

3rd Indo-German Dialogue on Green Urban Practices: Co-creation of the Living Environment



HOSTED BY

Bharati Vidyapeeth Institute of Environment Education and Research (BVIEER)
and Centre for Environment Education (CEE), Pune

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The campus of Bharati Vidyapeeth Environment Education and Research Institute with its ecologically designed buildings (L. K. Bhati)

Background

The Indo-German Dialogue is conceived as a continuous series of an annual interaction of academics, civil society activists, government officials, policy makers, and the corporate sector where appropriate. Its key objective is to provide a platform of sharing and exchange of experiences of social urban innovative change in Germany/Europe and India in order to leverage action towards new transdisciplinary research and practice projects. We view this interaction as a cultural project to address the challenges of urbanization and sustainability from a broad perspective also including rural-urban linkages and relationships.

This is the continuation and third iteration of the Indo-German Dialogue on Green Urban Practices, which was initiated in 2017. The first symposium, funded by the Heinrich Boell Foundation New Delhi, was held in

March 2017 with more than 40 participants (practitioners and academics) from Germany and India who met in Chennai for three days. They shared and discussed their experiences about social innovation and change agents towards sustainable consumption and lifestyles. While this group comprised a variety of backgrounds, it turned out that many were engaged with working in the food and agricultural sector concerned with urban (organic) farming, e.g. urban gardening activism (Chennai, Freiburg), organic agriculture (Chennai, Delhi, Berlin area, Freiburg) and organic restaurant (Chennai).

In terms of research, there were a lot of activities in the analysis of sustainable agriculture, land use, policy and education (Chennai, Bangalore, Pune, Freiburg, Kiel). Following the launch in Chennai, the second IGD took place in Freiburg on the cross-

cutting theme “Education, Learning, Training and Awareness for Sustainable Development” co-funded by the German Academic Exchange Service (DAAD) and the German Consulate General Chennai.

Overall objectives of the dialogue series:

- ❖ cross-cultural experience, knowledge transfer about mutual perspectives and fieldtrips/exposure visits
- ❖ this series of dialogues is underpinned by ongoing research of participants and the organisers (interviews, group discussions, mapping, participant observation at field trips, document & discourse analysis, citizen science elements for participation of practitioners in research process)
- ❖ research that comes out of the dialogue networking process and cumulates in collaborative proposals

The 3rd Indo-German Dialogue

Rationale and thematic introduction

The theme for this 3rd IGD has been identified and discussed during the last meeting within one of the workshop groups to enable a reasonable continuation of the dialogue series. As a result of this, and other discussions on previous days of the 2nd IGD, “Co-creation of the Living Environment” was the title and main theme agreed on for the next meeting.

It reflects two strands of discussions, one relating to ‘living environment’ and the other to ‘co-creation’. The first strand responds to the aspect of the urban in the title of the IGDs and revolves about questions of the meaning and limitations of ‘the urban’, touching on long existing discourses of the rural-urban dichotomy versus rural-urban continuum, and the accelerating phenomenon of peri-urbanisation, resources and the transformation of the rural especially in India (e.g. Adell 1999, Gajendran 2016, Maheswari and Bristow 2016, Ravindra 2010, Shaw 2005, Sreeja 2017, Wandel and Magoni 2017). With view to activities such as urban farming and gardening, or the reclaiming of barren urban land (, as well as an increasing recognition of existing biodiversity and ‘nature’ in the city (greening of rooftops, walls, etc.), what meaning do these distinctions still have? And how may such activities shape the urban morphology

of the future, e.g. in peri-urban spaces – perhaps considerable sections of the land will remain open or agricultural? On the other hand, there are emerging notions of the ‘rurban’ (e.g. by the Indian Government) and, more ecological in nature the ‘bio-region’ as a functional space that may include an area far beyond the core city.

The second strand about co-creation focuses broadly on methodologies, attempting to capture two aspects. Being a core aspect of the IGD with a focus on cross-cultural dialogue and participation to retain continuity of the process between the participants of the two countries. The other aspect are methodologies of co-creation towards sustainable futures (Pel et al. 2015), which aim to include a diverse number of stakeholders/change agents from across government, civil society, corporate sector, and academia. A wide array of approaches towards co-creation may be relevant here such as action research and learning in different contexts (Osuteye et al. 2019, Vardy and Udall 2017), transdisciplinarity (Florin et al. 2015, Tobias et al. 2019), real-world/living lab projects for sustainability transitions (Puerari et al. 2018, Schöpke et al. 2018, von Wirth et al. 2018), and citizens science (GEWISS 2016). Many of these have been experimented with extensively in the urban context in Germany and elsewhere in Europe. For instance, BMBF (Federal Ministry of Education and Research, Germany) is working intensively with methodologies of Co-Creation in their initiative “Zukunftsstadt” (BMBF 2015). In India other examples of citizens science and collaborative multi-stakeholder interaction exist.

Importantly, these methodological fields open up a debate about different knowledge domains, whether and how they are being considered, utilised, included with the development and/or research activity. By knowledge domain we refer to modes of knowledge such as scientific, scholarly-academic, local-phenomenological, indigenous, experiential or even spiritual-intuitive. These themes of co-creation of the living environment address crucial challenges of a global sustainability transformation by asking what and how change is being implemented in specific local-regional contexts. In order to reflect and demonstrate the approach of co-creation and involvement of multiple, diverse stakeholders, this IGD will include on its last day a public event to create an interface and outreach to the wider public, with renowned speakers, showcasing examples and case studies, interaction with the arts and an exhibition.

Objectives of this dialogue

- ❖ Good practices: harvesting of good practices of IGD participants' activities in the areas of co-creation
- ❖ Knowledge sharing about various collaborative-participatory, transdisciplinary approaches, methods and methodologies including barriers and enabling forces
- ❖ Experiences of knowledge transfer implemented in any projects
- ❖ Identify future directions for transdisciplinary work and co-creation of sustainable living environments
- ❖ Share the results of the IGDs at a public event on day 3
- ❖ Explore and document potential funding sources
- ❖ Engage with young researchers/students/activists

Day 1: Thursday 05.12.2019

11.30 – 13.30

Session 1: Opening Session

11.30 – 12.00

Opening Remarks

This session was open to the faculty's students. The organizing team and supporting representatives of the 3rd IGD welcomed the participants and students, and introduced themselves as well as their organizations.



Inauguration: Welcome address by Dr. Morhad, German Consul General (A. Uffmann)

Prof. Dr. Erach Bharucha, in his role as the director of the Institute of Environment Education and Research at Bharati Vidyapeeth University (BVEER), pointed out that the IGD is a co-creative activity itself and will provide possibilities for networking and field trips. **Ms. Sanskriti Menon**, the senior program director of the Centre for Environment Education (CEE), referred to today's crisis of sustainability and democracy and the need for bottom-up approaches. She invited the participants to create the dialogue together and to interact with each other.

Welcome address was also delivered by **Prof. Dr. S.F. Patil**, Executive Director of Bharati Vidyapeeth University who introduced the visitors to the history of the university. He highlighted that the coming together of Indians and Germans from different disciplines provides opportunity to debate on sustainable solutions, especially in urban areas.

In his address to the audience **Dr. Jürgen Morhad**, German Consul General Mumbai, emphasized the role of existing and upcoming Indo-German partnerships in different components of society, e.g. in city partnerships and partnerships of chambers of commerce. He acknowledges climate change and the current amount of CO₂ as pressing problems and invited the participants to plan for the better of environment and earth.

Ms. Sanju Kumari, resident representative of RWTH Aachen University and the German Centre for Research and Innovation New Delhi (DWIH) thereafter referred to the problems of air and water quality in New Delhi and the importance of promoting innovation and cooperation between India and Germany.

These welcome addresses were followed by the Lighting of the Lamp which traditionally marks the beginning of an event.

Finally, **Dr. Christoph Woiwode**, Visiting Faculty of the Indo-German Centre for Sustainability (IGCS) at Indian Institute of Technology Chennai, welcomed all the participants and gave an overview of the IGD history. The idea to have this kind of dialogue emerged from a small set of interviews and the idea that academics and non-academics from different countries can learn from each other to bridge the gap between groundwork, new practices and evaluating them. The 1st IGD took part in Chennai and had the overarching theme of sustainable lifestyles. During this dialogue, a focus on the food sector, and learning and awareness-creation emerged.

Consequently, the theme of the 2nd dialogue taking place in Freiburg, Germany, was ‘education, learning, training and awareness for sustainable development’.

Based on plenary discussions by the participants, a working-group during the 2nd IGD decided to have ‘co-creation’ as the 3rd theme and Dr. Erach Bharucha offered to hold the dialogue in Pune. Co-creation of the living environment is meant not only to include urban relationships, but also rural-urban relationships. Hence the official theme for this year’s IGD was ‘co-creation of the living environment’. The aim is to look at and to have dialogues between different organizational levels, countries, academics and non-academics, governments, social enterprises and civil society. For this reason, this 3rd dialogue looks at methods, that allow diverse stakeholders of society to come together in order to create sustainable cities. The expected learning can be adopted by the existing Indo-German network. This network emerged as almost all participants of the 3rd dialogue have taken part in at least one of the prior dialogues.

The specific outcome envisioned for this 3rd dialogue is to co-create and co-design the initial ideas for an action research project that will help to accelerate learning together for more sustainable futures. These learning processes are subject to research on the IGD itself. This concomitant research was started with the 2nd dialogue, when several students from Freiburg University conducted interviews with participants on their occupational areas and related subjects. This year, the accompanying research will handle the complex intercultural communication processes during the dialogue. Dr. Woiwode concluded by referring to how crucial it is that participants get the chance to visit each other’s countries and to have face-to-face interactions that allow for deeper understanding of each other, our feelings and the issues that are important to us.

12.00-13.30 Part 2: ‘Food for Thought’ from India and Germany

Three key speakers lead the way to this year’s theme of ‘co-creation of the living environment’ by presenting their projects and giving examples of the project-related activities that involve co-creation and collaboration with wide ranges of stakeholders from government, NGOs, civil society and academics.



Dr Kiran Shinde, Founder Director of Pune Biennale Foundation (L.K. Bhati)

1. Speaker: Dr. Kiran Shinde, founder director of Pune Biennale Foundation, India

The Pune Biennale (www.punebiennale.in) is a series of events that allow for public engagement and urban place making. In the course of the Biennale, the project 'speaking walls' was established. The project brings together Pune Municipal Corporation, Pune Biennale Foundation, professional artists, art students and school children to create murals. One of them is a landmark-mural about the history of Pune located at the local prison's outside walls. This project idea emerged in 2012 with the intention to represent Pune as the cultural capital of Maharashtra. The 'speaking walls' project brings together diverse stakeholders that otherwise would not communicate with each other. It puts emphasis on the importance of stakeholders. The first Biennale festival took place in 2013 with the aim of celebrating the physical heritage related to the surrounding hills. It was initiated by Bharati Vidyapeeth's College of Architecture and allowed many organizations to work together. Exhibitions and art activities were open to citizens over ten days in several different locations. Local people ('dearest Punekar') were invited with the slogan 'come. Participate. Celebrate'. In 2015, the Biennale series continued with focus on the cultural heritage. Other projects facilitated by the Biennale Foundation are 'the lighthouse project' (a mural of a lighthouse painted

on a 90m long, 6 floors high building) and 'a beautiful opening'/ 'Chaan-Daar' (aesthetic interventions in informal settlements that aim for place-making by painting houses with vibrant colors and eye-catching motives like peacocks, horses and other art). Dr. Kiran Shine concluded his talk by giving conclusions on co-creation:

- Integrate the motivations and interest of involved stakeholders, so people actually come and participate
- Transparency from the beginning, especially about own interests and western interests
- Allow for exchange of ideas
- Have multi-tiered and multi-faceted dialogues and consultations in order to look holistically at projects
- Acknowledge hierarchies
- Identify and communicate the contribution to society
- There might be unexpected outputs as byproducts, with different inputs you can never know what will come out
- The process of co-creation is an upward spiral that keeps on building constantly

2. Speaker: Prof. Dr. Petra Schweizer-Ries, University of Applied Sciences Bochum, Germany

Prof. Dr. Petra Schweizer-Ries started her talk by referring to a framework/model of the SDGs that involves different layers. Work on how to integrate people in sustainability issues is already there. This can be seen in the context of the German Advisory Council on Global Change (in German: Wissenschaftlicher Beirat der Bundesregierung Globale Umweltveränderungen, WBGU) 2011 report 'World in Transition. A Social Contract for Sustainability' (https://www.wbgu.de/fileadmin/user_upload/wbgu/publikationen/hauptgutachten/hg2011/pdf/wbgu_jg2011_kurz_en.pdf) and Fridays For Future Movement which is supported by scientists. Sustainable societies are also discussed on in other parts of the world, e.g. with the concept of the rights of nature in Ecuador, 'Sumak Kawsay' or 'Buen Vivir' in Bolivia. In approaches like that it is important to work with people on the ground. Other examples within the context of sustainable transformation are the 'Global Wellbeing Lab' (<https://globalwellbeinglab.com/>), the 'AR+ Transformations Gathering' (<https://actionresearchplus.com/community-gathering/>), the 'Transition Town' movement and practical approaches such as the 'Art of Hosting' and 'Theory U'. At the University Bochum, a 'Transition University' group was established. This group, among other activities, set up a permaculture garden and a memorandum of understanding on sustainability within the university. In the end of her talk, Prof. Dr.

Petra Schweizer-Ries highlighted the importance to include different modes of science in the sustainability transformation.

3. Speaker: Dr. Oliver Parodi, Institute for Technology Assessment and Systems Analysis (ITAS), Karlsruhe Institute of Technology (KIT), Germany

Dr. Oliver Parodi talk was an introduction to the concept of 'Real-World Labs'. The methods within this type of research project build on transdisciplinary and transformative infrastructure, mostly within civil society. Science and society design and run those projects together. Historically, the Real-World Labs emerged from sustainability research and the transdisciplinary approach. They are related to urban transitions and the concept of 'Living Labs'. In Germany, it is a trend to implement Real World Labs. However, long-term support for these kind of projects and space for experimentation are necessary. Dr. Parodi and his colleagues identified nine characteristics of Real World Labs:

1. Research orientation: based on and contributing to science and humanities
2. Normativity: oriented explicitly towards sustainable development
3. Transdisciplinarity: cooperation between science and society
4. Transformativity: aim at social change, contribute to sustainable development
5. Civil-society orientation: inclusion of practice partners from the beginning
6. Long-term perspective: infrastructure over a period of 15 to 50 years
7. Laboratory character: provide adequate conditions and framework for research
8. Model character: activities should be transferable and scaleable
9. Educational 'facility': education and other learning processes embedded

In Karlsruhe, the Real World Lab is running since 2012 with the aim of transforming the existing city into a sustainable city by involving all citizens willing to participate. The findings should be transferable to other cities. Sustainability in the Real World Lab is understood to cover all three dimensions, empower the partners/actors and to be established as an urban culture. Participation in general can range from information over consultation to cooperation, collaboration and empowerment. In the Real World Lab, only the last three are applied as they allow for exchange between civil society and research. One example of an activity established by the Real World Lab Karlsruhe is a 'Repair Café', where volunteers assist the visitors/participants in repairing different

products. According to Dr. Parodi, the success factors of the Real World Lab in Karlsruhe are communication, trust and time.

The following activities were not open to public/BVIEER students. After the talks, lunch break took place. Before session 2 continued, Lisa Schneider (IGD participant from University Freiburg) introduced her research on this 3rd IGD with the theme 'collaborative learning settings towards sustainable land-use' and announced related data recording.

14.30 -16.30 Session 2

Sharing and listening: Co-creation of the Living Environment – German and Indian experience

Those sessions were run at the same time. IGD participants assigned themselves to their group of interest. Each of the working groups had a moderator and central questions to guide the conversation.

- *Parallel session A: Transdisciplinarity and co-creation: concepts and methods, moderator: Dr. Oliver Parodi*
- *Parallel session B: Transdisciplinarity and co-creation: selected cases and experience from practice, moderator: Ms. Sanskriti Menon*
- *Parallel session C: Designing transdisciplinarity and co-creation: Role and modes of knowledge, moderator: Prof. Dr. Gavin Melles*



Parallel session A: Transdisciplinarity and co-creation: concepts and methods

Following guiding questions were explored:

- ❖ What are key concepts?
- ❖ How do you implement co-creation process?
- ❖ What are the tools/methods and enabling factors?
- ❖ Which are barriers and obstacles?
- ❖ Commonalities and differences in India and Germany.

There were 7 participants in the group. The session began with Dr. Parodi asking participants which among the above questions were important to them. Each of the participants identified their preference but eventually agreed that Q.B. is overarching as implementation includes tools and methods and an analysis of barriers and obstacles. The case studies from Germany and India would then act as case studies from which lessons can be drawn for strengthening the implementation process.

On the point of tools and methods the group identified festivals/ cultural spaces to piggy back sustainability concepts taking from the example of Shamita (national green core program), ground water table (Patna), viral marketing, simplification of concepts to be communicated and clear guidelines and goal posts for projects to be identified, strong communication material, etc.

On drivers; The group identified several and mainly spoke of reaching a 'tipping point', people keeping an open mind, being aware, selfless, sharing a common goal and most importantly being ready for 'Kairos' – the right people, right time, right space, dialogue as a key driver too was identified.

Kavitha narrated her experiences with school kids who are taught about gardening and sustainable farming practices. She mentioned that they are very curious about soil types, colors of soil, how seeds germinate and grow into plants, etc. She felt that waste can be used for agriculture. Teachers from different schools come to learn, but look forward to get some funding. Concept of teachers training came up as we are unable to go to many schools.

The various case studies narrated highlighted various actors: teachers, schools, children, university, gated communities, diverse communities, corporates.

The group also debated the various drivers: loss of focus by the various partners especially if the project extends over a long period. It was important to avoid making too specific and obligatory goals, finance, the long, exhausting process tend people to lose interest and lead to drop outs, making it relevant to low income groups and well as middle income groups who need to deal with problems of consumerism coupled with lack of awareness and empathy, no self-discipline which are major barriers in implementing sustainability projects.

Differences between India and Germany:

- Gated communities
- Foot prints vary across the countries along with levels of wealth, population, education.

Parallel session B: Transdisciplinarity and co-creation: selected cases and experience from practice

The guiding questions for the session were:

- ❖ Collect examples from within your group, why have they been successful?
- ❖ How have problems been overcome?
- ❖ How did you co-design/ co-create?
- ❖ Commonalities and differences in India and Germany.

There were ten participants in the session. The session started off with introduction of the participants and the work they are doing.

Ms. Sanskriti Menon facilitated the session with the help of the guiding questions i.e. collecting examples within the group who had success stories, faced challenges, and helped to identify the co-creation element amongst their projects. Five participants volunteered to share their experiences.

Mr. Venu Madhav Maraju started to introduce his project which is about vulnerability assessment for informal settlement buildings in Mumbai. They use technology (3D Model) and visualization to reach out to people. They have to communicate sensitively

because people are legally not allowed to live there. Success factors in their projects are the use of a technology platform, collation of infobases and to use visualization for communication. Challenges they face are the big number of stakeholders, and that the information is not in public domain. Privacy and personal data are issues that are shared in a common Indo-German context.

The next project was introduced by Mrs. Jenny Lay-Kumar, who participated virtually. She works for an organization based in Freiburg (Regionalwert AG), which has the aim to establish regional food security by bringing farmers and citizen shareholders together. They help regional local communities come together and grow regional food and then sell those products in local markets and support the locals become shareholders and investors, thus initiating sustainable agriculture. The type of approach used is socio-economic. The challenges are, among others, to develop new ideas for making it an innovative and sustainable approach, shifting from self to community and having a transdisciplinary and scientific approach at the same time. Success factors involve building a common understanding between the stakeholders, involving scientific input but using no predefined concepts, having strong media presence and charismatic leaders. What challenges their work is uncertainty and the iterative character of the work. To the knowledge of the group participants the concept does not yet exist in India.

This project led to the discussion on the commonalities and differences in India and Germany. The German participants wanted to know if the Indian scenario includes the Citizen share holder approach. Dr. Kranti and Mr.Venu Madhav responded by explaining that there is no such approach but the Government of India have started weekly “*shetkar bazars*” where the farmers sell agricultural products that are local and regionally specific to the village. Sanskriti Menon added that the Government of India have started various schemes for the benefit of the farmers and ended the discussion with a question to think about the schemes or bazars as co-creation initiative. The subsequent discussion revealed that the concept of community supported agriculture is taken up by both countries. Following, there was a discussion on local food.

After this, Mr. Peter Volz introduced to a sustainable food research association (Agronauten), also based in Freiburg. In their approach, “agro-ecology” is more than organically produced food but also involves people and solidarity with food producers.

This project which is on food policy and similar to Ms Jenny's work but in a different area. The name of his project is Agronomy which means policies and economy related to food. He told us that his project is being conducted across different organizations, in India he is working with 15 organizations. The focus area of the project was to grow and consume organic food and locally embed them. He said that they conduct an annual "Agricultural festival", which acts as a space to exchange, celebrate, motivate and identify commonalities, which was identified as a success story. This triggered a discussion about access to land and financing land were the situations in Germany and India were compared. Success factors of the research association are the motivation to do something, make space for encounters and dialogues on stakeholder interests, professional structures to support the work, and the involvement of local (city) government. Finally, the main challenge is to involve and bring up innovations.

Ulrike Zeshan thereafter talked about a young eco-village in Odisha where they focus on growing indigenous and wild varieties of crops. In the eco-village, they conduct workshops for co-learning between local farmers and external visitors. They focus on local food practices and changes in food production and consumption by having zero budget natural farming trials. There is a community of deaf persons in the village. Their success is coming from making space for emergence of activities, using lots of visual materials and conducted games on sustainable agriculture, land, water and built environment, and the keen interest showed by outsiders. The challenges are that they barely have time for documentation, that there are different views about the importance of research, lack of funding, and language diversity. This made the group discuss about the implications of funding and how having funds is creating power hierarchies.

The next project was introduced by Ms. Nicole Klatzki, who runs a shop in Cologne to avoid food waste. The shop became part of the neighborhood and is supported with the provisioning of bicycles and bags. It is primarily run by volunteers. One of the learnings was that they need to address farmers, media and other stakeholders by the use of different language. Social media (Instagram) is used to get attention from the public. The shop is reaching out to a wide variety of audience. Success factors are that the farmers are the 'stars' as they get media attention. The organization started very small but now involves up to 80 volunteers, the idea and the business grew together. Challenges are that the processing of food is restricted to legal certification

which can not be done currently. From an Indo-German perspective this is an idea that is coming from Germany and might be explored in India.

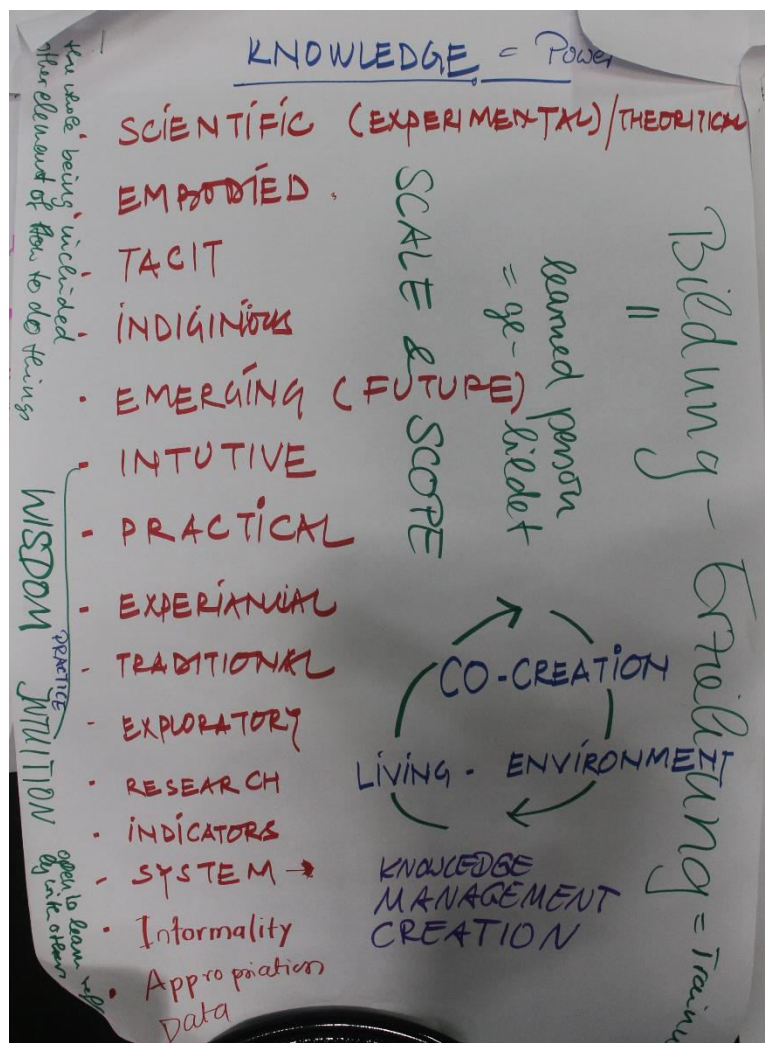
While not everybody was sharing about a project, all the participants had the chance to contribute their experiences in the associated discussions. Discussions took part between members from different countries and members from the same country. The session mostly helped to identify commonalities and differences in the field of sustainable food in India and Germany but also put emphasis on how to include more marginalized stakeholders such as economically disadvantaged persons in informal settlements or differently abled persons. There were some technical issues with the technology for including the virtual participant. Despite these difficulties, the facilitator focused on incorporating everybody. She even took great responsibility in stepping back from sharing her own project after it turned out that time would not allow for more inputs.

The moderator made notes of all the case stories on the flip chart. She summarized that one learns from the success stories and interactions cross country and state as well. She concluded by saying that we need to collaborate some of the projects and bring in co-creation element more strongly through the projects.

Parallel session C: Designing transdisciplinarity and co-creation:
Role and modes of knowledge

The guiding questions for this session were as follows:

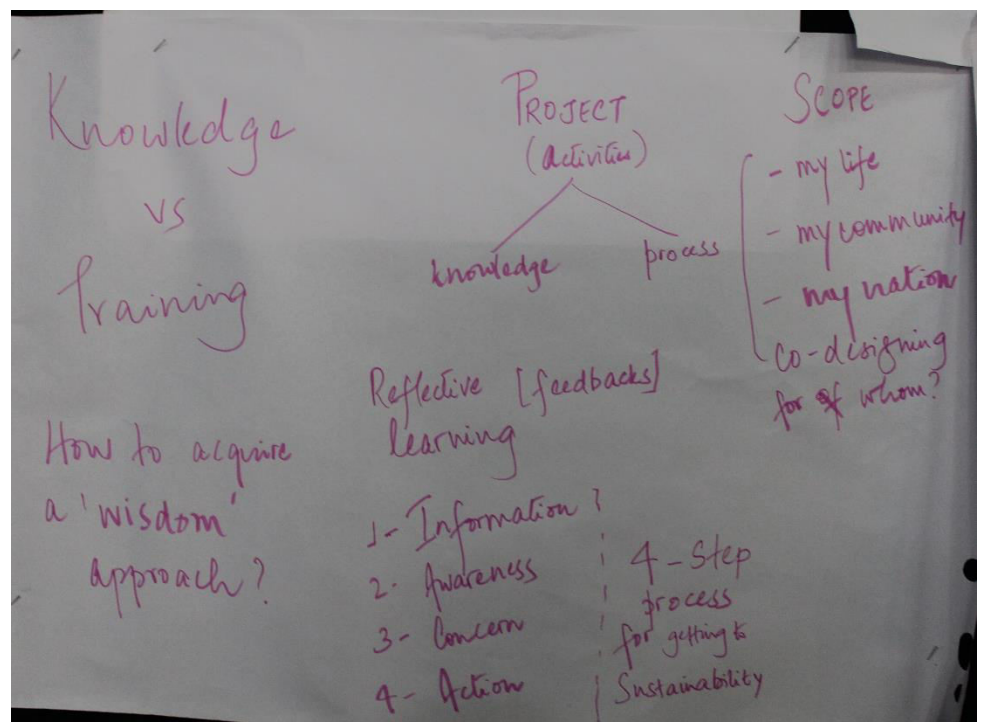
- ❖ What is the role of knowledge in transdisciplinary, co-creative processes?



- ❖ What modes/types of knowledge are used/ neglected, who uses these and why?
- ❖ Identify commonalities and differences in India and Germany

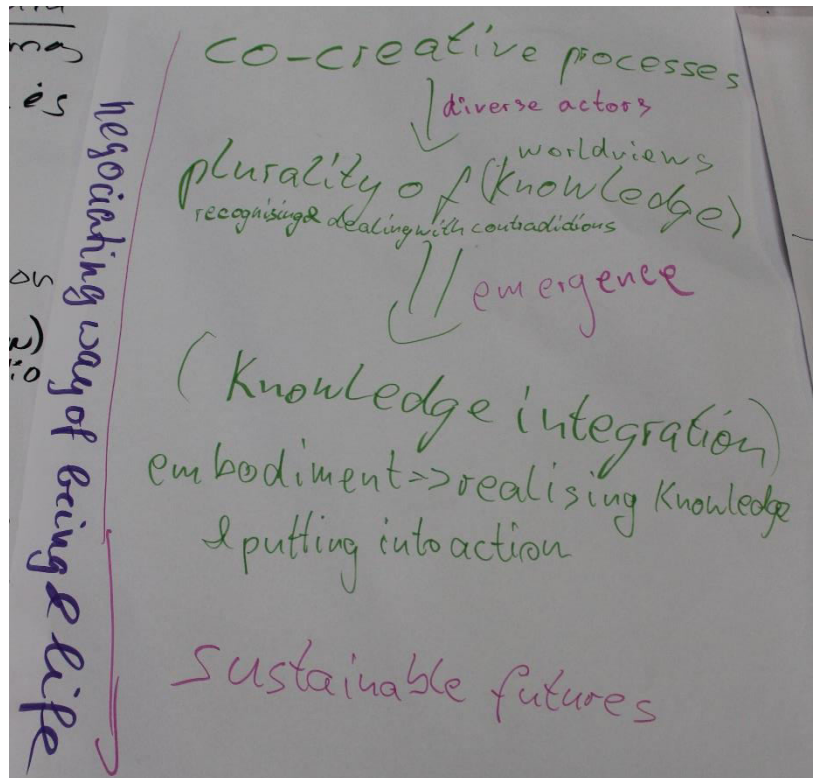
Prof. Dr. Gavin Melles started the session by stating that one has to think about similarities and differences in context with India and Germany. He stated that transdisciplinary sustainability was based on three components such as:

- Various communities of knowledge
- In this part, they discussed different types of knowledge and learning, what comes under knowledge, whose knowledge included or excluded from the process as it is an important component
- Knowledge production beyond analysis(intervention)
- Increase legitimacy/ Ownership



Prof. Usha Mohan from IIT Madras shared her research area of understanding sustainability in supply chain. She is finding out the key problems, quantification of sustainability (Indicators/ Matrix). Further, the participants discussed about the difference between knowledge and training (skills) and how they were complimentary and necessary for process.

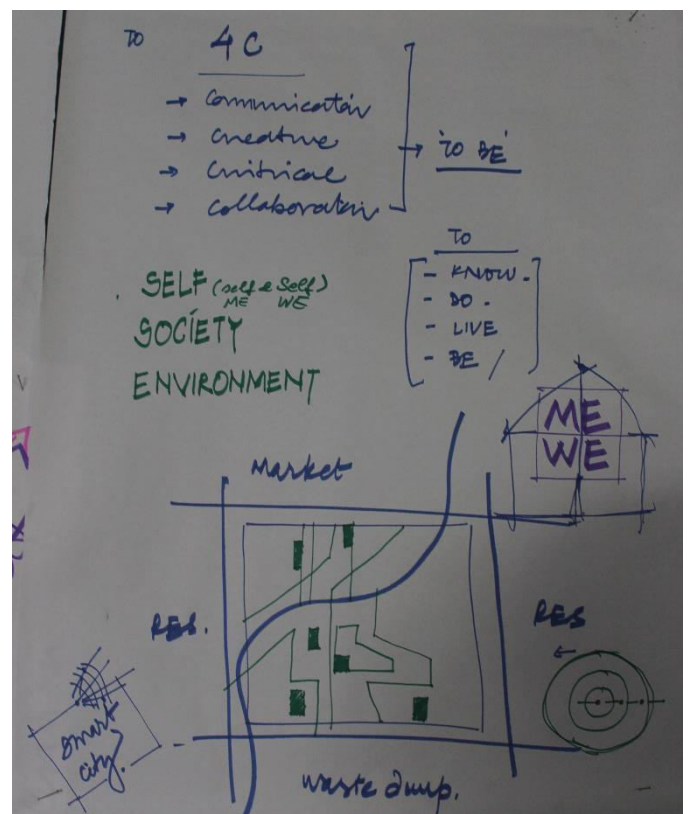
Dr. Christoph Woiwode shared his ideology on modes of transferring knowledge, creation of self-knowledge in the process of co-creation and how one had to be open to share or learn knowledge effectively. Dr. Erach Bharcha shared 4 step process which can bring sustainability in community. The 4 components of same are: 1. Information, 2. Awareness, 3. Concern, 4. Action. Lalit Kishor Bhati had said process required 4C's i.e. 1. Communication, 2. Creativity, 3.

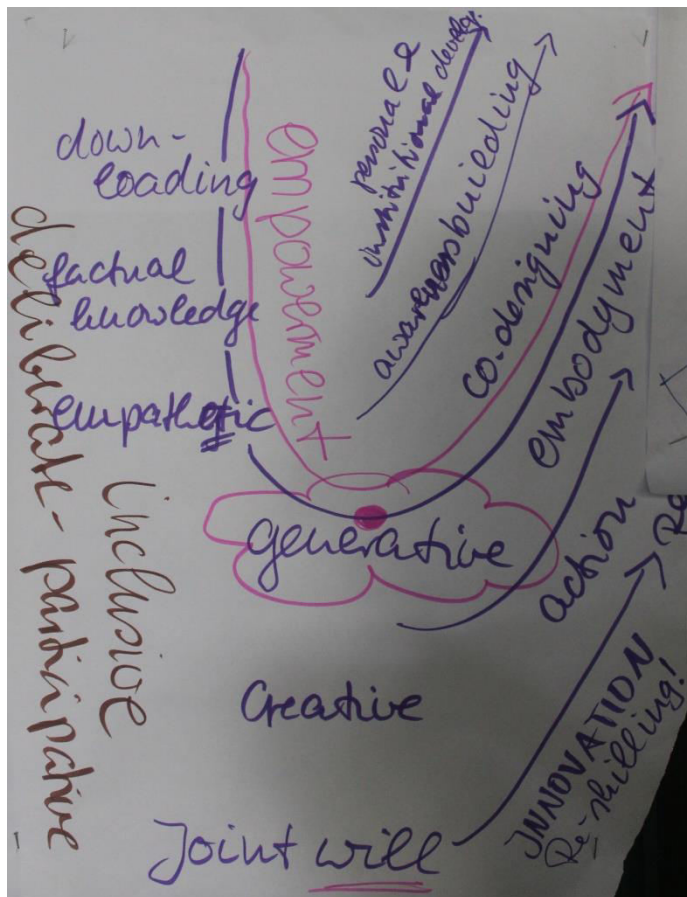


Critical thinking, 4. Collaboration. He underlined the importance of scope of knowledge. He suggested that there should be large holistic approach in community level projects.

Dr. Erach Bharucha suggested that there should be a common language for sustainability to conquer congruent issues. To understand sustainability first we need to understand unsustainability. Uthra Radhakrishnan stated that one should be emotionally connected or emotionally concerned with issues/problems to attend sustainability.

Prof. Usha Mohan stated and Prof. Gavin Melles seconded that focusing on one dimension might neglect another dimension and there should be consideration of all impacts caused by the process. Then, Mr. Avinash Madhale from





CEE discussed that, in order to build creation, we need 1. Competencies for co-creation, 2. Avoid wastage of funds, 3. Multi-layer trust building, 4. Nexus , 5. Avoid duplications, 6. Empathetic behaviour to institutional integrity. He also added that the process needs to be participatory, deliberate and inclusive in nature.

Prof. Dr. Petra Schweizer-Ries demonstrated input and output components of the process with the help of the U Theory diagram.

Summary by Prof. Dr. Gavin Melles-

Overall the discussion was quite abstract. He suggested that we should have bilateral research projects on current scenarios and practices.

From the whole discussion, these are conclusions that came up-

- need for collaborative projects with respect to local context.
- Learning from each other on one dimension might not be good option.
- Need to define sustainability index.
- Integration of projects.



Working Groups

17.00-18.30 Plenary session: Working group results

In this session, results from the parallel sharing and listening streams were summarized for everybody. Prior to recapturing the sessions, participants were asked to reflect on the results from the parallel streams and to use those as well as the experiences and knowledge gains from the 2nd day field trips for the creation of the research proposal on day 3.



Plenary Session: Presentation of working group results (L.K. Bhati)

Session A recap: Concepts and methods of co-creation: This group first experienced some confusion on what can be considered a concept. There might be many aspects related to a concept and it is hard to distinguish sometimes. The group decided to exchange about tools, barriers, enabling factors on co-creation based on examples where the participants had been involved. The enabling factors were also seen as drivers for co-creation and comprise among others empathy (how to agree on a common goal, which is important to bring people together), dialogue (which is a long term process in which expectations should not be set too high as interests of various group members need to be maintained), how to get people come with an open mind (and have awareness and selflessness in conversations), setting milestones, trust-building, having an incentive for each one and make sure to have a common goal.

Cultural aspects get people to relate to a project. It is important, to make things “doable”. Barriers to co-creation involve among others to have a certain level of finance, to keep people involved over longer periods of time and to relate to people on their level/their daily life issues (especially in India where you can find huge differences and a wide range from poverty to consumerism within society).

Session B recap: Selected cases and experiences: In general, many of the presented activities and projects have not been done before, which makes them take a lot of time. Moreover, it was recognized that even empowerment/injection of power creates certain power dynamics which should be acknowledged.

Session C recap: Role and modes of knowledge: This group was also stuck in the beginning with the conceptual nature of different types of knowledge. The group realized that there are lots of good examples out there on the involvement of diverse knowledge types, but globally there is not enough progress in the implementation. This is why they asked themselves how knowledge co-creation can be created in a better way. Within their session, they decided to have clear outcomes on the possibilities of co-creation, within Indo-German context specifically. To them, clear goals and indicators of success are needed. Knowledge has to be looked at beyond what we commonly understand it. Methods to think out of the box are needed for that. The group was also talking about the emergence of knowledge. They realized that it is not possible to anticipate in knowledge creation. Knowledge types might be very different from scientific or experiential types of knowledge. Dealing with plurality is required.

Knowledge co-creation is about different levels of knowledge and what we, as individuals, bring into a collective effort process to create it. This also involves the question on how we make decisions. The group used a lot of visualization, because of the difficulty of defining knowledge. In general, they were looking into the processes that show how people interact.

Day 2: Friday 06.12.2019

7.30 -16.00 Field trip to see examples of co-created urban environments

Four examples of projects that implemented stakeholder involvement and co-creation were introduced to the participants. Moreover, the participants had the opportunity to talk to some of the stakeholders and at each stop there was a resource person on the project available to provide background information and to answer questions. There was bus transfer between the different locations as well as a lunch break with traditional Marathi food. Taking walks across the visited locations, having time in the bus and during the lunch break, allowed participants to have personal informal dialogues and small-group conversations but also professional exchange on the projects.

1. Stop: Nullah Park: A co created urban green space: Resource Person: Dr. Erach Bharucha

This park, which is also called 'OSHO Teerth Park', belongs to the ashram 'OSHO International Meditation Resort'. In 1998, the ashram in collaboration with the TATA auto corporation and ecologists started to plant trees in a formerly degenerated area close to the ashram. Later, a Japanese garden architect who visited the ashram got involved in designing the area into a Japanese garden. As the place was blank before, these activities have an effect as eco-restoration. When designing the garden, the ashram managers, birdwatchers/ecologists, Pune municipal corporation worked together. The garden became a model for stream gardens in other cities. While the project brings public awareness on semi-natural habitats within the city, it faces challenges such as continuous funding for maintenance. Moreover, it provides scope for ecological monitoring.

2. Stop: Chan - Dar: Converting streets into canvases: Resource Person: Ms. Ashwini Pethe

This project is about painting informal settlements (about 760 households) to make them livelier. It is a collaboration between Pune Biennale, the Bharati Vidyapeeth



faculty of architecture, a company with Corporate Social Responsibility (CSR) activity) and the local citizens (mostly women and children). Within the project, the project managers from Pune Biennale realized that communication on the project is much more important than the

painting itself. Only painting the walls would not help the inhabitants, but place-making activities are important (e.g. transforming dump places into places for get-togethers). As the houses are built informal, the project needed to find a balance on improvement and not doing too much to avoid too much attraction. This also involved finding a way to receive the trust of the inhabitants which were very skeptical in the beginning. It turned out that the homeowners wanted to select the colors for their houses by themselves. Giving them the power to choose from certain options allowed for trust-building. Moreover, the homeowners had a vote on the motives. Painting was done in collaboration with architecture students who, unlike artists, showed more empathy for the local people and responded to the context by communicating and being flexible for additional motives. Locals (mostly ladies and children), contributed at least for about 40% to the painting. The project involved workshops on stencil painting, cleaning dump places and setting up a learning center for children and empowerment. After the project was finished, the homeowners are keen to invite relatives and keep the neighborhood tidy. Specifically, residents that were answering the IGD participant's questions, reported about improved cleanliness. Learnings from the project are to involve local labor and to have CSR funds. Covering the material costs was identified as an important factor. Within the project, the initiators gained a lot of insights, for example that people are not keen to invest on their houses because they don't know how long they will be allowed to stay in the informal settlement.

3. J M Road: Co created Streets: Resource Persons: Ms. Pranjali and Sanskriti Menon



Sanskriti Menon explaining J M Road redesign of the street scape (C. Woiwode)

Not common in India, this street has a wide footpath and a cycling lane. Pune is in front of this movement of making the street more friendly to pedestrians and bicycle drivers, but now those sidewalks are build in a lot of cities all over India. In Pune, 15 km are completed, with the aim of 100 km. The implementation takes much more time than expected because it's done for the first time in the city. NGOs, private persons and committees (with representatives from citizens, trafic police, government representatives, etc.; e.g. street program committee, bicycle advisor committee) were pushing strongly for the promotion of walking and cycling. Without civil society, the sidewalks would not have been possible. Today the project is an inspiring best-practice example, where contractor-to-contractor/peer-to-peer learning between cities takes place. The

project did heavily stakeholder consultation, e.g. for local store keepers. Civil society and NGO structures are seen as essential. For the creation of a cycle lane plan, several different data, e.g. from an online survey and comments from the respective facebook page and WhatsApp group were considered. This way, public response demand was created. Public participation is recognized as a trend but brings open questions on how to facilitate it at city level.

4. Pashan Wetland: A co created blue-green space; Resource Person: Prof. Kranti Yardi

The lake was created about 150 years ago, when the place was a village outside the city limits of Pune., it is within the western part of the city and is appreciated by nature-lovers, e.g. birdwatchers. The groundwater level is very high and there are several wells that provide the surrounding area. The project was initiated in 2006, when the lake was silt up. BVIEER suggest the city commission to invest in restoration of the lake. For this project, public consultation was done. People were asked what they wanted in the area. Responses included to have lawn, a jogging track and a playground. The challenge was to fulfill these demands and restore the place as a wilderness area and not a garden. A learning from the project is that the different demands by traditional users and ecologist should be solved by having debates in a peaceful setting. Since the restoration, ecological monitoring takes place. Fishing is allowed for a restricted period. With the park, an environmental interpretation center was established which provides visitors information on the importance of the lake ecosystem and its components. The actors involved in co-creation of the park are CEE, BVIEER, Pune municipal corporation, the implementor and local bird watchers.



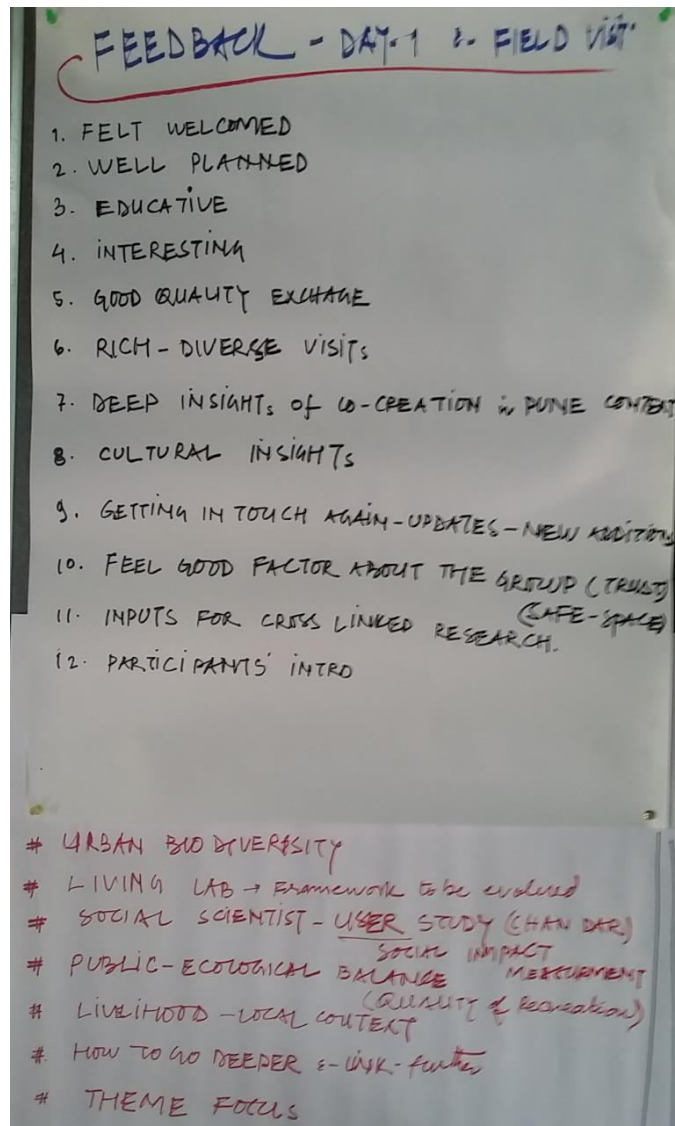
Pashan Lake - Urban wetland conservation

Day 3: Saturday 07.12.2019



9.30 – 11.30 Learnings and feedback from day 1 and 2

Day began with a feedback and reflection session about the results of the working groups from day 1 and the field visits from day before.

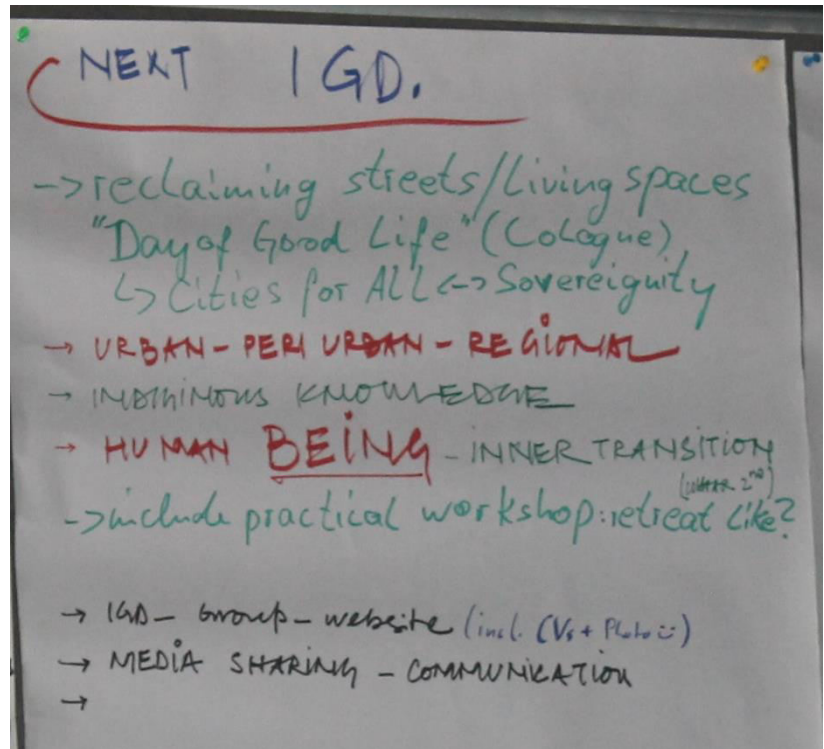


10.30– 11.30 Collecting collectively ideas for next IGD

The discussion resulted in no final decision made about the theme and place for the next IGD. Several potential topics came up, among them more prominent the idea of urban/city space for all and celebrating a “Day of Good Life”. Another theme that was suggested revolves around the question of aspects

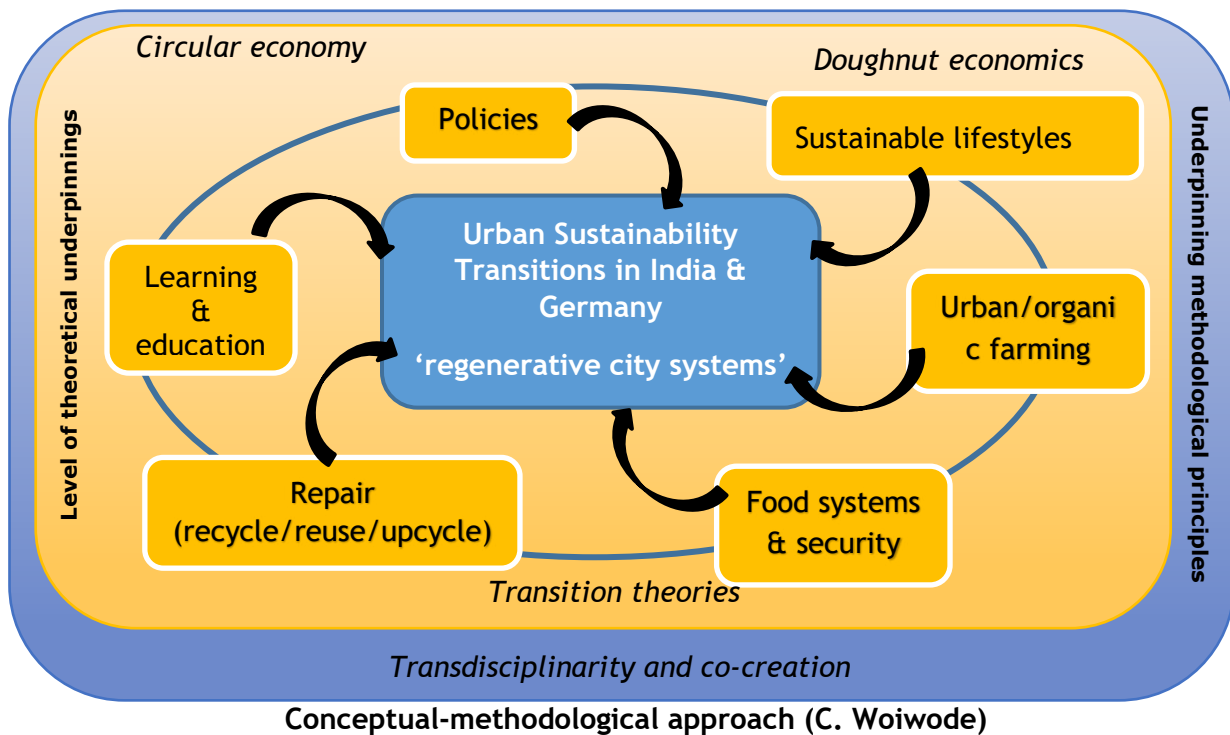
related to the Human Being, such as worldviews, values, emotions related to our inner transformations required to enable sustainability transitions of societies.

Participants also discussed how to build up the fledgling website about the IGDs and utilisation of media.



11.30 – 13.30 Co-creating an IGD research project

This was the last session to conclude the closed part of the IGD, before the Public Event. In the beginning, Dr. Christoph Woiwode presented a synthesis based on the past two IGDs proposing a preliminary framework and title for the research project: “Learning and Co-creation across Borders: Researching, testing and practicing transdisciplinary urban sustainability transitions in India and Germany”.



This session was then facilitated as a World Café, during which all participants rotated around three tables to brainstorm and discuss aspects of a potential action research project. Based on their knowledge, work and potential contribution participants were asked to identify:

1. Sub-themes/sub-topics and potential research questions
2. Desired outputs and outcomes
3. Research methods and approaches

The results of this interaction will feed into writing and co-designing a collaborative Indo-German research project with participation of those delegates who wish to be a part of it. This interaction is the most concrete outcome of the third IGD, together with

the established network of Indo-German delegates. We are planning to form a core group that will design and write the research proposal together.

1. Results for Sub-themes/sub-topics and potential research questions

In total five sub-themes were identified by the participants.

Sub-theme 1: Urban Gardens/Farming fostering

- Mental health
- Food security
- Biodiversity
- Ecosystem-services
- Youth engagement
- Nature education
- Waste management
- Food policy council

All these elements are viewed as fostering sustainability.

Sub-theme 2: Area based Transition Neighbourhood

- Scale and boundaries need to be decided
- Edible neighbourhood
- Mobility
- Public/community-spaces and engagement
- Repair cafes/repair culture (bringing it back, sustaining, valuing/dignity of labour)
- Mobile sustainability advisory services(monetised): takes idea from mobile post office/health service

All these aspects are related to what may be called a “good life philosophy”.

Sub-theme 3: Citizens and Cities

Need to consider the respective scale:

- a) Level of participation (partnership model)
- b) Sabha area (6000 – 7000 people)
- c) Participatory budgeting

- d) Governance comparison across the project and two countries
 - Recognising ownership and identification through the interdependent relationship between citizens and their city

Sub-theme 4: Regeneration/Restoration

- Ecosystem: e.g. (local) rewilding, etc.
- Food habits (organic, etc.)
- Cultural (food practices, indigenous knowledge)
- Neighbourhood engagement

Sub-theme 5: Learning and Education

- Learning processes (see L. Schneider Master thesis and study about IGD process of inter-cultural interaction)

2. Results for Research methods and approaches

The foundational framework be the Real-world Lab methodology that supports and facilitates a participatory approach. Overall characteristics:

- To organise processes
- To connect different topics/actors
- To clarify/orientate what exactly we are doing

Further notes: Idea is to create a super-lab structure to accommodate

- Surface different diversity
- Find common ground
- Include multiple locations, themes, approaches, types
- Some commonality needs to be worked out
- Involve those who are not “natural allies”
- Include politicians, businesses, citizens
- Integrate, accommodate cities’ natural dynamism in the research method: ‘storification’, puppets, talks, collaboratories, gamification, festivals, green café
- Locate multipliers/ scale-ups
- Inclusivity = languages, knowledge types, articulation types
- First (personal), second (dialogue), third (more public interaction) person

- What are roles of researchers/of local participants in research/learners? (who is learning/co-learning?) suggestion: IGDs are “stewards” of the process (structure/team)
- Be mindful in cultural contexts (Indo-German)
- Applied, practical, action-based partner with one or more person in the IGD network as a “coaching circle” (small circle preferred)
- Explore engagement with existing governance infrastructure of urban sustainability
- Communication of governance: easy (newsletter, webinar, coaching), staff
- Multiple media to record, document, explore sense-making, understand
- Evaluative, measure impact, time scale, e.g. school garden impact on children, family, community over time
- Meet up groups/learning circles
- Human connect
- Actual gardening: experiential learning oriented
- Address anxiety of unsustainability: “loss of home”, “hopelessness”, “control”
- Method should have an urban-rural connect

3. Results for desired outputs and outcomes

Rich ideas were brought forward under this topic:

- ❖ Skill development (capacity building) – two way mutual learning process between academic-practice
- ❖ Generating a specific body of knowledge about above mentioned themes through: documentation, digital, embodied
- ❖ Knowledge sharing
- ❖ Measurements: research
- ❖ Festivals (urban agriculture/food/zero waste in Chennai)
- ❖ Internships/fellowships/study/experience/exposure visits
- ❖ Collaborations and partnerships
- ❖ Local urban farmer market, local culture (transition neighbourhoods)
- ❖ Awareness building
- ❖ Projects/proposals
- ❖ Research methodology: in awareness based social action research

- ❖ Transdisciplinary research
- ❖ Role matrix (actors, stakeholders, beneficiaries)
- ❖ Link to local economy (improved chain of added value)
- ❖ Aiming at 'holistic well-being'
- ❖ Pedestrian-friendly spaces – equality
- ❖ Conscious production and consumption of food
- ❖ Ecological-environmental planning, city region/rural planning, co-creation
- ❖ Connecting farmer with city/user; Honouring the feeder
- ❖ Demo garden: link to educational activities
- ❖ Agri/rural/eco tourism
- ❖ Mapping innovations
- ❖ Food and livelihoods security
- ❖ Food strategy for larger region (city-region, food council)
- ❖ Participatory guarantee system (certification)
- ❖ Food-water-energy nexus-outcome indicators
- ❖ Multimedia documentation (multi-lingual) to be used as educational content
- ❖ Scenario visioning/planning – output – visualisation (long, medium, short term plan)
- ❖ Sense of belonging: ownership/contribution/cultural value system
- ❖ Reconnecting community values, using them for local change

16.00 – 20.30 The Public Event

For further details see programme in the Annex.





ANNEXE

Public Event Programme

List of Delegates

Overall Programme

Flyer

Poster Public Event

3rd Indo-German Dialogue on Green Urban Practices: Co-creation of the Living Environment

Public Event Programme

4pm to 8.30 pm, 7 December 2019, Pune

Venue: Bharathi Vidyapeeth University, Campus, Pune

Time	Activity
3.45	Tea and Snacks
4.00 - 4.15pm	Opening of the Public Event (Auditorium) Speakers Prof Erach Bharucha, Director, Bharti Vidyapeeth University, Institute of Environment Education and Research Dr. Christoph Woiwode, Visiting Faculty, Indo-German Centre for Sustainability, IIT Madras and RWTH Aachen University
4.15 - 5.00pm	Presentations of Pune Civil Society Waste Management Project in Pune Mrs. Suchismita Pai, Swach Food and Indigenous Development Mrs. Rajashree Joshi, BAIF Development Research Foundation
5.00 pm	Exhibition Pune's Historic Core: Conserving the Past - Imagining the Future
5.00 - 8.30pm	Workshops and Stalls on campus
5.15. - 5.45	AGRONOTUM: Presentation on Agri Festival, Food Policy Councils Peter Volz, Agronauten Freiburg, Germany
5.15 - 6.45	Workshop on "From Me to We" Petra Schweizer-Ries (Ruhr-University Bochum) and Oliver Parodi (KIT Karlsruhe)
5.00 - 7.00	Serious Games for Co-creative Meetings Ulrike Zeshan, University of Central Lancashire, UK
5.00 - 6.00	Science Behind Composting (Workshop) Kavitha Ramakrishnan, The Magic Bean, Chennai
5.00 - 6.00	Human-Centred Thinking (interactive workshop) Venu Madhav Maraju, Continuum Planning and Development Trust, Mumbai

5.00 - 6.00	How to make a kitchen Garden? (Workshop) Ruchi Warikoo, Edible Routes, New Delhi
5.00 - 6.00	Organic Farming and related activities (Workshop) Team Venkson and f5green, Chennai
5.00 - 8.30	Recycling of clothes (stall) Poornam Ecovision, Pune
	Seed Diversity and Conservation (stall) BAIF Development Research Foundation, Pune
	SWACH Waste Management and Recycling (stall) Centre for Environment Education, Pune
	SMILE Centre for Environement Education, Pune
	City Beautification and Urban Aesthetics Pune Biennale Foundation
	Education for Sustainable Development and Biodiversity Conservation for school students Bharti Vidyapeet Institute of Environment Education and Research



Third Indo-German Dialogue on Green Urban Practices Co-creation of the Living Environment, 5 - 7 December 2019, Pune

List of Delegates

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3rd Indo-German Dialogue on Green Urban Practices: Co-creation of the Living Environment

December 5-7, 2019

Pune, India

Organised by



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Day1: Thursday 5th December

11.00 - 11.30 am	Registration Refreshments
11.30-13.30 hrs	Session 1: Opening Session
11.30 - 12.00	Opening Remarks Prof. Dr. Erach Bharucha <i>Director Institute of Environment Education and Research, Bharati Vidyapeeth University, Pune</i> Ms.Sanskriti Menon <i>Senior Program Director, Central Regional Cell, Centre for Environment Education, Pune</i> Welcome Addresses Prof. Dr. S.F. Patil Executive Director, International Affairs and Research <i>Bharati Vidyapeeth University, Pune</i> Dr. Jürgen Morhad, <i>German Consul General, Mumbai</i> Ms. Sanju Kumari <i>RWTH Aachen University Resident Representative, New Delhi and German Centre for Research and Innovation New Delhi (DWIH)</i> Introduction to IGD series Dr. Christoph Woiwode <i>IGCS Visiting Faculty, IIT Chennai</i>
12.00 13.30 hrs	'Food for Thought' from India and Germany Dr. Kiran Shinde <i>Founder Director Pune Biennale Foundation</i> Teaching-Learning Lab in Bochum Prof Dr. Petra-Schweizer-Ries <i>University of Applied Sciences, Bochum. Germany</i> Experience of Real World Labs in Germany Dr. Oliver Parodi <i>Institute for Technology Assessment and Systems Analysis (ITAS) Karlsruhe Institute of Technology (KIT), Germany</i> Group Photo

13.30-14.30 hrs	LUNCH
14.30 -16.30 hrs	Session 2: Parallel Sessions
	<p>Sharing and listening</p> <p>Co-creation of the Living Environment: German and Indian experience</p> <p>Parallel Session A: Transdisciplinarity and co-creation: concepts and methods (Venue: Vayu, First Floor, Auditorium Section) Moderator: Dr. Oliver Parodi <i>Institute for Technology Assessment and Systems Analysis (ITAS) Karlsruhe Institute of Technology (KIT), Germany</i></p> <p>Parallel Session B: Transdisciplinarity and co-creation: selected cases and experience from practice (Venue: Aakash, First Floor, Auditorium Section) Moderator: Ms. Sanskriti Menon <i>Senior Program Director, Central Regional Cell, Centre for Environment Education, Pune</i></p> <p>Parallel Session C: Designing transdisciplinarity and co-creation: Role and modes of knowledge (Venue: Seminar Hall, Above Office Block) Moderator: Prof. Dr. Gavin Melles <i>Swinburne University of Technology, Australia</i></p>
14.30-17.00 hrs	Tea/Coffee Break
17.00-18.30 hrs	Plenary session
	<p>Working group results</p> <p>Planning for Day 2 and 3</p>

Day 2: Friday 6th December

7.30 -16.00 hrs	Field trip to see examples of co created urban environments
7.30 hrs	Depart for fieldwork. The bus will depart from the Hotel Central Park
8.00 hrs	Nullah Park: A co created urban green space: Resource Person: Dr. Erach Bharucha
9.15 hrs	Chan - Dar: Converting streets into canvases: Resource Person: Ms. Ashwini Pethe

11.00 hrs	J M Road: Co created Streets: Resource Person: Ms. Pranjali/ Sanskriti Menon
	Drive past Shaniwarwada (core city area)
12.30 -13.30 hrs	Lunch
13.30 to 16.00 hrs	Pashan Wetland: A co created bleu-green space; Resource Person: Dr. Kranti Yardi/ Dr. Erach Bharucha

Day 3: Saturday 7th December

9.30 -11.30 hrs	Morning Session
9.30 - 10.30 am	<p>Learnings/feedback from day 1 working groups and field visits to feed into 'Forward planning'</p> <p>Participants to jot down on poster:</p> <p>a) feedback/thoughts and</p> <p>b) ideas evolving from the field visits</p>
10.30-11.30 hrs	Participants of previous IGDs reporting about collaborations and ongoing activities
11.30-11.45 hrs	Tea/Coffee break
11.45-13.00 hrs	Forward planning: Parallel Sessions
11.45-13.00 hrs	<p>Working Group 1: Planning the next IGD (<i>Venue: Vayu</i>)</p> <p>Working Group 2: Co-creating an IGD action research project (<i>Venue: Aakash</i>)</p>
13.00-14.00 hrs	LUNCH
14.00-16.00 hrs	Break and preparation for public event
16.00-20.30 hrs	Public Event
	<p>Inauguration: Shri Rajendra Jatap</p> <p>Interaction with experts, exhibition, stalls, activities related to sustainability and co-creation</p>

Third Indo-German Dialogue on Green Urban Practices

Co-creation of the Living Environment



In collaboration
with



CEE
Centre for Environment Education

5 – 7 Dec 2019
in Pune, India

Background

The Indo-German Dialogue is conceived as a continuous series of an annual interaction of academics, civil society activists, government officials, policy makers, and the corporate sector where appropriate.

Its key objective is to provide a platform of sharing and exchange of experiences of social urban innovative change in Germany/Europe and India in order to leverage action towards new transdisciplinary research and practice projects

2019 Theme

What is our 'living environment'?

How is it related to an urban(izing) world?

How do we create and shape urban living environments?

Co-creation focuses broadly on methodologies of transdisciplinarity, real world/living labs and citizens science.

Explore different knowledge domains, whether and how they are being considered, utilised, included with the development and/or research activity.



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Third Indo-German Dialogue on Green Urban Practices Co-creation of the Living Environment

Inviting co-creators

Let's join hands for inclusive,
participatory, humane, integral cities



Concluding remarks in
presence of Hon'ble **Shri Rajendra Jagtap**

Date - 7th Dec. 2019 | Time- 4 to 6pm

**Venue - BVIEER, Bharati Vidyapeeth Campus,
Pune - Satara Road, Pune 411 043**

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(9 am to 6 pm, preferably)