

Ethical report of a research based participatory project for shared realities

Is it inclusive to think in systems? Is it equitable to exist in systems? Is it ethical to create inclusive and equitable systems? There are ones who will always be left out of the systems we try to create as designers, or curious system thinkers.

For creating inclusive and equitable systems we have to see each other's realities, in other words see the world from a different eye level. But how can it be ethical? We know many examples where by seeing with each other's (the user's, customer's, target group's) eyes, designers can create more inclusive systems and more "user friendly" systems. Such as the development of Apple products or Google and Facebook features. And the word: ethical, is maybe the last which would come to our mind. A personal analogy: as a daughter of an author, an author who observes the environment around her and sees through our eyes, then publishes books for her environment to be able to learn from novels they can relate to, brings up many ethical questions, and creates a constant dialogue between me and her, the sufferer and the magician, or in other words the target audience and the changemaker.

In my own project: Crosshabit - I try to be the changemaker, the magician and make it possible to see with each other's eyes, to be able to actually live together and be better citizens in the systems that surround us.

Due to the increasing urbanization and the many radical changes in society or even in our environment - it is important that children are aware of it and aware that their choices matter as well as have an impact. Furthermore, we adults are aware that an important aspect of children's rights is their freedom of expression and that they play an important role when deciding about our environment and our future.

My magic for these hypotheses, (which should not be a trick, but a real changemaker move) is based on participatory and co-creational methods, to strengthen these in our communities.

I think that our urban spaces hold many opportunities to be able to live better together, to learn with children about the importance of good citizenship and to see each other's realities, while at the same time building inclusive and equitable communities.

So what am I in this process? The designer of a method, the facilitator of workshops connected to my research about the intersection of behavioral science, education and urban planning or just a curious person, who wants to spread curiosity for better understanding. To be able and trust myself in the research, I have to find the roots when thinking of well formed research questions and the root is curiosity, which represents me and my research at the same time.

However being just totally present in the research doesn't mean, you are fully there for the participants. In such a topic, you also have to be your own participant and co-create the solution for the questions formed with your participants. Some time months ago we had a workshop series in Poblenou, in the Superilles with a local school. Through this event series we studied about biodiversity in urban spaces. Through redesigning the space for other agents, such as disabled people, elderly, bees or non-human agents as cars, the kids studied about emphasizing with their own selves and expressing their own needs in the spaces. With my classmate we wanted to design a placemaking toolkit for the workshop, but through the process we realized the possibilities for biasing, leading our participants with that and giving them words and solutions. So we had to start from zero and give them the most basic tools, such as playdoh, markers and some building materials to co-create together through their eyes the toolkit which can help us later on to organize placemaking workshops. To sum it up co-creational methods should be co-created for achieving an impact which comes from all the voices, which surrounds us.

This workshop was one of many others following it. Nowadays I facilitate a workshop with the Barcelona Montessori School, where we study about our own environment and how it affects us. By the end of the workshop series we will come up with some designs for their new garden on their new campus, designed and taken responsibility by the kids. There is already a big question coming up. Why Montessori? - Montessori is already a place where they teach with this kind of mindset, not only that I am giving opportunity to privileged kids, but I also bias my own research with getting answers from kids, who are closely aware of the approaches I am bringing to them. - This is what you have to do when you are conducting a research in a country, where you don't speak the language: find the most feasible way and later on distribute the same approach in other environments. To try to solve this question, I am only building a framework to my workshops and toolsets - which is the base of a methodology and an educational game, I'm creating. Thus I'm iterating through new experiences, such as the summer camp of the Social Design Network I will participate in Hungary this summer.

Through these workshops I have two key responsibilities in connection to their morality. First of all the evaluation of the processes. If I can achieve the impact I am looking for, how to measure it, how long do I have to observe them and what are the key indicators of actually achieving them? Furthermore, by analyzing some materials I give to my participants - to the kids as educational materials, I kind of use their intellectual property, which original aim is to educate and empower them, not to empower me. How can I drive these to a way that I find ethical, by giving them back more than I take, to use these measurements well and instead of new triggers and quick realizations give them resilience and tools they can build on later. This last thought will be most important when I will continue my project with communities from a worst socio economic background, I can't just intervene in their system, I have to be a stabil point to them and by that provide them the wanted resilience.

I strive towards a future where our city, a system of many, is the teacher of systems, which is a playground for all of us. Where we are all being a part, where we are all involved and we think together with those who are actually affected by the built environment and not just trying to arrive from one point to another one. In my solution humans would gain more control of their lives, their voices would be heard by the decision makers, the leading communities such as governments, local architects and the adults who rule the systems we are all included in. The youngest ones would have a voice, and by that voice we would raise generations who are aware of the importance of their decisions.