

# “THE LOCOMOTIVE OF CHANGE”

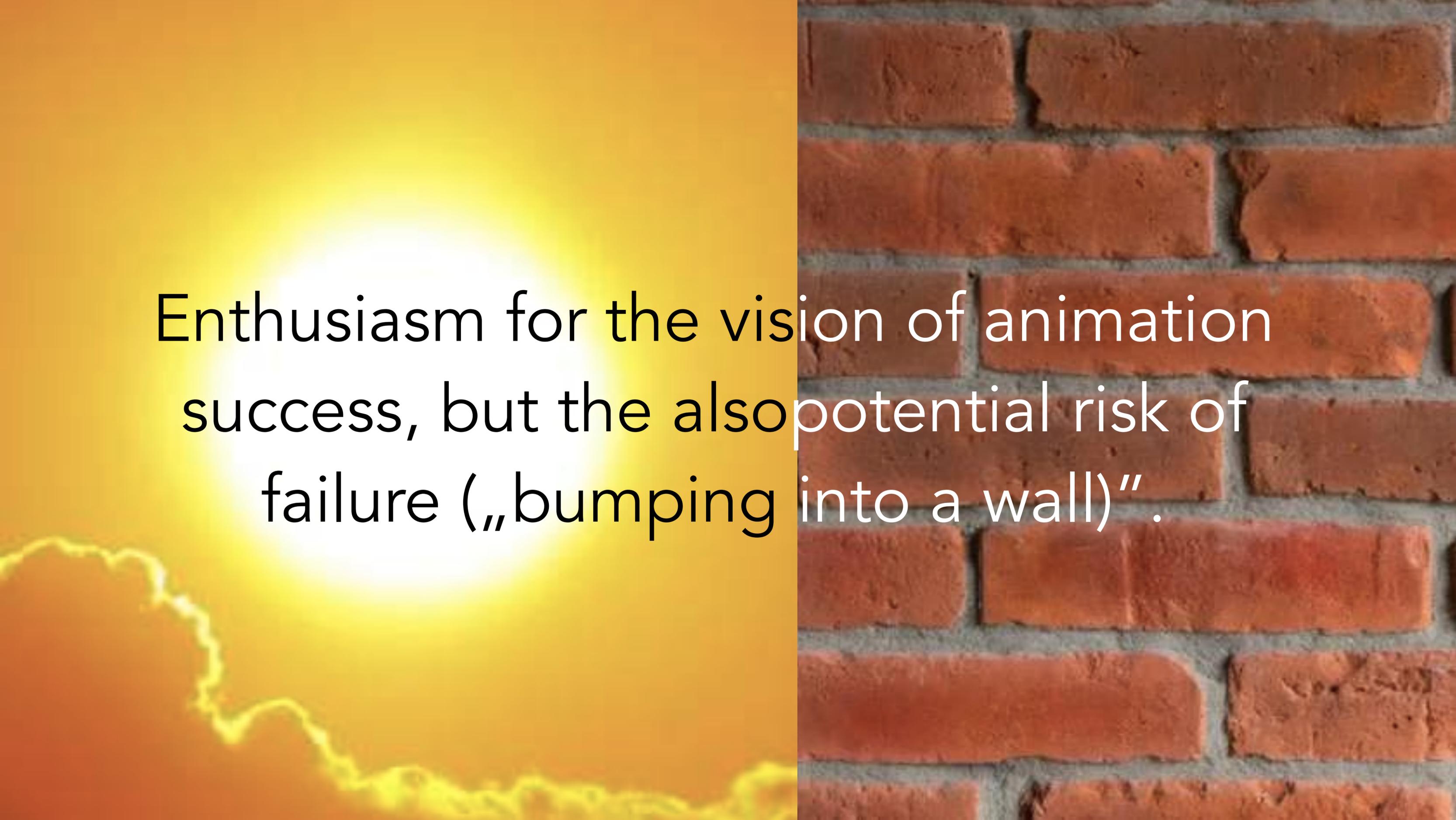
- experiences of designing a model to counteract the inheritance of poverty

# Change...

Any attempt at change is first and foremost about:

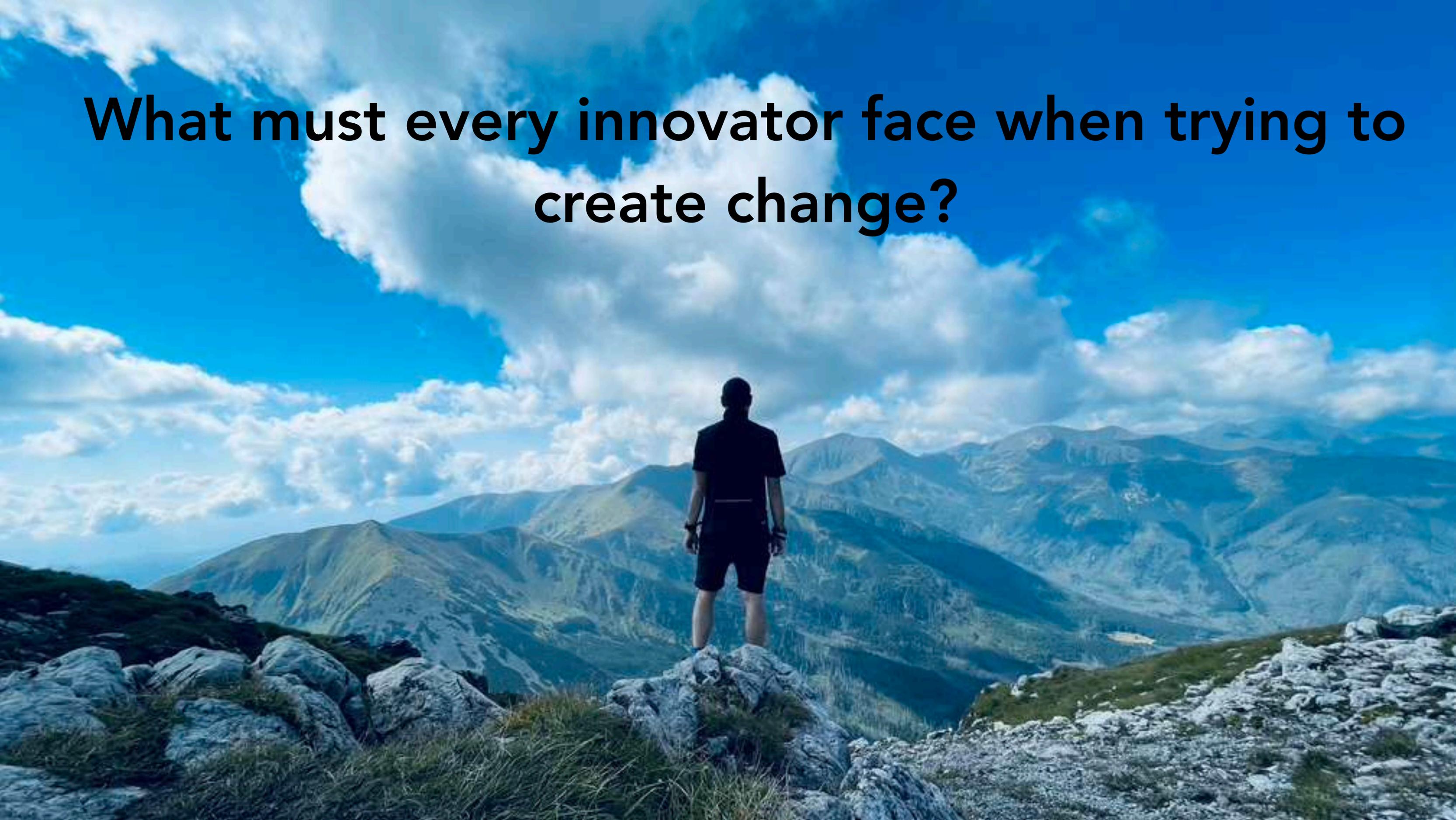
1. **creating a solution**
2. **convincing members of the target group** to cooperate
3. **ensuring that the change can happen...**



The background is split vertically. The left side features a bright, glowing sun with rays, set against a warm orange and yellow sky. The right side shows a close-up of a red brick wall with grey mortar. The text is overlaid across both sections.

Enthusiasm for the vision of animation success, but the also potential risk of failure („bumping into a wall“).

**What must every innovator face when trying to  
create change?**



# About the project

- Subject: a model of multidimensional support and coordination of key actors of the local environment
- **The project "Urban Inspiration Zone - a programme counteracting the inheritance of poverty in Chełmża" (UE funds).**
- The project is implemented by CISTOR Social Partnership Association (leader) and the Municipality of Chełmża (partner).



# Diagnosis stage

Among the many conclusions of the diagnosis, the following are key:

- The 'culture of poverty' syndrome in the form of a set of characteristics;
- Conflict between members of the target support group and local institutions;
- The key group has a so-called "culture of place" - attachment to the locality and their space;
- Scarcity of resources, opportunities to use powers and low levels of participation, which require synchronous support.



# Diagnosis stage



# Model engine

- The conclusions of the diagnosis were expressed in the so-called 'model engine', which is described below in the form of 14 guiding principles that form the basis for effectively stimulating developmental change in environments marked by the problem of inherited poverty:

- 1. The theme is important. Why the Locomotive?**
- 2. Want change? Understand the essence of the problem.**
- 3. Social reintegration, motivations and aspirations.**
- 4. Preparation for professional activation**
- 5. Find a common value. Investing in children's future.**
- 6. Development is the discovery of resources (potentials) and the determination to use them creatively.**



# Model engine

7. Participatory (empowerment) approach.

8. Step by step.

9. Priceless time (for) the family.

10. Integration against ghettoisation.

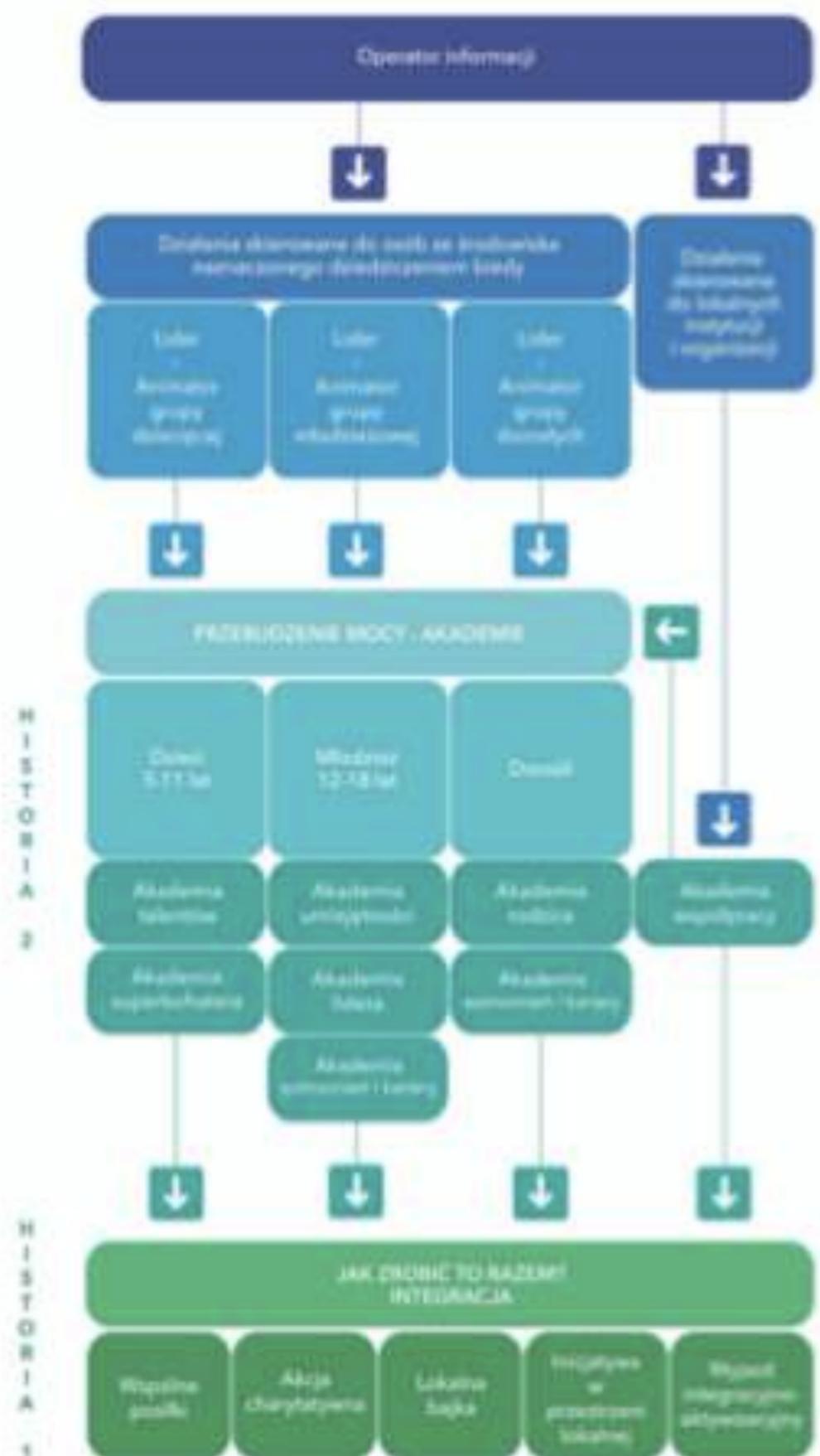
11. Time for local social policy.

12. There is nothing like a leader.

13. Place branding.

14. Perpetuum mobile.





## MODEL



The activities foreseen under the model are divided into 2 modules:

**HISTORY 1:** "How to do it together! - integration";

**HISTORY 2:** "Awakening power - empowerment in the Academies".

# Key aspects of the model

- **We worked on the model together** with the target group 'tailoring activities' to the needs and resources of the group.
- **Every action ultimately depends on the members of the target group** - their involvement, their work determine the action (initiative) itself.
- **All the time we were motivated by the relationship of the designed initiatives to the values of the group.**



# A calendar of disappointment.

- Once the model was developed, it was submitted to the Ministry of Regional Funds as a project product.
- The model was evaluated in terms of universality and innovation.
- Of the many, it received the highest marks and was sent for testing.
- The municipality announced that it was withdrawing from the next phase and was not ready for a change.
- The remaining members of the target group with their expectations raised, the work put in and the feeling that they had been cheated again.



A sense of shame and  
failure at first, then  
analysis and conclusions...

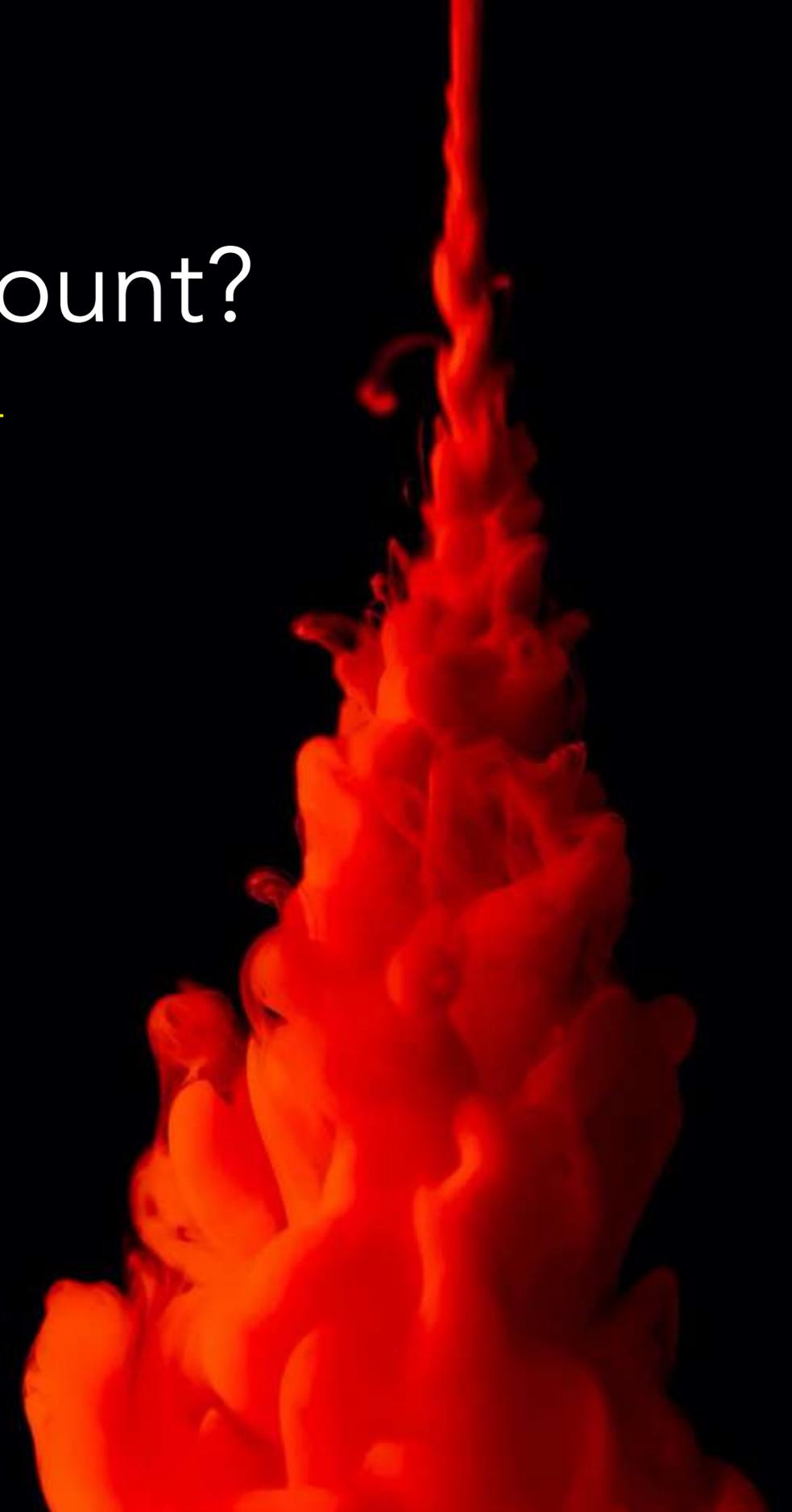


# What have we learnt?

## What is worth taking into account?

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- Local social policy institutions and local authorities may be unprepared for change in the spirit of empowerment.
  - It is essential to envisage strategies and tools to respond to attempts to maintain the status quo. It is also a set of questions you need to be able to answer.
  - Institutional resistance may be greater among institutional representatives than among the target groups you want to animate.
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# What have we learnt?

## What is worth taking into account?

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- The empowerment approach should be included at every stage of thinking about change: competition documentation, diagnosis, project, evaluation.
  - There is no division at work: between 'us' and 'these people'.
  - Thoughtful evaluation - so that the target group is not measured, weighted like 'guinea pigs'.
  - Constant openness to the experiences, doubts, feelings of the group of people we are working with is essential.
  - Sometimes the entity taking on the task for the project itself needs to be activated, strengthened.
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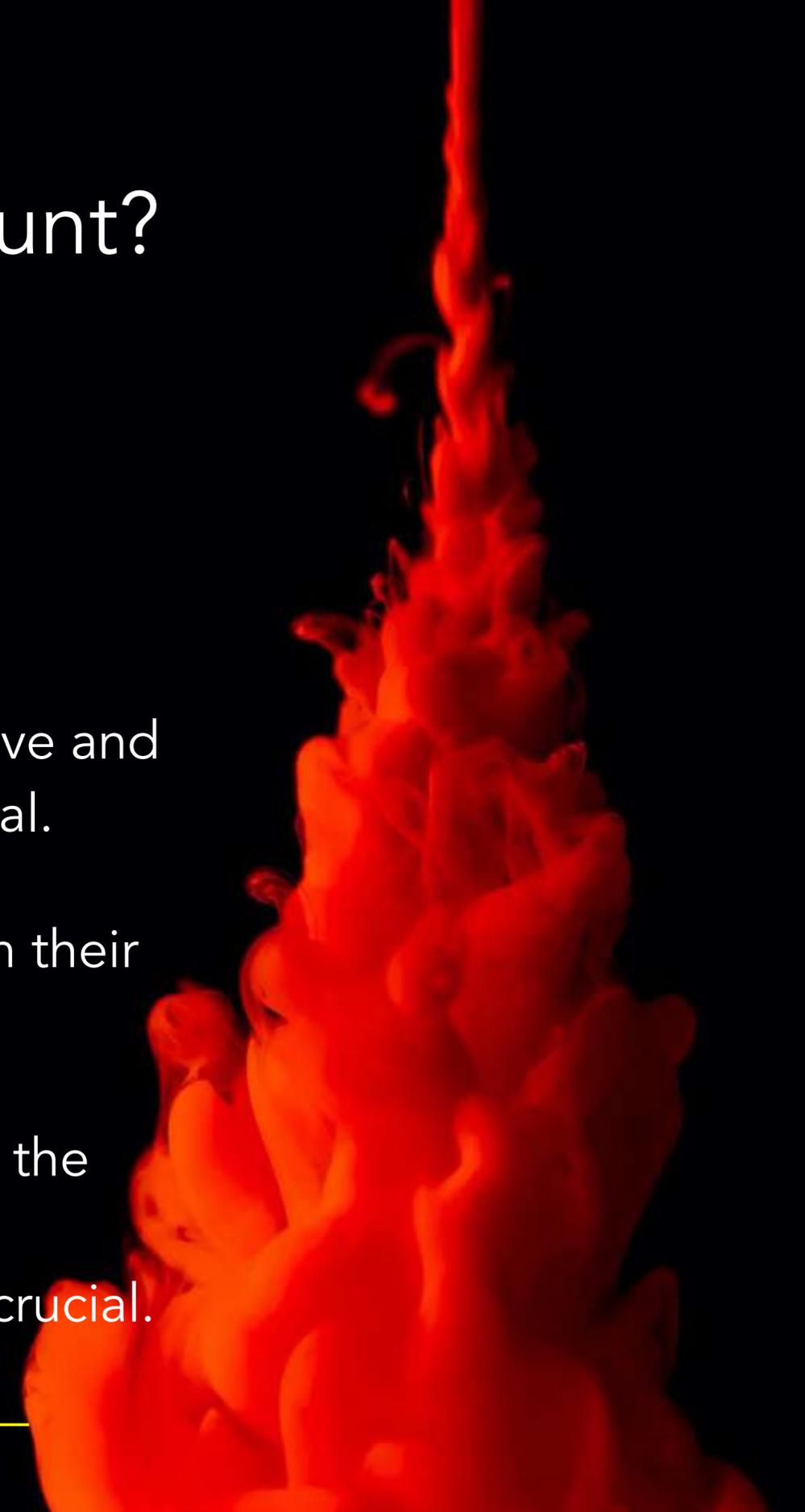


# What have we learnt?

## What is worth taking into account?

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- The creation of social innovations must have a flexible framework - sometimes rigid assumptions (e.g. competitions) nullify the chance to design an innovation and/or implement it.
  - There is thus no single method for evaluating results. Here, a qualitative and in-depth assessment of what worked and what did not work is essential.
  - The usability of the recipients of the model and about the effects from their perspective becomes crucial.
  - Our actions must take into account the current body of science - here the language with which we name the problems and the goals of the intervention, but also the language in mutual communication, is also crucial.
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Thank you for your attention!