop research to assess what you already know about the city or region and the community you are dealing with.

As we already know, desktop research is secondary research, i.e., it is based on knowledge and information created by other people.

This information can be found in:

- Books and articles
- Municipal or/and public and private structures' publications
- Statistics data
- Web (like Wikipedia)
- Press (online, printed)
- Social media (youtube, facebook, twitter, instagram etc.)
- Documentaries and films
- Other resources

Types and uses of resources

Before we start to go a little more into detail about the types and uses of our resources, we should make a clarification.

Although what we learned so far follows the scientific methodology of social research, the research you have undertaken to do for your social documentary does not need to strictly follow academic standards.

But, if you want your documentary to impact and contribute to a social change, at least at a local level, the data and information you rely on must be able to stand up to criticism.

For this reason, it is important to be aware of some characteristics (types and uses) of your resources.

Academic books and articles

These types of resources are considered the most reliable as, in order for something to be published as an academic book or article, it is necessary for it to have been reviewed by other members of the academic community.

https://its.berkeley.edu/publications/academic-publications

When using these types of resources, it is necessary to refer to the author(s), the title of the book or article, the date of publication, and, perhaps, the institution (or publishing company) responsible for its publication.

Municipal and/or public and private structures' publications

You will search for many things about your city. A good idea is to start looking for publications that have been written by municipalities or other public and private bodies.

Referring to such publications (many of which are now on the internet) can enhance the credibility of your research. However, since these resources are created for specific purposes, it's important to use your critical thinking skills.

Press (online and printed)

News and information published by media organisations, whether in print or digital form, have a relatively high degree of credibility.

It is also relatively easy to find them with a simple internet search.

When referring to news or information published in the press, you need to mention the name of the medium, the date of publication and the name of the author.

Literature and fiction

When Oscar Wilde (*The Decay of Lying*, 1891) said that "*life imitates art much more than art imitates life*", he didn't mean that art is more reliable than life itself.

It's common for us to read a literary book or watch a film at the cinema and recognize many aspects of our everyday experiences. However, the use of literary books as sources for social research is not recommended.

But in case we want to give a more poetic and/or artistic character to our documentary, the mention of a famous literary character, the words of a hero, or a verse from a poem, can describe much more about our reality than the sum of the knowledge of a university library.

Social media

Although through social media you can access the opinions, experiences, feelings and knowledge of millions of people, the fact that no one takes responsibility for what is written there, gives this type of resources a very special weight.

This is why it isn't a good idea to mention the users' names when you are referring to what is written there. Also, the legal framework is vague.

It's important to remember that social media doesn't reflect reality but rather represents it. The content that is shown to us is determined by algorithms based on our preferences and only offers a limited view of reality. It's easy to be misled into believing that a generalised trend exists for something simply because a social networking platform is showing us the posts of certain users. On the other hand, major social changes are strongly influenced by the use of social media (like the Arab Spring in 2011[13]), while it is possible to find other types of resources (such as scientific articles and statistics) that can be used as resources for your research (always checking the credibility of the author).

ENACTING Desktop Research Template

Desktop (secondary) research in a local context will show the knowledge we have about social issues in a geographical area. We are interested in data and information concerning the whole population (geographical boundaries, size of the population, administrative structure, official language, religion, productive sectors, climate and environment, local history, etc.).

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[13] Wolfsfeld. G. Segev. E. Sheafer. T. 2013. *Social Media and the Arab Spring: Politics Comes First*. The International Journal of Press/Politics 18(2) 115–137. Retrieved from:
https://journals.sagepub.com/doi/pdf/10.1177/1940161212471716

Usually, the questions that will be answered in desktop research are created by you. In the course of the research, you can add or remove questions as needed.

**Desktop Research
Athens - Dresden -
Florence - Larissa -
Marseille**

The ENACTING researchers have already developed a questionnaire, which you can follow in order to safely start your research, consisting of the following questions:

- **Please provide a brief description of the area in which you are active (local status).**
  (For example: population, composition, local peculiarities, local production, state structures, recent historical data, etc.)

- **Are there any local specificities and challenges that concern the local people, your community and the municipality? Please describe these specificities and challenges thoroughly and concisely based on valid sources.**
  (For example: extremism, environmental issues, mental health issues, isolation, low economic level, violence, criminality, low education level, etc.)

- **Are there any initiatives to alleviate these challenges?**
  (For example: public and/or private sector, civil society, programmes, research and/or good practices at local level, etc.)

- **To which extent have the above-mentioned specificities and challenges been affected by the COVID-19 crisis?**
  (We suppose that the pandemic and its consequences have affected the community you are researching. Try to prepare yourself by collecting some data.)

Usually, the desktop research does not stop once you have answered the above questions.

During your research, you can make use of other tools (qualitative questionnaire, interviews, focus groups, etc.) and you will find that new data will be added to what you have already found.

The desktop research is completed when you feel that you have acquired the basic knowledge of the topic you are researching.

ENACTING Qualitative Research of the selected Community

Qualitative research is primary research, as its findings are produced by the researcher. You!

Qualitative research focuses mainly on a community in the sociological sense, i.e., a group of people who have formed around a **common identity** or idea or challenge (for example, a community of artists, disabled people, LGTBQ, immigrants, etc.). These communities usually transcend the geographical boundaries of a region, and their needs may be common on the other side of the world. In the case of researching a community with the aim of causing social change at the local level, it is important to focus on the characteristics of that community in the local context.

The aim of Qualitative research is to go deeper into the topic you are researching, to draw information from human experience and to give your ideas and realism for the social documentary you are developing.

Qualitative research can be conducted through:

- Qualitative questionnaires
- Interviews
- Observation
- Focus groups.

To conduct qualitative research, you need to have access to members of the community you are researching.

The **community** you are researching may consist of many different individuals and groups, which at first may seem unrelated to each other.

For example, if you are researching the community of artists and its situation in relation to Covid-19, your community will not only consist of artists, but of all the people and/or groups that come into close interaction because of this social challenge.

Let's try to make it clearer…

Due to the protection measures against the spread of the Covid-19, all artistic production was cancelled, and the artists are facing a difficult financial and social situation. Because of this main challenge (which can vary in each local context), we can see some social procedures occurring (like organisation of assemblies, public protests, development of collective representation, networking, the emergence of new-alternative ways of production, solidarity, etc.). Several different individuals and groups are taking part in these procedures: professional artists, staff of artistic and cultural organisations, artistic trainers, educators and trainees, amateur artists, technicians, promoters, representatives from the national and local authorities, etc. These people can be approached as a **community for your project**.

Because of this internal complexity and the very different profiles you can find in a community, qualitative research can provide you with in-depth information, as each member of the community has the opportunity to approach the social challenge from their own perspective.

The ENACTING researchers have already developed a Qualitative Research Questionnaire, which you can use for your research.

- o [questionnaire ARTISTS](#)
- o [questionnaire YOUTH](#)
- o [questionnaire MIGRATION](#)
- o [questionnaire DISABILITY](#)

Choose the questionnaire that matches the community you are researching and study it carefully.

It consists of three main sections:

- ✔ Personal data (questions: 1-9)
- ✔ Local context (questions: 10-13)
- ✔ Addressing a specific community (questions: 14-19)[14]

Some questions may be difficult to understand why they are included. They may not seem to fit the profiles of the people you aim to address. Don't consider them as irrelevant. Ask yourself what the reasons for the difficulty are, make assumptions and keep notes. In the next phase of the documentary's development, they may play an important role.

To complete the qualitative research, you do not need to reach out to many members of the community. Depending on the topic of your documentary, the number of people who complete the survey can vary from 3 to 5 people. Remember that qualitative research

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[14] If you are researching a different community, you can vary the questions in the third section (Addressing a specific community) based on the data you have found in the desktop research.

results are not representative of the entire community but contain the specific experiences and personal opinions of the specific people you will be reaching. The appropriate number of completed questionnaires will be decided by you, based on the information you need to proceed with writing your script[15].

Important!

As qualitative research asks respondents to talk about their personal views and experiences, it is important to explain clearly beforehand what the aim of the research is. The aim of the research is not the result you aim to get, but the topic you wish to research.

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[15] In qualitative research, the point at which the researchers stop seeking additional people for their research is called the **saturation** point. *"The criterion for judging when to stop sampling the different groups pertinent to a category is the category's theoretical saturation. Saturation means that no additional data are being found whereby the sociologist can develop properties of the category. As he sees similar instances over and over again, the researcher becomes empirically confident that a category is saturated. He goes out of his way to look for groups that stretch diversity of data as far as possible, just to make certain that saturation is based on the widest possible range of data on the category"* (Glaser, Bg. Strauss, Al. 1967. *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago. Aldine, p.61). As social documentary research does not require the rigorousness of academic research, we believe that filmmakers can rely on a relatively small sample.

Factors that impede local people's active participation in local actions

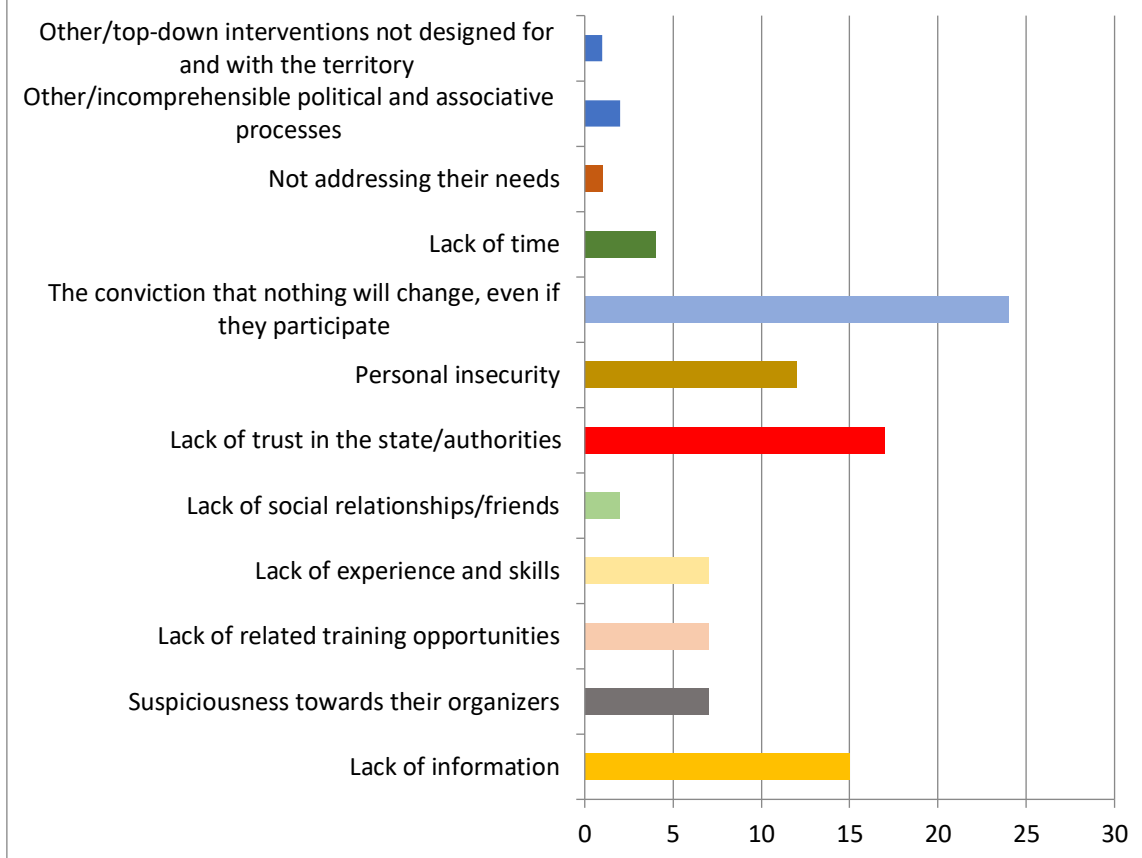| Factor	Value
Other/top-down interventions not designed for and with the territory	1
Other/incomprehensible political and associative processes	2
Not addressing their needs	1
Lack of time	4
The conviction that nothing will change, even if they participate	24
Personal insecurity	12
Lack of trust in the state/authorities	17
Lack of social relationships/friends	2
Lack of experience and skills	7
Lack of related training opportunities	7
Suspiciousness towards their organizers	7
Lack of information	15

Table showing the responses of the youth community in Italy in the context of the ENACTING qualitative survey[16]

CHECKING THE 'REALITY'

As you proceed with your research, there is a strong possibility that your findings may not be relevant to your experience or may contradict each other. No need to panic, yet.

This can happen for two main reasons:

(a) the material you need, has not been collected yet and you don't have a clear picture of the links between the different data and information.

If your researcher instinct leads you to the above thought, a good solution is to give yourself some more time to check your findings with others.

- approach a few more people from the community and ask them to fill in the questionnaire,
- create a **focus group** of community members and organise a short discussion (online or face-to-face) with them about your findings so far. The focus group can also consist of people who are not members of the community. In this case, your goal is to see how your worries sound to representatives of the general population,
- interview people who are experts in the topic you are researching and ask their opinion,
- or, discuss with people close to you (friends, relatives, colleagues, etc.). Sometimes, the solutions come from unexpected directions.

(b) You might have discovered something new!

It is not common, but it is also not impossible. One of the theorists in Sociology, Anthony Giddens, urges social researchers not to look only for functions (information and structures that match well together) but for contradictions[17]. The social world is full of contradictions. That is perhaps why it is so interesting.

On the other hand, a new discovery is not made every time the elements do not fit together. There may have been a mistake.

So again, a good solution is to give it some time and check your thoughts with the help of others. In this case, setting up focus groups with community members and doing interviews with people who are experts in the topic you are researching would be ideal cases of reality checking.

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[17] Giddens. An, 2013. *The Consequences of Modernity*, Wiley & Sons, New York.

Promoting common values, inclusion, civic engagement, and participation

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

ANNEX 1: IO1 DESKTOP RESEARCH TEMPLATE

The desktop research aims to identify each partner's country environment specificities and challenges according to the main project objectives.

The same methodology can be followed by future end-users, with slightly varied questions / requirements.

The survey includes four open-ended questions that we recommend you answer briefly. At the end of the document each partner should add the References by using the APA citation. The same citation should be used for mentioning the references inside the text (for guidance please check the end of the document).

QUESTIONS

1. **Please provide a brief description of the area in which you are active (local status) / not more than 5.000 characters-spaces included.**

For example: City or region, population, composition, local peculiarities, local production, government structures, recent historical data, etc.

2. **Are there any local specificities and challenges that concern the local people, your organisation, and the municipality? Please describe these specificities and challenges thoroughly and concisely based on valid sources. Please add all references using the APA citation / not more than 9.000 characters-spaces.**

For example: extremism, environmental issues, mental health issues, isolation, low economic level, violence, criminality, low education level, etc.

3. **Are there any initiatives to alleviate these challenges? / Not more than 6.000 characters-spaces.**

For example: public and/or private sector, civil society, programmes, research and/or good practices at the local level, etc.

Only for partners: **In case of existing research and/or good practices, please provide a link for each of them**

	Title of the initiative and a short description / not more than 500 character-spaces	Link
1		
2		
3		
	In case of more than 3 links, please add lines below	

4. **To which extent have the above-mentioned specificities and challenges been affected by the COVID-19 crisis? / Not more than 3.000 character-spaces**

REFERENCES

Guidance for APA citation: https://www.mendeley.com/guides/apa-citation-guide

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ANNEX 11: IO1: QUALITATIVE RESEARCH QUESTIONNAIRES

Youth

Section	No of Question	Type of answer *mandatory	Question	Answer(s)
Personal Data	1	Short answer (text)	First and last name	
	2	Short answer (text)*	Country of birth	
	3	Short answer (text)*	Country of residence	
	4	Short answer (text)*	City of residence	
	5	Date*	Date of birth	
	6	Short answer (text)*	Gender	
	7	multiple choice*	Current educational level	Non-formal education / experiential learning
				Less than High School
				High School
				Technical school
				Vocational Education and Training
				College (Bachelor's) Degree

				Post-graduate education (Master's Degree, PhD, Postdoc, etc.)
	8	multiple choice*	Professional status	Unemployed
				Student
				Internship
				Volunteer
				Employed part-time
				Employed full-time
				Self-employed / Freelancer
Local Context	9	Checkboxes*	Main problems/challenges in local context (up to three)	Difficulty in getting or finding a job opportunity
				Financial crisis
				Education
				Immigration/refugee crisis
				Political situation
				Lack of opportunities for artists and the cultural sector
				Environment/Climate change
				Housing
				Dificulty in creating and mainting inter-personal relations
				Criminality
				Personal autonomy
				Health
				Social cohesion
				Other …………….
	10	Paragraph (text)	If you have been affected by any of the previously mentioned challenges, please explain shortly	
	11	Checkboxes*	Which of the	Lack of information

			following factors, in your opinion, impedes local people's active participation in actions related to active citizenship and civic engagement? (Choose up to two)	Suspiciousness towards organizers
				Lack of related training opportunities
				Lack of experience and skills
				Lack of social relationships/friends
				Lack of trust in the state/authorities
				Personal insecurity
				The conviction that nothing will change
				Lack of time
				Doesn't address needs
				Other ……………
	12	Paragraph (text)	Please share with us briefly, an incident or a personal experience that prompted you to take action on a problem that exists in your local context	
	13	Short answer (text)*	Please list up to five keywords related to social issues in your local context.	
Community oriented	14	multiple choice*	Which group do you belong to?	Youth (16-30 years old)
				Teacher, trainer, coach
				Representative of youth organisation

				Youth worker
				Youth project volunteer
				Scholar, Researcher, Expert
				Policy maker/Civil Servant
				Other ………
	15	linear scale*	Within the last 3 years, have your activities been limited by external factors?	1 never
				2 rarely
				3 Sometimes
				4 frequently
				5 always
	16	Checkboxes*	Which of the following, in your opinion, are the main problems that youth face at a local level? (Choose up to three)	Unemployment
				Limited training/educational opportunities
				Social alienation
				Limited local opportunities for personal development

				Lack of collective vision and strong associations between young people
				Unequal access to policy making
				Lack of freedom of expression
				Pandemic context
				Lack of environmental sustainable culture
				Opportunities and obstacles to the use of public space
				Unequal social representation in public discourse
				Racism, bullying, and violence
				Abuse of power by state institutions
				Other …....
	17	Paragraph (text)*	How is the situation affected by covid 19?	
	18	Checkboxes*	Which of the following solutions do you believe can address the situation locally? (up to two)	Youth collectives development
				Public funds for youth development
				Youth centers development
				Co-creation of regulation for the use of public space
				Cooperation with individuals/entities which support equality/inclusion
				Awareness raising/activism about sustainable development
				Official participation in policy making
				Focus on a more local scale, and link/cooperate between the various local dimensions in order to act on a global scale

| | | | | Other ………… |
| | 19 | Paragraph (text) | Notes and comments | |

Artists

Section	No of Question	Type of answer *mandatory	Question	Answer(s)
Personal Data	1	Short answer (text)	First and last name	
	2	Short answer (text)*	Country of birth	
	3	Short answer (text)*	Country of residence	
	4	Short answer (text)*	City of residence	
	5	Date*	Date of birth	
	6	Short answer (text)*	Gender	
	7	multiple choice*	Current educational level	Non-formal education / experiential learning
				Less than High School
				High School
				Technical school
				Vocational Education and Training
				College (Bachelor's) Degree
				Post-graduate education (Master's Degree, PhD, Postdoc, etc.)
	8	multiple choice*	Professional status	Unemployed
				Student
				Internship
				Volunteer

				Employed part-time
				Employed full-time
				Self-employed / Freelancer
Local Context	9	Checkboxes*	Main problems/challenges in local context (up to three)	Difficulty in getting or finding a job opportunity
				Financial crisis
				Education
				Immigration/refugee crisis
				Political situation
				Lack of opportunities for artists and the cultural sector
				Environment/Climate change
				Housing
				Difficulty in creating and mainting interpersonal relationships
				Criminality
				Personal autonomy
				Health
				Social cohesion
				Other ……………
	10	Paragraph (text)	If you have been affected by any of the challenges mentioned earlier, please provide a brief explanation.	
	11	Checkboxes*	Which of the following, in your opinion, impedes local people's active participation in actions related to active citizenship and civic engagement?	Lack of information
				Suspiciousness towards organizers
				Lack of related training opportunities
				Lack of experience and skills
				Lack of social relationships/friends
				Lack of trust in the state/authorities

			(Choose up to two)	Personal insecurity
				The conviction that nothing will change
				Lack of time
				Not addressing to their needs
				Other …………
	12	Paragraph (text)	Please share with us briefly, an incident or a personal experience that prompted you to take action on a problem that exists in your local context	
	13	Short answer (text)*	Please write up to 5 key words related to social issues in your local context	
Community oriented	14	multiple choice*	Which group do you belong to?	Artist (creator, performer….)
				Producer of artistic/cultural events
				Cultural non profit organisation leader
				Cultural Manager, Art Manager
				Teacher, trainer, coach
				Scholar, Researcher, Expert
				Policy maker/Civil Servant
				Other ……………

15	linear scale*	Within the last 3 years, has your income from work in the cultural sector in itself been enough to cover the basic expenses related to your work (space or location rentals, equipment, training, transportation, networking, promotion…)?	1 never
			2 rarely
			3 sometimes
			4 frequently
			5 always
16	Checkboxes*	In your opinion, which of the following are the main problems for the sustainability of the art sector at a local level? (up to three)	Instability, lack of salaries and employment contracts
			Artistic training availability
			Workspace and equipment availability
			Art is not seen as a profession
			Lack of a collective vision and strong associations
			Lack of representation of the artistic creation
			Unequal access to digital tools, distribution, promotion, sales
			Lack of freedom to create (fit the creation in frames to get more funding or more visibility)
			Pandemic has accelerated/exacerbated pre-

				existing trends (precariousness, inequalities, digital tools)
				High cost of eco-responsible creation
				Changes in the use of space (public or private) because of the pandemic context
				Other ....
	17	Paragraph (text)*	How is the situation affected by covid 19?	
	18	Checkboxes*	Which of the following solutions do you think can address the situation locally? (up to two)	Professional network, cooperation and collectives development
				Training about alternative funds and how to cost artistic productions
				Official (state) professional activity regulation
				Providing of public spaces for artistic creation, exhibition, performance
				Complementarity and cooperation with digital experts, professionals
				To know how to be eco-resposible in every step of the creative process
				Participation of audience in the creative process
				Focus on a more local scale, and link/cooperate between the various local dimensions in order to act on a global scale
				Other …………
	19	Paragraph (text)	Notes and comments	

Section	No of Question	Type of answer *mandatory	Question	Answer(s)	42
Personal Data	1	Short answer (text)	First and last name		
	2	Short answer (text)*	Country of birth		
	3	Short answer (text)*	Country of residence		
	4	Short answer (text)*	City of residence		
	5	Date*	Date of birth		
	6	Short answer (text)*	Gender		
	7	multiple choice*	Current educational level	Non-formal education / experiential learning	
				Less than High School	
				High School	
				Technical school	
				Vocational Education and Training	
				College (Bachelor's) Degree	
				Post-graduate education (Master's Degree, PhD, Postdoc, etc.)	
	8	multiple choice*	Professional status	Unemployed	
				Student	
				Internship	
				Volunteer	

				Employed part-time
				Employed full-time
				Self-employed / Freelancer
Local Context	9	Checkboxes*	Main challenges in local context (up to three)	Difficulty in getting and finding a job opportunity
				Financial crisis
				Education
				Immigration/refugee crisis
				Political situation
				Lack of opportunities for artists and the cultural sector
				Environment/Climate change
				Housing
				Difficulty in creating and maintaing interpersonal relations
				Criminality
				Personal autonomy
				Health
				Social cohesion
				Other ………….
	10	Paragraph (text)	If you have been affected by any of the previously mentioned challenges, please briefly explain	
	11	Checkboxes*	In your opinion, which of the following impede local people's active participation in local actions related to active citizenship and civic engagement? (up to two)	Lack of information
				Suspiciousness towards organizers
				Lack of related training opportunities
				Lack of experience and skills
				Lack of social relationships/friends
				Lack of trust in the state/authorities
				Personal insecurity

				The conviction that nothing will change
				Lack of time
				Not addressing to their needs
				Other …………
	12	Paragraph (text)	Please share with us briefly, an incident or a personal experience that prompted you to take action on a problem that exists in your local context	
	13	Short answer (text)*	Please write up to 5 key words related to the social issues in your local context	
Community oriented	14	multiple choice*	Which group do you belong to?	Migrant, asylum seeker, refugee
				Teacher, trainer, coach
				Representative of social organisation
				Social worker
				Social project volunteer
				Scholar, Researcher, Expert
				Policy maker/Civil Servant
				Other …………
	15	linear scale*	In the last three years, have external factors limited your ability to participate	1 never

			in inclusive activities or access opportunities?	2 rarely
				3 sometimes
				4 frequently
				5 always
16	Checkboxes*	Which of the following, in your opinion, are the main problems that migrants, asylum seekers, and refugees face at the local level? (Choose up to three)	Unemployment
				Limited training/educational opportunities
				Social alienation
				Limited local opportunities for personal development
				Lack of connections with the local community
				Unequal access to policy making
				Lack of freedom of expression
				Pandemic context
				Accommodation
				Opportunities and obstacles to the use of public space
				Unequal social representation in public discourse
				Racism, intolerance, stereotypes

				Abuse of power by state institutions
				Lack of information about the state's regulation/legal framework about migration
				Lack of intercultuaral mediation
				Other ……………….
	17	Paragraph (text)*	How is the situation affected by covid 19?	
	18	Checkboxes*	Which of the following solutions do you think can address the situation locally? (up to two)	Migrants collectives development
				Public funds for migrants inclusion development
				Inclusive training educational opportunities
				Professional training, interconnection with the labor market
				Cooperation with individuals, entities which support equality, inclusion
				Anti-racism awarness raising, activism
				Official participation in policy making
				Focus on a more local scale, and link/cooperate between the various local dimensions in order to act on a global scale
				Other ……………….
	19	Paragraph (text)	Notes and comments	

Section	No of Question	Type of answer *mandatory	Question	Answer(s)
Personal Data	1	Short answer (text)	First and last name	
	2	Short answer (text)*	Country of birth	
	3	Short answer (text)*	Country of residence	
	4	Short answer (text)*	City of residence	
	5	Date*	Date of birth	
	6	Short answer (text)*	Gender	
	7	multiple choice*	Current educational level	Non-formal education / experiential learning
				Less than High School
				High School
				Technical school
				Vocational Education and Training
				College (Bachelor's) Degree
				Post-graduate education (Master's Degree, PhD, Postdoc, etc.)
	8	multiple choice*	Professional status	Unemployed
				Student
				Internship
				Volunteer

				Employed part-time
				Employed full-time
				Self-employed / Freelancer
Local Context	9	Checkboxes*	Main challenges in local context (up to three)	Difficulty getting and finding a job opportunity
				Financial crisis
				Education
				Immigration/refugee crisis
				Political situation
				Lack of opportunities for artists and the cultural sector
				Environment/Climate change
				Housing
				Difficulty in creating and mainting interpersonal relationships
				Criminality
				Personal autonomy
				Health
				Social cohesion
				Other ………………
	10	Paragraph (text)	If you have been affected by any of the previously mentioned challenges, please briefly explain	
	11	Checkboxes*	In your opinion, which of the following impede local people's active participation in local actions related to active citizenship and civic engagement? (up to two)	Lack of information
				Suspiciousness towards organizers
				Lack of related training opportunities
				Lack of experience and skills
				Lack of social relationships/friends
				Lack of trust in the state/authorities
				Personal insecurity

				The conviction that nothing will change
				Lack of time
				Not addressing to their needs
				Other …………………
	12	Paragraph (text)	Please share with us briefly, an incident or a personal experience that prompted you to take action on a problem that exists in your local context	
	13	Short answer (text)*	Please write up to 5 key words related to social issues in your local context	
Community oriented	14	multiple choice*	Which group do you belong to?	Person with disability
				Teacher, trainer, coach
				Representative of a social organisation
				Social worker
				Social project volunteer, family assistant
				Scholar, Researcher, Expert
				Policy maker/Civil Servant
				Other ………………

	15	linear scale*	In the last three years, have external factors limited your ability to participate equally in social activities?	1 never
				2 rarely
				3 sometimes
				4 frequently
				5 always
	16	Checkboxes*	Which of the following, in your opinion, are the main problems that people with disability face at the local level? (Choose up to three)	Access to public spaces, facilities, transportation
				Limited accessible and inclusive training/educational opportunities
				Social alienation
				Unemployment
				Lack of collective vision and strong associations between people with disability
				Unequal access to policy making
				Lack of freedom of expression
				Pandemic context
				Lack of personal assistants

				Limited local opportunities for personal development
				Unequal social representation in public discourse
				Racism, intolerance, stereotypes
				Abuse of power by state institutions
				Lack of information about the state's regulation/legal framework about disability
				The belief that barriers are caused by impairments and not by society
				Lack of public awareness about the different types of disability
				Other ……………….
	17	Paragraph (text)*	How is the situation affected by covid 19?	
	18	Checkboxes*	Which of the following solutions do you think can address the situation locally? (up to two)	Public funds for accessibility and inclusion
				Inclusive and accessible training, educational opportunities
				Professional training, interconnection with the labor market
				Cooperation with individuals, entities which support equality, inclusion
				Public awarness raising, activism
				Official participation in policy making
				Focus on a more local scale, and link/cooperate between the various local dimensions in order to act on a global scale
				Other …………….

	19	Paragraph (text)	Notes and comments	52

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