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Consultation Report
Workshop World Café, Białystok 23/10/2025

Photo from the workshop, Source: FCIS Foundation resources

I.   Description of the consultation process

The workshop was conducted using a civic participation technique called World Café, based on the premise that people possess enough wisdom and creativity to overcome even the most difficult challenges. All that's needed is to create the right context and achieve a sufficient state of focus to access these resources and utilize them in the most important matters.

The workshop aimed to exchange information and ideas and identify the needs and expectations of all stakeholders – individuals representing the Strategic Partners (but not to find specific solutions).

Participants represented organizations such as local governments, cultural and arts institutions, nature conservation institutions, schools, universities, companies, NGOs, digital creators and educators from 14 countries – most of them members of the international Innovation Circle Network, of which the event organizer, the FCIS Foundation, is a member.

A café-like atmosphere was created. Participants were seated at six tables. The meeting format involved a simultaneous discussion of multiple aspects of the FCIS Development Strategy to 2030 (assigned to separate tables) by participants divided into groups.

At the tables, 11 different strategic projects planned for implementation by 2030 were exchanged. Participants had the opportunity to discuss all of them.

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Each person had the opportunity to actively participate in the discussion and provide their comments. Comments were recorded on separate cards.

Finally, two votes were taken using the mentimeter.com app: the first was to indicate which project the participants were most interested in and which they wanted to contribute to. The second vote was to evaluate participants and gather their opinions on their subjective impressions of the meeting and the format of the discussion.

Photographs from the workshop, Source: FCIS Foundation resources

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Photographs from the workshop, Source: FCIS Foundation resources

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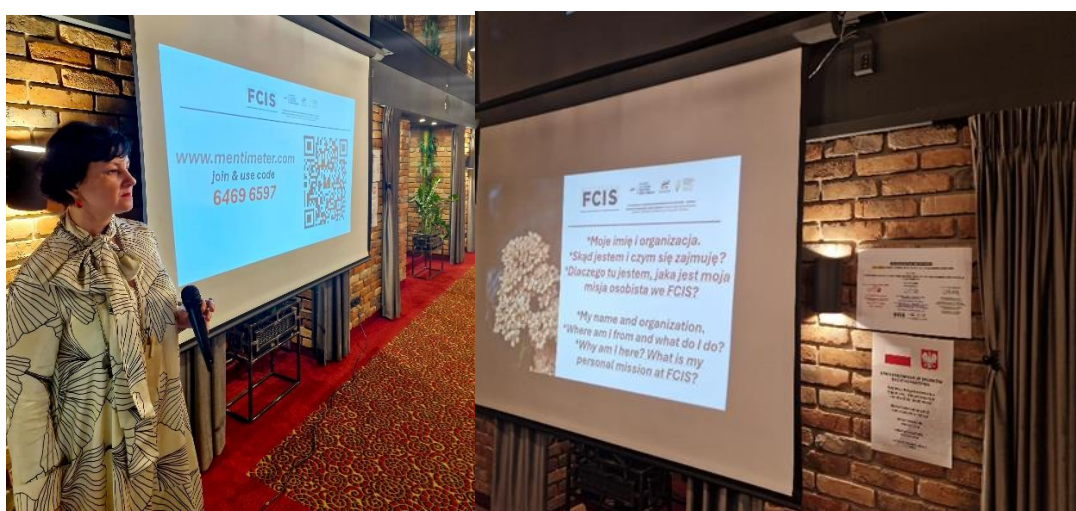Photographs from the workshop, Source: FCIS Foundation resources

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Photographs from the workshop, Source: FCIS Foundation resources

II.   Consultation topic – discussion questions

The consultation focused on the draft Development Strategy of the Foundation Center for Social Initiatives (FCIS) until 2030 for the development of social innovation in Poland.

The discussion focused on the strategy's elements: mission, vision, and goals, expressed in 11 strategic projects.

Participants were asked the following questions:

1. Why are we implementing this?
2. What are we most interested in?
3. What results do we want to achieve?
4. How will we measure them?
5. What is the best thing about this project?
6. What is the weakest thing about this project?
7. Opportunities vs. threats?
8. How does the project align with the Mission, Vision, and Goals?
9. How will we implement it?

3 aspects: STOP, START, MODIFY

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III. Comments, opinions obtained during the discussion – for individual 11 strategic projects

Project No. 1. THERAPEUTIC GARDENS NETWORK
General comments:
- comments on the project's objective: Green space, Meditation, Relaxation, Ecotherapy, Environmental education, Promotion of healthy living in harmony with nature, Innovative international workshops, Sensory workshops, Choosing a specific organizational model that suits all organization members? Sensitivity to the socio-economic situation in each member country; idea for the SLOW LIVING program; What about nature conservation? - Dependence on weather conditions; Lifelong learning; Involving entrepreneurs in the project; ambitious plan - numerous partners needed.
STOP:
• Where does the property/land for the project come from? Requirement: 2 hectares. (What is the concept for acquiring the area? Are the areas fenced?)
• What about the animals on the site (wild animals)? • No excluded people,
• Weather changes,
• Force majeure,
• Insufficient financial resources,
• Lack of promotion,
• Who will be responsible for maintaining the results after the project's completion?
• Environmental changes cannot be altered or interfered with,
• Doubts about the artistic quality of the project.
START:
• Location is a plus,
• Resources,
• Partners,
• Participants - target groups,
• Demand,
• Accessibility,
• Coordinating team,
• Specialists in specific fields,
• Effective promotion,
• Outdoor art gallery,
• GREEN CLASSES (classes held in public parks).
MODIFICATIONS:
• Incorporating universities, e.g., agricultural, forestry, or art schools, into the project
• Adding events related to folk music in existing locations.

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PROJECT No. 2. FAMILY GARDEN FOR ECOTHERAPY AND SENSORY INTEGRATION
STOP:
• Who will donate the land, which should be large spaces?
START:
• Location is a plus,
• Resources,
• Partners,
• Participants - target groups,
• Demand,
• Accessibility,
• Coordinating team,
MODIFY:
• Creation of a multigenerational center. Children, youth, and the elderly (OZN) work together on a cherry tomato plantation.

PROJECT No. 3. OPEN EARTH ART GALLERY
STOP:
- no comments
START:
• Accessibility
• Our goal is to create a venue that will become a showcase for amateur art—accessible to all residents and visitors to the city.
• We want it to be an open, inspiring space where local artists can showcase their work outside of traditional galleries.
• The project responds to the need to support local artists and integrate the community through art.
• It will also increase the attractiveness of the city, emphasizing its modern and creative character.
• This is not only an investment in culture, but also in the image and social development of the region.
• Our goal is to create a venue that will become a showcase for amateur art—accessible to all residents and visitors to the city. We want it to be an open, inspiring space where local artists can showcase their work outside of traditional galleries. Creating a safe and sustainable place for the exhibition of art in public spaces,
• using weather-resistant materials,
• organizing periodic exhibitions and artistic events,
• involving the local community in the process of creating and managing the space,
• transforming post-industrial areas or urban wastelands into a modern cultural zone.
Benefits for the city and its residents:
• social and cultural activation,
• integration of creative communities,
• revitalization of neglected areas,
•promoting the city as a place open to art and innovation,
• developing cultural tourism.

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MODIFY:
• How should the concept of an open art gallery in public space be understood?
• How are its function, scope of activities, and the relationship between art and the daily lives of city residents defined?
• How will the planned structural and material solutions ensure the stability and durability of the outdoor gallery?
• What technical and organizational measures will be implemented to ensure the safety and long-term resistance of the exhibition to weather conditions?
• What development directions and possible stages of expansion of the open gallery are anticipated in the future?
• Does the project involve gradual expansion of the space, the inclusion of new artists, and integration with educational and social activities?
• How will the materials and technologies used in creating the exhibition be adapted to changing weather conditions?
• Are sustainable solutions being considered, such as the use of natural or recycled materials?
• What challenges might arise in securing a suitable location for the project?
• How is the planned reconciliation of exhibition needs with applicable urban planning regulations and the expectations of the local community? • To what extent might the construction of an open art gallery interfere with the existing natural environment?
• What measures will be taken to limit the negative impact of the project on nature while preserving its aesthetic and ecological value?
• One of the key questions that arises in the context of creating an open art gallery is who will take over the care of the space after the project is completed. It's worth considering various management models already during the planning stage – for example, transferring responsibility to a cultural institution or creating a local partnership that would combine the strengths of the city, non-governmental organizations, and residents themselves. This would ensure that the space is not only maintained but also continuously developed.
• Another important aspect is maintaining the artistic quality of the projects. We would like this space to remain inspiring, programmatically coherent, and open to various forms of creativity. A good solution would be to establish a program council or artistic commission to oversee the level and direction of activities – the gallery would be a democratically open space – accessible not only for viewing but also for co-creation.
• the idea of a "wall of projects" - a place where creators could submit their ideas, and their implementation would be decided by a multi-disciplinary jury: artists, architects, local government representatives and residents. This way, everyone could have a real impact on the shape and future of this place.

PROJECT No. 4. CENTER FOR THE DEVELOPMENT OF CREATIVE CHILDREN AND YOUTH
STOP:
• Conduct a survey to assess student needs, which will allow for adapting work methods to the students' real expectations and challenges.

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• Teaching staff should have opportunities to develop in cross-sectoral areas, including education, mental health, social services, as well as collaboration with psychologists, therapists, and family support specialists. This approach will allow for the creation of a school that responds to student problems holistically, not just through teaching.

• Consider whether the project has a realistic chance of functioning in the long term, and if not, consider modifying or limiting its scope. Educational projects that expire with the end of funding lose a significant portion of their impact potential and do not produce lasting results.

START:

• Implementing the presented idea is undoubtedly ambitious and innovative, but a key condition for its success is ensuring sustainability and the ability to continue activities after the project funding ends.

MODIFY:

• Can the project include students and academic staff, individuals who will soon be contributing to the educational community? Including this community could broaden the project's scope, enhance its scientific and practical value, and contribute to building bridges between secondary and higher education.

• Developing a program for gifted students and children with special educational needs should also be a key element of the strategy. This requires increasing the number of individual and interest-focused classes, as well as creating a space adapted to the needs of modern teaching models—open, flexible, and conducive to project and interdisciplinary work.

• Introducing a four-day week model for theoretical learning, with the fifth day dedicated to practical classes, projects, educational trips, and field trips. This solution fosters the development of key competencies—collaboration, communication, creativity, and critical thinking. • In the process of creating and implementing change, it's worth drawing inspiration from examples of good practice—both from projects implemented abroad and local educational initiatives, which demonstrate that a modern school can be a space for collaboration, development, and mutual understanding.

• There is a lack of a coherent system of training and professional development for educational staff that would encompass the development of pedagogical, social, and psychological competencies. Therefore, this project could serve as an impetus for the creation of such a system, encompassing regular workshops, mentoring, and the exchange of good practices.

• A key question remains: how will we ensure continuity of activities after the project's completion?

• Will institutional support be established—e.g., a training center, a network of cooperation between schools and universities, or perhaps a grant system for the further implementation of the solutions developed?

•Only the development of a sustainability model will allow the project's idea to truly translate into long-term change in education.

• Who will be financially responsible for the implementation and maintenance of the project? It is important to clearly define which institution or organizational unit will assume responsibility for managing the project budget, including overseeing expenses, settling accounts with financing institutions, and monitoring the use of funds according to the project plan.

• It is important to indicate whether this role will be performed by the school governing body, a local government unit, a partner university, or a specially established project consortium.

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• At the same time, it is crucial to define the principles for continued funding after the project ends – whether funds will be secured in the unit's budget, or whether further external funding is planned (e.g., national grants, European funds, ministerial programs, or public-private partnerships).
• Clearly assigning financial responsibility will increase the project's transparency and help avoid challenges with its sustainability and continued operation.

PROJECT No. 5. CHILDREN AND YOUTH REHABILITATION PROGRAM TITLED GREEN CLASSROOM - "FOREST WORLD" REHABILITATION AND THERAPY ROOM
STOP:
• Where will funding come from after the project is completed?
• Identify the groups and all the issues that affect their individual needs.
START:
• The right direction - this will work.
• Location - a good idea.
• Specialists - key.
• Target group - there is a need in this group.
• Funds needed from various sources: donations, 1.5% tax, subsidies.
MODIFY:
• Summer camps dedicated to specific groups.
• Therapy through contact with nature.
• The involvement of therapists and experts with appropriate experience is crucial!
• It's worth investing in a room (...).
• How will children be recruited for the project to prevent stigmatization in the school environment?
• What are the criteria for qualifying children for the project?
• What is the presence of "Forest World" schools in the educational structure (internal/external to the school where the child attends)?
• Staff qualifications - staff employment?
• Support from an assistant in returning to daily life.
• Possibility of contact with a psychotherapist during the project cycle.
• Demand for psychiatric experts.
• The group in question is large.
• Check whether we have the capacity, resources, and financial means to manage the groups.
• Sometimes it's better to focus more on one target group.
• "Special needs" is a broad term with interwoven special overnight care, for example, for people struggling with both depression and addiction.

Project No. 6. CENTER FOR YOUNG LEADERS AND THE DEVELOPMENT OF CREATIVE SKILLS OF YOUNG PEOPLE
STOP:
• It is proposed to establish a youth council, providing a forum for dialogue, collaboration, and self-development for students. The goal of this body would be to create a safe space where young people

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could support each other, discuss the challenges they face, and seek constructive solutions to problems affecting their school and local communities.

START:
• A locally needed initiative
• The initiative not only supports the development of competencies but also fosters conscious planning for the future and responsibility for one's own career path.

MODIFY:
• It is worth considering whether it would be more beneficial to extend the program to school-age children, or whether it would be better to focus efforts on young people who have greater independence, developed communication skills, and the ability to make responsible decisions.
• It is worth considering whether it would be more effective and economical to use existing infrastructure, such as schools, libraries, community centers, or youth centers, or whether it would be more appropriate to create entirely new, dedicated spaces.
• Gaining the trust and commitment of parents, who often choose traditional forms of extracurricular activities for their children, such as dance, music, or sports lessons, remains a significant challenge. To convince them to participate in the initiative, it is necessary to present clear developmental, educational, and social benefits of participating in the program.
• Recognizing children's talents in the areas of entrepreneurship and creativity is also an important task.
• Ensuring adequate training of educational staff who will lead classes related to entrepreneurship, creativity, and social skills.
• Defining the target professional development path for program participants.

Project No. 7. LOCAL CENTER FOR COMBATTING LONELINESS AMONG THE ELDERLY
STOP:
- no comments
START:
• The project addresses important social needs. Many older people experience loneliness and a lack of opportunities to talk and share experiences. Young people, on the other hand, often feel unheard and seek a space where they can express their opinions, develop empathy, and acquire practical social skills. This initiative can therefore play an important role in strengthening intergenerational dialogue and social integration, while engaging inactive seniors and activating young people in volunteering.
• The project will not only enable the creation of new relationships and mutual support between generations, but will also strengthen the local community by promoting solidarity, empathy, and civic engagement.
• A key element of the initiative would be the implementation of the "time bank" and "skills bank" concepts, based on reciprocity and mutual learning.
• Creating a safe and friendly intergenerational space dedicated to both youth and seniors. Such a place could be, for example, a community café, which would serve as a hub for meetings, exchange of experiences, and team-building activities.
• Seniors could share their knowledge, life experiences, craft skills, and passions, while young people could offer technological support, assistance in navigating digital services, and support in everyday activities. Examples of such activities include assistance with shopping, minor household chores like

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changing a light bulb, or assistance with paperwork. This type of collaboration would build bonds, trust, and a sense of empowerment on both sides.

MODIFY:

• To ensure the effective implementation of the project, it will be necessary to identify leaders from both social groups who will moderate activities and support the organization of meetings and initiatives. An information campaign in schools will also be important, which will recruit youth volunteers and raise awareness among young people about the value of intergenerational cooperation. Additionally, reaching seniors in need of support can be achieved through collaboration with Social Welfare Homes and other institutions serving older adults.

• When planning intergenerational projects, it is essential to maintain a balance between the involvement of both social groups. Activities should not be limited solely to seniors, as effective initiatives require the active participation of youth and other groups of participants. Focusing solely on one group can limit the program's effectiveness, reduce its social impact, and limit the opportunity for exchange of experiences and skills between generations.

• Currently, one of the significant challenges is the shortage of volunteers who could support the project. The lack of dedicated individuals hinders the organization of activities, conducts meetings and initiatives, and limits the scope of possible intergenerational interactions. Therefore, effective strategies for recruiting volunteers are necessary, including information campaigns in schools, cooperation with universities, non-governmental organizations and local institutions.

• Another challenge is insufficient legal interpretations regarding the operation of intergenerational projects. The lack of clear regulations regarding responsibility for participants, volunteering principles, personal data protection, and the safety of both seniors and young people can pose legal risks. Therefore, before commencing a project, it is essential to develop appropriate procedures, consult with legal experts, and consider all formal requirements to ensure compliance with applicable regulations.

• Only a comprehensive approach that combines the involvement of both social groups, effective recruitment of volunteers, and compliance with legal regulations will allow for the safe, effective, and sustainable implementation of the project.

• When planning activities aimed at supporting seniors, a crucial question remains: who should project participants be paired with to achieve maximum social and emotional impact? It is crucial that seniors do not feel lonely or forgotten, while simultaneously engaging in an active and meaningful way.

• One solution is to connect seniors with each other, which allows for the formation of peer bonds, sharing life experiences, spending time together, and developing interests and passions. This approach fosters a sense of belonging and minimizes social isolation. Alternatively, or in parallel, seniors can be connected with younger generations – children and youth. This allows for the exchange of experiences, the transfer of knowledge and skills, and mutual support in everyday activities. This approach not only counteracts loneliness among seniors but also develops empathy, social skills, and social awareness in younger participants. Combining both strategies within a single program seems to be the optimal solution – seniors would meet both in peer groups and in intergenerational activities, allowing for comprehensive social, emotional, and educational development.

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Project No. 8. TEENAGE MENTAL HEALTH
STOP:
- no comments
START:
- no comments
MODIFY:
• The project recommends arranging a variety of activities that support the physical and mental health of participants, both young and old. Suggestions include physical and sporting activities such as yoga and Nordic walking, as well as activities involving contact with nature and animals. Such activities improve physical fitness, reduce stress, foster social integration, and develop environmental awareness.
• At the same time, it's important to engage young people in mutual support, both socially and practically. Joint activities foster bonding, develop empathy, and develop social and interpersonal skills.
• The project should also include activities aimed at normalizing mental health issues. In practice, this means conducting educational campaigns, providing informational materials, and creating a helpline that allows for quick contact with appropriate specialists – psychologists, therapists, or counselors. If necessary, participants could be referred to professional help, ensuring psychological safety and support in difficult situations.
• This approach combines physical, social, and emotional activation, creating a comprehensive support system for both groups of participants and strengthening a sense of security, independence, and belonging in the community.
• When planning project activities, it is important to focus on working in small groups or on individuals. This approach allows for individualized support, better tailoring work methods to participants' needs, and more effective responses to specific challenges.
• At the same time, it is important not to attempt to solve all problems at once, but to systematically identify priorities and implement changes gradually. This allows for sustainable results without overburdening participants or project staff.
• In the context of health education, it is advisable to revise the scope of the government program to ensure that activities are realistic, effective, and tailored to the abilities of participants. This includes adapting both the content and teaching methods, including the introduction of practical, interactive, and actively engaging elements.
• This approach allows for sustainable and effective implementation of changes, minimizes the risk of overloading participants, and increases the chance of achieving tangible program results.
• Parental involvement, whenever possible and practical, is a crucial element in project implementation. Their participation can contribute to better support for young people in the educational process, strengthen the effects of preventive measures, and increase family awareness of the physical and mental health of children and adolescents.
• Another important aspect of the program is the introduction of mind-relaxing activities that promote stress reduction, develop creativity, concentration, and coping skills. Such activities may include meditation, relaxation techniques, mindfulness exercises, therapeutic art, or other forms of activity that promote mental health.

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• Additionally, the project should include an assessment of the public's level of knowledge about adolescent health, encompassing both parents and adolescents. This will allow for the identification of areas requiring intervention, the adaptation of educational activities to real needs, and the more effective planning of information campaigns and prevention programs.

• This approach enables comprehensive support for the physical and mental health of adolescents, while simultaneously engaging families and the local community in the education and prevention process.

Project No. 9. TRIPS PROGRAM FOR THE DEVELOPMENT OF YOUNG PEOPLE WITH DISABILITIES

STOP:
- no comments
START:
- no comments
MODIFY:

• To effectively implement the project, it is essential to create a comprehensive educational campaign aimed at increasing public awareness and engaging institutions and local communities. The campaign should include both informational activities aimed at cooperating centers and broad public education about the needs of people with disabilities and opportunities for joint action.

• The next important step is to create a database of centers interested in collaborating within the project. Such a database would allow for the coordination of activities, the exchange of experiences, and a more rapid response to the needs of participants.

• A key preparatory element is also environmental research, which identifies the real needs of the centers and the expectations of people with disabilities. This analysis should include, among other things, infrastructure, the availability of specialized activities, staff competencies, and the organizational and social barriers faced by participants. The research results will enable the adaptation of project activities to specific needs, ensuring their effectiveness, relevance, and greater participant satisfaction. This approach allows for the planning of a coherent and effective support system that takes into account both the capabilities of the centers and the individual needs of people with disabilities, while also increasing the educational and integration effectiveness of the project.

• When planning an educational and integration trip, an important question is defining its main goal. It should be clearly stated whether the priority is primarily the social integration of participants, enabling the building of bonds, cooperation, and a sense of belonging to a group, or whether the primary goal is educational, developmental, and professional opportunities that participants can utilize in the future.

• If the goal is social integration, the program should include group activities, games, and workshops that develop interpersonal skills, activities that strengthen cooperation, and a space for the exchange of experiences between participants.

• If, however, the main goal is educational and professional aspects, the trip should focus on practical workshops, skills training, meetings with experts and mentors, as well as opportunities to gain experience that will be useful in the participants' future careers.

• It's also worth considering combining both dimensions – integration and education – so that participants simultaneously develop social skills and gain knowledge and experience useful in education and

professional work. A clear definition of the main goal allows for better program planning, the selection of appropriate methods and tools, and precise measurement of the trip's outcomes.

• During project implementation, it's worth considering engaging participants in their own fundraising efforts, which will allow them to develop entrepreneurial skills, organizational skills, and financial awareness. Participating in the fundraising process can also motivate greater involvement in the project and strengthen their sense of responsibility for its success.

•Another issue is the issue of international travel. Consider whether implementing some activities abroad is feasible and compliant with project regulations. Such a trip can provide a valuable educational and cultural experience and open up new professional and social perspectives for participants.

•At the same time, it requires a thorough logistical, financial, and legal analysis. When planning activities, it's also crucial to conduct research among similar groups to identify the actual needs of participants and analyze activities that have proven effective in other projects. This will allow the project to be tailored to the expectations of participants, increase its attractiveness, and enhance the effectiveness of the initiatives implemented.

PROJECT NO. 10. NATIONAL PROGRAM: CAMPULS FOR LEADERS IN INFORMATION MANAGEMENT AND DIGITAL PUBLICATIONS

STOP:
• Insufficient budget for expert engagement
START:
• Appropriate mission for FCIS
• Knowledge dissemination workshop
• Selection of specialists (FACT-CHECKERS)
• Social campaign
MODIFY:
• Creation of an application (IT-APP)
• Highly qualified experts should be attracted/hired
• Workshops, case studies - mentors, specialists: journalists, engineers, philosophy specialists, ethical scientists
• Investigate what local resources can be used
• "Fake News Challenge" - identifying and investigating fake news; • Computer hardware IS ESSENTIAL,
• Server room - large projects,
• Module: Training for public administration employees,
• Topic: How can the amount of information be reduced?
• Building a program with the goal (we believe) of bringing people closer together. "Implementing communication, etc."
• Focusing on local resources,
• Be more flexible in humanities collaboration, not just economic ones,
• Challenges related to AI + cybersecurity.

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PROJECT No. 11. INTERNATIONAL LEADERSHIP PROGRAM - ACADEMY OF YOUNG WOMEN LEADERS
STOP:
• Who is the target group? - should be more specific, otherwise it's too general.
• Young men also need support.
START:
• Create a network of mentors,
• Work with career coaches, psychologists, and other specialists,
• International exchanges with young women leaders,
• Motivation,
• Stepping outside the comfort zone.
MODIFY:
• What are these marginalized communities specifically - which areas? Health, e.g., healthcare services, etc.?
• Collaboration between women and young women leaders to integrate them into the labor market.

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