

Working on an active and healthy lifestyle in the Groningen city district Europapark.

A case study about letting go of project thinking and embracing social innovation

If you want to build a ship, do not gather people to collect wood and do not assign them to do tasks or work. Rather, teach them to long for the endless in humanity of the sea.

The little prince; Antoine de Saint-Exupery

Summary

This case study reports on the search for how to work towards a healthy lifestyle in an urban district. The chosen project-based approach soon turned out to be unsustainable and not suitable for this complex Healthy aging issue. By choosing the more adaptive and responsive approach to social innovation, predictability diminished, but the ownership and learning capacity of the district became even greater.

We believe that our trial and error learning is of added value to others with similar issues. The purpose of this article is to gain inspiration and perhaps the reader can compare his own context with the context in this article. In addition, this article aims to demonstrate how social innovation, as an alternative to a classic project approach, was driven by results and how this can be evaluated. For this purpose, a "development-oriented impact methodology" (OIM) has been developed with which experiments have been conducted within this innovation.

In this example, working from the perspective of a social innovation has led to a large number of initiatives aimed at lifestyle from the neighborhood. In the first instance, these initiatives were not directly the results that the project was aiming for, but were close to the wishes of the neighborhood. During the process, the number of initiatives increased sharply, the majority of which were unplanned. The fertile soil was made ready for construction in a short time in which everything started to grow. The development-oriented impact methodology offers the opportunity to register the results, support the initiatives and coordinate them. This case study shows the potential, but also the required development, in ideas and methods around social innovation aimed at complex issues of healthy aging (Greenhalgh et al., 2016).

Method of this case study

This case study describes the process of transition within a social innovation (narrative of change). These stories help to bridge the gap between the envisaged future and the activities and developments in the here and now (Wittmayer et al 2019). This story strives for transfer value, it may thus inspire and support decision-making on similar issues.

In addition, this case study reports on the way in which the issue raises a knowledge question, namely how to evaluate the results of this complex innovation process. To come to an answer, a design research has been done within the context of innovation, the product is introduced in this article as a Developmental Impact Methodology (OIM).

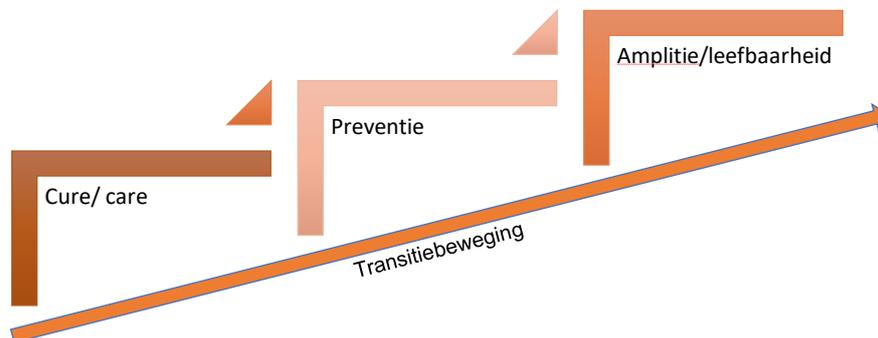
The case study works from the assumption that it can contribute to robust knowledge development through transfer value and analytical generalization of the described design of OIM.

After a description of the background of the innovation and the context, the case study chronologically follows the process in which the experiences in innovation are alternated with the reflection on the design of the methodology. Subsequently, a synthesis of both processes is offered and a discussion follows. The case study is concluded with a number of "lessons learned".

Background social innovation aimed at an active and healthy lifestyle

A shift is slowly becoming visible in the positioning and organization of health in our society. This is badly needed. People are getting older, but live a quarter of their lives with health problems (Eurostat, 2020). These complaints are often chronic conditions and accumulate as people get older. Many of these disorders are lifestyle-related and thus creep in from a young age. Current healthcare is still based on a diagnosis-treatment model in which people only enter the system when they feel ill enough. For the majority of health complaints, an earlier intervention can save a lot of suffering and also a lot of costs. We are mopping our current healthcare system with the tap open. We have created a society in which health is not central. This is visible in the growing problems such as burnout, loneliness and (other) mental health problems. The idea of Healthy Aging is that we will organize a broad, positive notion of health before people get ill, rather than afterwards, when people are ill enough to receive a (medical) diagnosis.

Within Hanze University of Applied Sciences this is called a transition in which work is done towards more amplitude or quality of life in order to maximize the capacity to be and remain healthy in the places where people live, work and play every day, see figure 1 (MHAP, 2017, Prah Ruger, 2010). Active and healthy lifestyle is an important part of this way of thinking (Matheson, 2013)



Introduction and principles

In the EU-Erasmus+ project CoP4HL, on the initiative of the Hanze UAS, an active and healthy lifestyle of residents, workers and students in the Europark district of Groningen is being developed. This twelve year old neighbourhood is characterized by a large MBO campus, many companies, a football stadium and an increasing number of residents. Together with similar initiatives in Europe, effective mechanisms are being sought to achieve this.

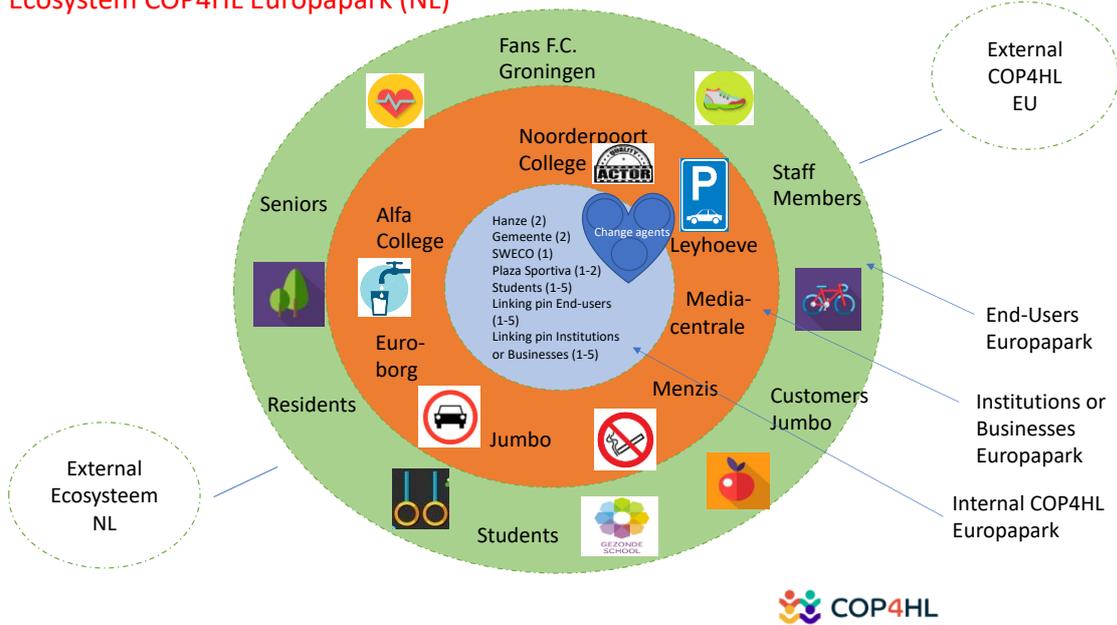
The starting point here is that a neighborhood that embraces an active and healthy lifestyle on a sustainable basis from 'bottom-up', with ownership of the neighborhood residents, must grow. This is in paradox with the application of a project that requires, 'top-down', the description of results at the start by a group of experts. It is in the nature (and training) of professionals to define the problem themselves (diagnosis) and then to find a solution for it (intervention) and then to roll this solution out in practice(s) (implementation). This linear approach often takes little account of the specific context and the constant change and dynamics within it and also creates little ownership and learning capacity. This strategy has proven to be ineffective in improving lifestyle and health (WHO,2014; Greenhalgh & Papoutsi, 2018; Cohn ea, 2013).

This leads to the conclusion that we cannot and do not want to define at the start what a healthy lifestyle looks like for the Europapark, that this is a lengthy process and that this process is likely to change. This means that a standard project approach in which a time-bound step-by-step plan can be developed from the project goals is insufficient. For the 'project' this means that we are experimenting with a complexity-oriented approach in which we arrive at a learning process of change through innovation, among other things. This social innovation must be service-oriented and critical (Kimball, 2014; Peskill & Beer, 2012; Greenhalgh, 2019).

The innovation is social because it seeks solutions to a social issue that are more effective and sustainable than current solutions. This innovation is service-oriented by converting values, ideas and capacities into a co-creative process with stakeholders that leads to locally desired new products and services. The innovation is critical because ideas are generated and tested against various sources, including stakeholder experience and wishes, other practices, science and the (im)possibilities of the given context. It may be necessary to carry out practice-oriented research in order to develop the necessary knowledge.

This form of innovation steers a long-term process by formulating a far-reaching mission towards an active and healthy lifestyle in the neighbourhood (Mazucatto, 2018). We call this the moonshot. Because the neighbourhood is characterised by a diversity of residents and daily visitors, the aim is to create a mixed group that, together, wants to invest time and energy in this mission and also wants to contribute to the knowledge development of this project. In addition to the neighbourhood residents and passers-by, such as employees and students, the project also actively involves companies and government in this learning community. See figure 2

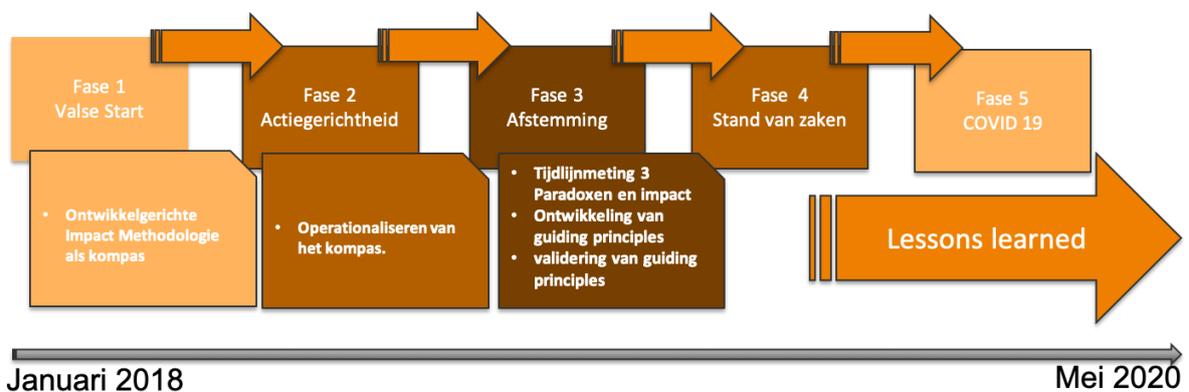
Ecosystem COP4HL Europapark (NL)



This group of stakeholders is the learning community or Community of Practice for Healthy Lifestyle (<https://cop4hl.eu>). In phase 1 of the innovation, the learning community was mainly driven by the project group from Hanze University of Applied Sciences. In phase 2, much more work was done in the neighbourhood. This was initiated and facilitated by the change agents and supported by a direction group; shown in figure 2 in blue.

The learning process of this learning community is described below. It shows different phases in the innovation process, alternating with moments of reflection in which theory about the process is developed. See figure 3.

Figure 3 Phases of innovation in Europapark



Phase 1 of the innovation process - The false start

At the start of the project, the challenge was immediately to really get a representative reflection of the neighbourhood involved. Because there were already a number of mainly external stakeholders in the project group and because the learning community had started without district affinity, a false start was inevitable. A nice illustration of this was the first concrete action of the project group to identify the needs. This was done first by means of a standardized survey. The lack of response immediately showed the inability to actually reach the people in the neighbourhood, let alone get involved by means of a survey drawn up from the frame of the project group members. This certainly also applied to the mapping of the present (potential) qualities/capacities (assets) in the neighbourhood. This made the project group stand still and realize that in this way they could not form a real local group with ownership. It also emphatically indicated that letting go of this linear project thinking is also a real paradigm shift of which the majority of the project group was still unaware of. It also gave an awareness of the necessity of, paradoxically, navigating between, on the one hand, the well-defined project goals and, on the other hand, a 'mindset' in which a bottom-up social innovation was strived for and the additional insecurity was embraced (Ulrich, 2019).

This abandonment of the so conditioned result-oriented project approach in favour of a more relational approach actually only started after this reflection and over a relatively long period of six months in which the aim was to increase the response rate to the questionnaire. The aim after that was to really speak to the neighborhood residents/users and to get them interested in the lifestyle of the neighbourhood. This also marks the transition from the project group to the direction group. The aim was to encourage movement based on the voice and energy of the residents/users in the neighborhood. In practical terms it meant a lot of 'coffee-drinking moments', kitchen table discussions and (inspiration) meetings. The lack of output orientation and embracing the associated uncertainty initially gave a sense of loss of control to many professionals and companies who wondered what the direct added value of their participation was. What helped was the shared awareness of how little people actually knew about the real meaning that end-users gave to services/products.

What contributed to building a (learning) community was the visible need in this still young neighborhood to get to know each other. The conversations quickly shifted the meaning of an active and healthy lifestyle in the neighbourhood within the project to a broader perspective on healthy ageing. Whereas the original project group focused on more exercise and a healthy diet, the interest of the neighbourhood was more in safety, the parking problem, more greenery and also (moving) recreation in the neighborhood.

Developmental Impact Methodology (OIM) as a compass for evaluation.

With the realization that the outcomes of the project were not certain, came the realization that a classical impact measurement based on predefined criteria was not possible. Here, too, friction arose from 'project thinking' based on building a step-by-step plan based on predefined results. Social innovation is a voyage of discovery in which various parties, in ever-changing compositions, worked together on a as yet unspecific moonshot 'healthy lifestyle of Europapark' (Preskill, 2012). As a result,

the timing of the innovation also remained uncertain. What followed was a mental shift from pure result thinking to thinking in a learning process, in which there is room and sensitivity to anticipate all the uncertainty and dynamics of the complex context. It is a development process of a changing learning community in which, among other things, relationships, involvement and energy, diversity and power play an important role in achieving progress (Preskill, 2015). The steering (regiegroep) group focused on the role of facilitating this development process in a result-oriented way. This result is then primarily focused on the development of that learning community and the aspects mentioned above, and within this, navigation is made towards an active healthy lifestyle in the neighbourhood.

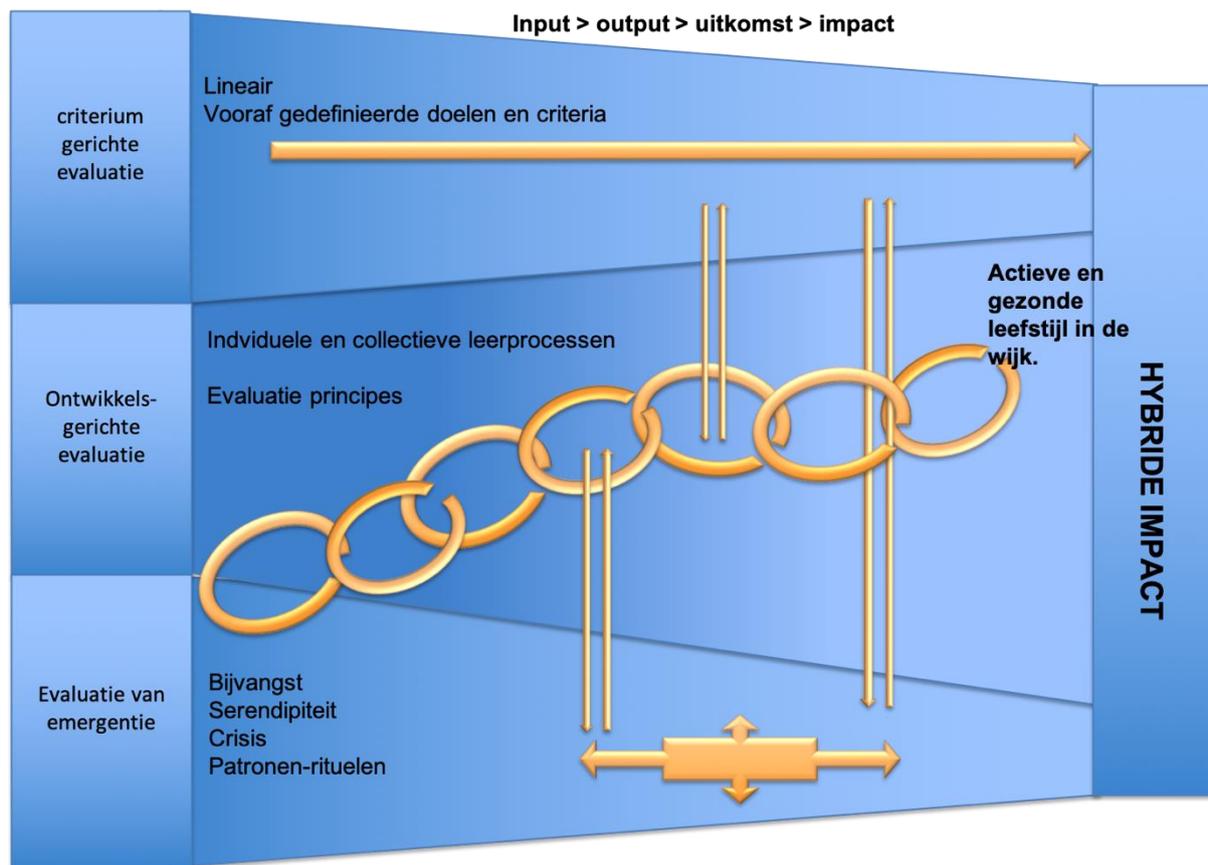
By focusing on this development process, it was possible to give direction to the innovation process and evaluate the interim results. This method is called 'Developmental Evaluation' in the literature (Patton, 2011). During this voyage of discovery, there are also moments when sharp criterion-oriented outcomes can be defined and steered, for example, for the development of a service or product. Because this is only part of total social innovation, it is important to interpret both the results and the significance of these results in the larger social innovation.

Working together on a social innovation takes time, in which a lot of attention is paid to relationships and coordination of language, ideas, the direction, the strategy and the means used. This cooperation can achieve much more than just the project goals, or even the moonshot that was started. Through the development process, people learn from all kinds of roles (end user, private, public, professional, etc.) to jointly innovate their own living environment in a sustainable way. This is individual and collective learning and has added great value (impact) both locally and through transfer in other contexts. Where people work together from diversity, new ideas arise spontaneously, initiatives and strategies. This is also impact and it is important to evaluate these different forms of impact in order to be able to continue developing, to coordinate different activities and certainly to account for investments in social innovation.

Impact can thus be considered from three different layers. Since complex issues often involve a lengthy process, recognising and jointly interpreting the complexity and mission is the starting point for a learning process. This development process is central, the middle layer, which the other layers are formed by. The layers are then in constant interaction with each other. All three layers come with their own impact methodology but are hybrid, which makes them distinguishable but inseparable:

1. Development-oriented learning process. Is formed by a group/ecosystem which has a joint mission-orientation (e.g. healthy ageing) and in which through diverse use of sources, exploration of boundaries and stretching of the imagination a creative individual and collective learning process arises. This learning process has a number of principles (e.g. steering for co-creation, diversity) which are explicitly reflected upon, as well as the learning process itself and the contribution of actors. The group/ecosystem seeks alignment between these factors (Preskill et al 2014; Patton, 2011 & 2018; Kok, 2012; Kania & Kramer, 2013).
2. From this development, impact can be created in the upper layer in a classic way by innovation in the form of products or services. Next, the question is what contribution this product makes against the background of the joint mission-orientation.

3. In addition, all kinds of spontaneous value arise from the lower layer through serendipity from the complexity and the developed learning process.



A contour of a Developmental Impact Methodology (OIM - Figure 2) was created that seems to function as a compass that gives direction to result orientation and the evaluation of social innovation. In addition to navigating on this compass, we also wanted to further develop and evaluate the compass during the innovation at Europapark so that it can also be used in other innovations.

The compass is based on a number of strongly valued assumptions. These assumptions initially help to maintain the complexity of the issue and not fall back into a classic project approach. The following assumptions have been formulated for this purpose during the process:

1. Social innovation aimed at a healthy lifestyle of a neighborhood is seen as a complex issue and requires a complexity oriented approach.
2. Relationship development and shared interest are the primary building blocks (elements) for the learning community.
3. The learning community creates a movement in which end users take ownership and are action-oriented.
4. The learning community actively strives to tap into the diversity of knowledge and experience present in and around the (learning) community.
5. The learning community strives for co-creation.

These assumptions have initiated the development of a number of robust guiding principles that will support future navigation and evaluation at Europapark and may also be useful in other contexts. These principles can then be specifically evaluated by means of 'principles focused evaluation' (Patton, 2018).

Timeline method

A cyclical evaluation using a number of planned evaluations using a timeline method (Wielinga, 2018). The timeline method reflects on what the different activities and results contribute to the mission; namely the development of an active and healthy lifestyle. From these learning points it is immediately examined where possible improvements or points of attention lie. The analysis described above was the result of a first timeline method. See figure 3.



Collection of project results

A quantification and illustration of results and activities requested from the framework of the project.

Evaluation towards the development of guiding principles.

With the initial assumptions as a starting point, a number of guiding principles are formulated and validated. We define a 'guiding principle' as a statement that gives direction to how to think and act in the direction of a desired goal (Patton, 2018). A principle is based on evidence. This means it is based on the careful balancing of norms, values, experience and knowledge within a certain context. A principle is meant to incite action and offers the possibility to evaluate this action. A principle is a generalisation and has the potential to be of value for other contexts as well. It also guides the process of transfer and scaling up of different forms of impact.

Phase 2 of the Innovation Process - Towards an action-oriented learning community

By taking the broad composition of the learning community as a starting point, a broad objective arose. In the original orientation, from the sports/health professionals in particular, from the initial project group, the association with active and healthy had to result, so to speak, in an increase in the heart rate. In open discussion with participants in the group, the starting point for a conditional climate in which a broad view of health could be achieved was much more developed. The input of landscape architects, among others, as well as end users in old age provided a much broader view of the phenomenon: active and healthy. In the end, we (the learning community) embraced a concept that represented the objective of paying attention to and improving the hardware, software and orgware of the community (Hoyng, J., & Eck, M., 2019). Where hardware is the hard infrastructure (roads, squares, park, etc.). The software is the programs executed by (aspiring) professionals who respond to the active health wishes of the end users (Yoga, walking evening etc.) and orgware in the innovative way we organize and learn together. The attention for orgware quickly gained ground

when it appeared that there was a great need for identity building and more community spirit in the neighborhood. The young age and a continuous transformation of the neighborhood (new construction) created a desire to get to know each other better, to meet each other and to develop joint initiatives. When, after more than 50 kitchen table discussions, we presented the collective wishes of the residents, it took only a moment before all sorts of working groups spontaneously arose that wanted to shape the conditional climate for an active and healthy lifestyle. (safe, green, parking and recreation). Until recently, these residents did not know each other. The groups were coached using design thinking, and in a second round of meetings they were characterized by prototypes for and self-designed opportunities for improvement of the neighborhood in which they were supported by various professionals. For example, the landscape architect helped draw a more safe traffic alternative (traffic circle) and a future city beach where many of the residents' wishes were implicitly represented. For example, HBO sports students, the local MBO and the local fitness club were used to organize all kinds of activities in the neighborhood.

These groups developed WhatsApp groups that kept the working groups lively between the central meetings and also provided new initiatives such as neighborhood parties, etc. Meanwhile, the working groups have already contacted each other in order to achieve even better coordination and there is contact with companies and the municipality to make initiatives succeed. This has led to first concrete results in the neighborhood.

Further operationalization of the compass

In the development of the learning community, a number of moments proved to be crucial for making activities and results visible and (re)orienting them. The monthly meeting of the direction group (10-12 members) turned out to be a natural moment to evaluate this. Here we also looked directly at what else arose in the neighborhood or, as we call it in the impact model, the emergency impact. Another natural 'informal measuring instrument' was created by the WhatsApp groups. All kinds of results were shared and new initiatives emerged. In the meantime, the change agents had become accustomed to staying in touch with people in the neighborhood. During meetings and at coffee moments in between. They also continued to explore boundaries and look for feedback from outside the neighborhood (the project group on the Hanseatic League, neighboring neighborhoods, the international fellow learning communities in the project, other rich practices, etc.). The change agent also started keeping a diary. During the period of the project he kept a diary of relevant events with the relevant consequences and results for the innovation. The various evaluation tools increasingly formed a package of formal and informal evaluation that guided the innovation, also based on the recurring assumptions. See figure 4 for a brief enumeration. These evaluations will be explained further on in the article.

Formal evaluation within the project duration

- Core team meetings (16x)
- Timeline measurements (3x)
- Share project results with European partners (8x) (www.COP4HL.eu)
- Photo story (see also figure 7)
- Evaluation of guiding principles (2x)

Informal evaluation

- WhatsApp Groups (4)
- Exploratory talks at the borders of innovation (20x)
- Diary with all meetings (160x)

Phase 3 of the Innovation Process - From a lot of action to fine-tuning

Over time, many ideas and initiatives arose around improving the active healthy lifestyle, the living environment within the neighborhood. At the same time, there were also institutions and companies outside the learning community that supported the initiated movement. In order to curb the uncontrolled growth and slowly start up sustainability, the steering group steered the alignment of all the well-intentioned initiatives. From February 2019, all initiatives should be dedicated to preparing for and implementing Europapark contributes to Healthy Ageing Week (HA-week). This is a week where the Hanze University, the University of Groningen, the municipality, the Alfa-college and the Noorderpoort have been concentrating workshops, lectures, projects in one week (2nd week of October). This insertion was logical, realistic and feasible for all stakeholders and institutions involved six months before the start. Being clearly part of the larger movement of Healthy ageing in the region was motivating, contributed to the scaling up of ideas and activities, offered an opportunity for feedback and therefore did not feel like a limiting boundary.

With the prototype of HA-week 2018 and the improved set-up of HA-week 2019 and HA-week 2020 including the CoP4HL congress in prospect, there should be sufficient breeding ground for the preparation and implementation of the HA-week with end users and institutions within the Europapark in 2021 without a direction group. A prelude to sustainable social innovation.

In this phase the direction and coaching shifted mainly to aligning the initiatives outside the learning community with the previously pronounced moonshot within the learning community. Each contribution should address the three building blocks: hardware, software and orgware explicitly and especially in renewed coherence and co-creation with each other. In addition to the evaluations and focus points of the HA-weeks, two other strategies were used to align subprojects with the moonshot. Temporarily having a linking pin from an external project group join the direction group or temporarily having a member from this group join the external project group. The main goal was to contribute to a larger movement of Healthy Ageing. This contribution was made concrete in a

presentation in the HA-week. The hardware limits are that you mainly use the new infrastructure of the Europark. In the case of software, it is a demand-driven addition to the existing supply within the Europark. As far as orgware is concerned, the goal is to create new combinations (of collaboration) between institutions and/or end users.

Because diversity and involvement are important assumptions in the new set-up, we took the time in the following period to get to know each other's practices better (Akkerman & Bakker, 2011). Both on an individual level (bilateral) and on an institutional level (company visit) we got to know each other better as a learning community. This was mainly intended to provide a safe, trustworthy and reciprocal breeding ground for the intended cooperation without further pre-formulated outcomes.

In those first few months it was decided to offer space in the process mainly for the input of personal qualities in small but diverse work groups. In the context of learning each member of the learning community was addressed on his qualities. This possibly entailed some reduction in uncertainty because it became clear that we all had an (un)outspoken feeling that we were dealing with something complicated. At the same time we also stimulated the zone of our immediate development by deliberately mixing members from other domains in the composition of the workgroup (Vygotski, 1978). Exploring this boundary is often considered a given, but for many it was new and valuable.

Individual added value

The goal is to keep the members of the group involved as much as possible so that the available capacities can be used optimally. In order to achieve this collective learning and achieve results, attention should also be paid to the (potential) added value for the interest of the individual in the group. This is important because being involved in a learning community requires a considerable investment of time and a trade-off between costs and benefits in concrete results and in learning is appropriate. It should be noted that not participating in the learning community can also result in a loss of revenue, for example because people are able to find each other mainly within the learning community. In addition, many benefits will only become visible later, for example because new successful initiatives emerge from the learning community. In the various evaluations, regular attention was paid to the added value of the individual. Figure 5 illustrates this with a number of statements.

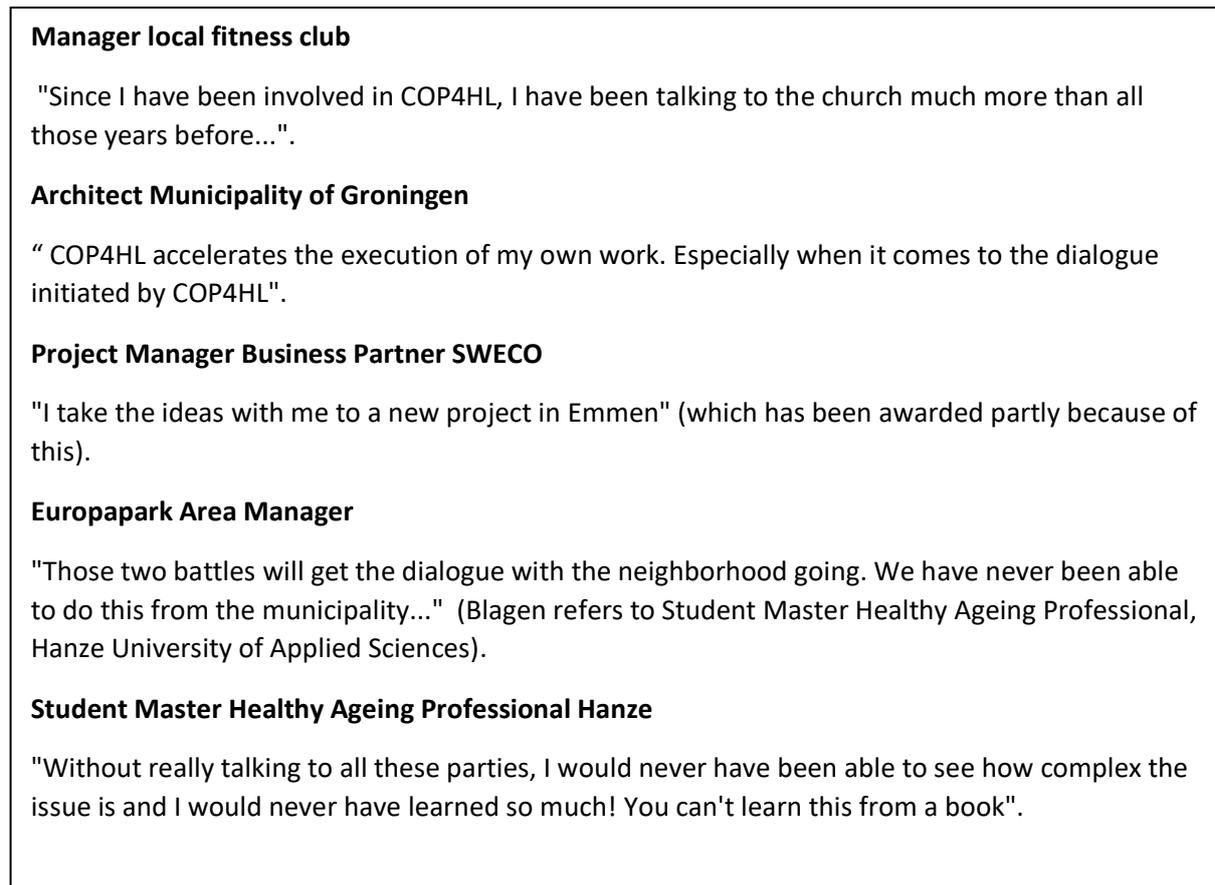


Figure 6

Timeline measurement Paradoxes and impact

A systematic evaluation at meta-level was done with a third timeline method. Over a longer period of time this method focused on the barriers and/or catalysts in the learning process. This makes it possible to consider what is going well, what could possibly be improved, what (new) learning objectives are and what might be of value for subsequent similar projects.

Based on the evaluation of the previous two timeline measurements, in the third timeline method attention was paid to generic 'working against each other' mechanisms that played a role within the total duration. This timeline measurement deliberately focused on two paradoxes in which the change agent was actively seeking a continuous and customized balance. In the first paradox, the group wants to use the diversity within and outside the learning community as much as possible, but at the same time you want to create a safe community with its own identity and felt culture.

The other lived paradox offers on the one hand openness and space for serendipity in order to elicit renewal and at the same time make visible progress with the group in order to remain motivated and to legitimize the investment. The result shows a multitude of stable activities and returns. See figure 7.

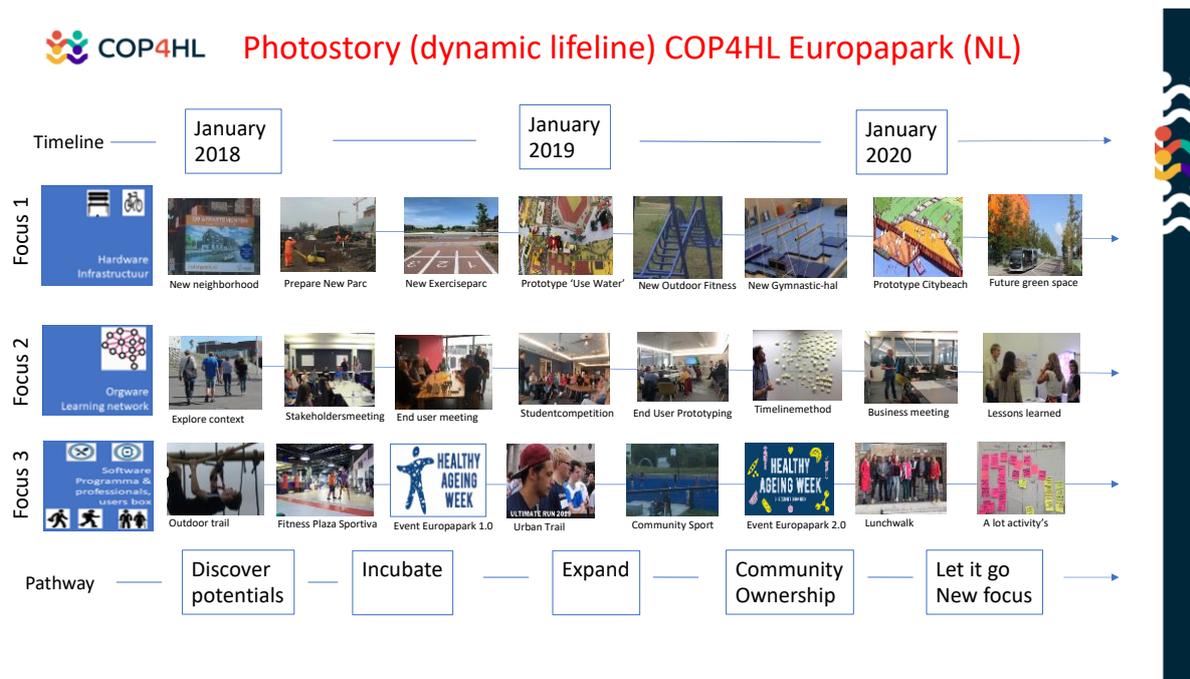


Figure 7

Continuity

A striking point that was discussed in the second timeline method is the departure of half of the direction group members at three quarters of the project's duration. This initially caused a delay. Anticipating a long duration of social innovation, explicit attention should be paid to the socialization and induction of new members. Once this was the case, the new members immediately provided new impetus and energy. Another striking conclusion was that the role of partners on the periphery played at least as important a role as the steering group in the learning community.

The timeline also showed that more can be gained by paying more attention to the reflection from the OIM within the social innovation process in the timeline measurement. There is a need to identify concrete outcomes, to look at the position up to the moonshot and to align the various activities and returns in order to learn and become more effective. These revenues also include spontaneous (emergency) initiatives. The timeline can provide space to pick up and interpret this emergence.

Development of guiding principles

In January 2020, on the basis of previous experience, a joint process was set in motion to distil the guiding principles for social innovations from Europapark. The method is based on the 'principle focused developmental evaluation' as elaborated by Patton (Patton, 2018).

The principles were developed on the basis of the previously formulated assumptions and were further developed by the steering group in co-creation with the international partners of the COP4HL project who were working on the same moonshot in similar contexts. This resulted in eleven guiding

principles. These principles are strongly interwoven in practice, reinforce each other and can therefore best be seen in conjunction with each other. See figure 8.

Guiding principles voor sociale innovaties in de wijk
Anticipate and trade based on systems thinking and the complexity of the innovation context.
Develop ownership for the innovation by all stakeholders.
Act on the basis of evidence in the innovation in which the needs and possibilities of local individuals to society are the starting point.
Create a learning environment that is safe, critical and facilitates experimentation.
Maximize alignment, collaboration and co-creation between stakeholders in all phases of the innovation.
Create a flexible support structure for agency development and planning, management and communication of the innovation.
Build a relationship-based, stable and inclusive community.
Adopt with the community an inspiring, shared long-term goal.
Nurture and feed a distinct identity and culture in the community.
Monitor the diversity within the community, such as the background, domain, culture and role of the stakeholders.
Integrate a development-focused evaluation strategy into the innovation to guide decision making and actions and to indicate impact.

Figure 8 COP4HL Guiding principles.

The guiding principles serve different purposes. They provide inspiration and direction for the continuation of innovation in Europapark and are a basis for evaluation in the various layers of impact working towards the moonshot. In addition, these principles and underlying methods have the potential to support other social innovations and transition thinking. However, it is important to validate the principles to the specific context. An added value in the use of these principles is that one is wary of reducing a social innovation to a linear project approach (Greenhalgh & Papoutsis, 2018).

Development and validation of guiding principles as a compass for social innovation.

These guiding principles remain in development and are constantly validated and adjusted when used in other contexts. Within Europapark, a fourth timeline method can be a validation round. The innovation process is then reviewed on the basis of the guiding principles. Towards the future, important principles can be prioritized and where possible linked to the different roles and actions within the learning community. In a European context, it is interesting to translate and validate the principles for the specific culture. Finally, other similar innovations offer room to test the principles. An example is the social innovation practices of municipalities. All these experiences will increasingly validate the principles and thus be a useful guiding and evaluating instrument for other social innovations.

The guiding principles replace the previously described assumptions as a compass for a social innovation. A consistent validation of this working method for the desired goals of social innovation

is important. An important goal is that the innovation is of value to a larger group than just (for example) Europapark. An assessment of the validity and effectiveness of doing social innovation is a next step in the development. In the lessons learned, various forms of validity are mentioned for this purpose based on the work of Anderson and Herr (Anderson & Herr, 1995).

Phase 4 Europark - Where is the innovation now?

The innovation has become a portfolio of different actions that have been realized and started. As far as the hardware is concerned, several infrastructural adaptations have been made within the duration of the project that contribute to a living environment that invites active healthy living. In the preparation, execution and realization we have played an (in)direct role as a steering group by connecting stakeholders and increasing participation. Partly as a result of institutional cooperation, a park was created, a sports court was built for the district and a new multifunctional sports center was completed. On a smaller scale, too, there have been changes to the living environment in response to demand from end users. For example, a Jeu de Boules course and a jetty have been realized for the residents of the residential landscape de Leyhoeve, and a budget has been reserved for new initiatives. The prototypes, developed in co-creation with local residents, for improving the safety of a central traffic intersection, an urban beach and an enlarging neighbourhood will be realized after the duration of the project. When it comes to software, end users, and sometimes in collaboration with (future) professionals, have organized numerous lifestyle activities. These include low-threshold activities such as hiking, yoga and outdoor fitness. For and by employees of companies table tennis, darts and a true Expedition Robinson have been organized. A program aimed at sharing knowledge about healthy nutrition and sustainable employability will start soon. For the 8000 MBO student in Europapark, sports and lifestyle have become a regular part of the curriculum.

As far as orgware is concerned, independent app-groups have been created among the residents from the guided working groups. In the meantime, the municipality has appointed someone to act as a point of contact. In addition, living labs have been set up within the Europapark where students work together on a multilevel and multi-disciplinary basis to increase the living environment or lifestyle within the Europapark. These upcoming professionals learn to work on complex issues in a professional context. These collaborations between educational institutions include long-term covenants. Students develop all kinds of prototypes over the course of the year, which are included in the annual Groningen Healthy Ageing week in the event of a successful pilot. Companies are increasingly working together to expand the living environment within the Europapark. With the first starting point being active exercise together, you now see a shift towards themes such as healthy food or sustainable employability. Partly as a result of this development, the Healthy Ageing week of 2020 will, in addition to all kinds of activities, organize a more substantive program by means of a congress where the educational institution, the municipality and the business community work together.

Phase 5 - The Corona virus as an emergent factor in social innovation

In the spring of 2020, the rhythm of the Europapark changed within a week from 'daily +20,000 temporary users' back to 1,200 permanent residents, a large part of whom stay inside and do not receive visitors (Leyhoeve). The companies and organizations in the learning community, with the exception of the local supermarket, are being put to the test in search of new interpretations that contribute to the organization's right to exist. Completely unforeseen, in accordance with the

complexity theory, is now anticipated in order to continue to find a way together for new contributions and continuity towards the moonshot. For example, the MBO institutions Noorderpoort and Alfacollege are developing online lifestyle lessons for their own MBO students. Is the newly constructed park, more than ever before, the backdrop for cyclists and walkers passing each other at 1.5 meters. Offers the fitness center online classes and waits longingly for a 'go' from the prime minister, otherwise the right to exist is really in jeopardy. For a moment there was a premature and inappropriate gathering of youth on the spot where the first drawings of the city beach were positioned. The police had to put an end to this BBQ/picknick meeting. And despite the reduction in traffic, there was still a traffic accident at the intersection of the Boumaboulevard/Helperpark.

The learning community was shocked, had its first meetings bilaterally and is preparing for the upcoming Healthy Ageing Week 2020 a congress in October 2020 to share and test, among other things, the aforementioned guiding principles with other practices. Unforeseen circumstances such as Corona also offer new opportunities.

Lessons learned

A complexity-oriented approach in which end users, in collaboration with professionals and financiers, set the local agenda and co-create in the innovation process requires much more explicit attention and especially time than we had anticipated. A deeply rooted project approach, focused on expert-driven and pre-defined outcomes, requires fundamentally different thinking and acting. It ultimately resulted in a hybrid approach. In this approach the project goals were pursued in a rather linear way within the project timeframes, but in addition to this the project aimed at the moonshot and a democratizing and catalysing effect of the project aimed at this long(er) term goal (res. democratic - and catalytic validity). One of the most important lessons learned is the shift of focus from the diagnostic-intervention model of thinking to the building up of a process in which a learning community continues to develop and focus on the moonshot (process validity). Within this learning process more attention was needed for this project:

- The development of end-user ownership and the role of the linkin pin
- Continuous attention for marketing and communication to the actors to be distinguished.
- Systematic experimentation with innovative instruments to facilitate empowerment and democratisation, ranging from 'citizen science' to evaluation instruments. (King ea, 2020).
- Exploring boundaries; to mobilize new people, energy and ideas.
- More systematic evaluation of stakeholder contributions; this allows the interests of individual stakeholders to be better aligned with the collective moonshot and parties to remain more involved.
- Better triangulation of various evaluation methods and linking to the moonshot within the OIM.
- More attention to the development of a long-term process requires more attention to sustainability and upscaling from the start.
- Against the background of the complexity approach, putting the integral holistic approach first and thus simplifying the process in order to be able to say that it is ready, suspend it. Social innovation is never finished.

The added value of investing in social innovation still requires a lot of attention and research to make the underlying principles, goals, principles, methods and impact more explicit. This requires close cooperation in social innovation and research (engaged scholarship) from a multi-stakeholder approach (Van De Ven & Johnson, 2006). Irrespective of who takes the initiative, the direction should reach end users as quickly as possible, possibly with the support of a diversity of public and private organizations (Avelino & Wittmayer, 2016). The deployment of a change agent, as trained by, for example, the master Healthy Ageing Professional of the Hanze University of Applied Sciences, has been experienced as a crucial role in starting up the innovation and making it sustainable.

The use of Developmental Impact Methodology facilitates and secures the local process. It also provides an insight and a form of legitimization of the large and diffuse investment of social innovations. This methodology is still in its infancy, but already cautiously offers the possibility of (analytical) generalization through the focus on learning and offers room for the dynamics and what spontaneously arises in complex issues such as Healthy Ageing.

A hopeful conclusion after this rollercoaster of learning experiences in COP4HL is that the stakeholders collectively indicated that, after initial scepticism, they appreciated the method of social innovation enormously and that they valued the (potential) added value of this approach towards the moonshot and for their individual interest as high. This makes this project a fine example of public and private collaboration.

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