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Learning cycle 2 is a GO!

PEOPLE aims to bridge the gap between education and industry by implementing People-centred Learning Cycles

Laying the way for future creations

PEOPLE's first Co-Creation Camp

—

PEOPLE Partner
Jan Urban

Senior Researcher at Charles University Environment Center, Prague
»Humankind will be essentially forced into more sustainable lifestyles by external conditions.«

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Interview:
Sarah Pink

»The role of anthropology in designing the future should be interventional.«

PEOPLE brings together interdisciplinary groups of students, faculty educators and industry professionals to solve real-life business challenges in the field of sustainable living and energy. PEOPLE helps industry professionals to integrate social science expertise in their practice, allows social science students to develop additional practical competences towards employability and enables faculty educators to develop better-engaged social science learning in Higher Education.

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PREFACE

This fourth edition of PEOPLE's newsletter is dedicated to the theme of this year's Why the World Needs Anthropologists (WWNA) symposium: Designing the Future. A perfect theme for PEOPLE and its participants because, as our PEOPLE students, teachers and industry professionals collaborate towards a more people-centred perspective on sustainable living and energy, they are as such designing a new future. For themselves by developing new knowledge and skills, and for their fields by creating better-engaged social science learning in higher education and applying social science expertise to real life business challenges. In the following pages you can find out more on how our PEOPLE participants have worked towards that new future during our first Learning Cycle in a piece on our Co-Creation Camp, held in Amsterdam (NL) this July. We also share with you what our PEOPLE participants will be working on in the second Learning Cycle as we present their new PEOPLE cases. Additionally, we highlight three people-centred stories; Sarah Pink's, one of the speakers at WWNA, Jure Vetršek's, a 'people-centred humanistic engineer', and Jan Urban's, one of PEOPLE's academic partners. Finally, Dan Podjed and Meta Gorup share with you 'a bit of history and a glimpse into the bright future of WWNA'.

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SARAH PINK:
»The role of anthropology in designing the future should be interventional«

Sarah Pink is a Distinguished Professor at RMIT University, Australia. Her research focuses on emerging technologies, automated futures and design for wellbeing. Originally trained as an anthropologist, her research is interdisciplinary and international. Selected recent books include: Uncertainty and Possibility (2018), Anthropologies and Futures (2017), Theoretical Scholarship and Applied Practice (2017), Making Homes (2017), and Digital Materialities (2017). Sarah is one of the speakers at the 2018 edition of Why the World Needs Anthropologists symposium in Lisbon, Portugal.

Which has been the most exciting project you have been working on? Why?

"Actually I am excited about all the projects I work on, although I often tend to think in terms of the bigger landscape of the relationships between projects than of each one as a discrete thing. I see something special in each project, usually due to the unique opportunity it offers us to do completely original work. My work always involves tailoring new methodologies that are just right for the questions we are approaching and developing new theory in dialogue with our research. In this sense each new project builds on all the others. I think my own most exciting project is this sense in the accumulation and progression of the different projects in such a way that they together offer a greater vision of what is happening in society, as well as of the ways that anthropologists might intervene to improve this."

What has been your experience in doing research on autonomous vehicles? How do you use or apply anthropology in this project?

"My research about autonomous vehicles has developed as part of my collaboration with the School of Information Technology at Halmstad University (where I am International Guest Professor) and in the Digital User Experience group at Volvo Cars in Sweden. This has been a fantastic collaboration between academia and industry, in which we work closely and have developed funding applications, research and publications together in partnership with our colleagues from Volvo Cars. In this project we have developed a design anthropology approach, which has brought together anthropology and design in a number of ways: using visual and sensory anthropology methods with a future-focused approach to understanding autonomous driving futures; collaborating to undertake ethnographic research with Wizard of Oz car testing; online ethnographic research; and using ethnographic and design research methods with drivers of cars with autonomous features. It is also important to mention that this research is not undertaken in the classic anthropological mode of the lone researcher – but with a fantastic team of senior researchers, postdocs and PhD students, whose members have specialised in different areas."

»Anthropology needs itself to be conceptualised as unfinished, and needs to be open – to other disciplines and practices.«

How would you argue for the value and relevance of anthropology (or social sciences in general) to an engineer or a policy-maker? Which skills do anthropologists have that are particularly valuable?

"Anthropologists have the ability to look under the surface of what an engineer or policy-maker might see as a difficult and enduring 'challenge' or even 'barrier' and to explain why what might be 'wicked problems' for them can be viewed differently. A good example of this can be seen in the autonomous vehicle field. While engineers and policy makers often imagine that if only 'publics' will trust and accept autonomous driving vehicles then the societal benefits that have been associated with them – like improved road safety, more leisure time, and environmental sustainability - will be available to us. But of course anthropologists know very well that in fact both questions of 'trust' and 'acceptance' are much more complex than that, and moreover that people do not just do what they are expected to by technology designers. I believe that anthropologists have an important role in creating meeting points between technology design and what will really make society and individual lives better, as well as ensuring that this plays out in ways that are ethical and responsible."

»Anthropologists have an important role in creating meeting points between technology design and what will really make society and individual lives better, as well as ensuring that this plays out in ways that are ethical and responsible.«

UNCERTAINTY AND POSSIBILITY: New Approaches to Future Making in Design Anthropology (2018).

Sarah Pink, Yoko Akama, Shanti Sumartojo, ed. London, Oxford, New York, New Delhi, Sydney: Bloomsbury.

What has been your experience in working in interdisciplinary research and development teams? How can anthropologists and other social scientists prepare for such work and do you think this is something that should be systematically taught to students of anthropology, for instance?

"Yes this is definitely something that should be taught to all anthropology students – whether or not they decide ultimately to follow a career path that involves them in interdisciplinary work. I have found working in interdisciplinary teams to be one of the most enriching experiences of my career. I have collaborated with designers, engineers, safety specialists, non-fiction writers, photographers, artists and filmmakers. I have learnt how people in other disciplines think, and to suspend my anthropological thinking in order to reflect on how and why their ideas work, and how even though they might not be completely coherent with my own, these different sets of ideas can be complementary in creating practical outcomes."

How do you think we could better prepare students in anthropology, psychology, sociology etc. for entering the job market? How relevant is teaching ethnography and other anthropological approaches to non-anthropology students?

"I think there is a need to create interdisciplinary PhD programmes that bring together students of anthropology with PhDs in other disciplines in shared fields of interest. This does not mean turning anthropologists into engineers or vice versa, but rather creating new sensitivities between these disciplines, and how PhDs can be born out of interdisciplinary collaborations. In relation to career routes, I believe that the connections between industry researchers and the in depth research, critical and analytical work and methodological and theoretical development that we do in universities is important, because this enables it to bring deep insights to the work we do with our industry partners. A PhD in anthropology should be able to prepare someone for either career route and I would also love to see more movement between industry and academia, which would give researchers from industry the chance to focus for periods on their theoretical, and more 'pure' research ambitions, while academic staff in universities could spend time seeing their work have real practical applications within an organisation. We could see academic and industry based researchers accompanying each other as colleagues throughout their careers, as a cohort of collaborators."

Finally, how will anthropologists help designing the future? And what does in your opinion the future hold for anthropology as a research field?

"I guess that depends on what we mean by future – we have thought about that a lot in our work with the Future Anthropologies Network. I think that anthropologists have a great opportunity in that we have the conceptual tools needed to offer a non-predictive vision of what futures are and can be. We are already equipped to engage with uncertainty and accustomed to understanding and researching within the contingent circumstances that surround our pasts, presents and futures. Our role in designing the future should be interventional, but not in the sense that we would imagine that we could intervene to design futures that will subsequently play out. Rather, I mean that we should seek to intervene in the ways that designers, engineers, policy makers and others understand the future.

»**Anthropologists have the ability to look under the surface of what an engineer or policy-maker might see as a difficult and ensuring 'challenge'.**«

We should seek to put concepts like uncertainty, possibility and the open and unfinished nature of things and processes at the centre of processes of product and service design and to bring to the fore new understandings of how such new outcomes could be responsibly and ethically delivered. I think that the future for anthropology as a research field is likewise uncertain; anthropology needs itself to be conceptualised as unfinished, and needs to be open – to other disciplines and practices. While I remain critical of the institutional and other hierarchies of the discipline, many of which have recently been exposed and debated this very year, I am optimistic because the energy of newer (than me) anthropologists is exciting, I see movements towards a new active, experimental, interventional and interdisciplinary anthropology, and I believe this creates a very bright possible future for the discipline and those fields that connect with it."

ANTHROPOLOGIES AND FUTURES: Researching Emerging and Uncertain Worlds (2017).

Juan Francisco Salazar, Sarah Pink, Andrew Irving, Johannes Sjöberg, ed. London, Oxford, New York, New Delhi, Sydney: Bloomsbury.

LAYING THE WAY FOR FUTURE CREATIONS:
## PEOPLE's first Co-Creation Camp

PEOPLE aims to bridge the gap between education and industry by implementing People-Centred Learning Cycles in which interdisciplinary teams of students, faculty educators and industry professionals work together to solve real-life business cases. These Learning Cycles are closed by what we call a 'PEOPLE Co-Creation Camp': an international exchange in which all PEOPLE participants get together to share experiences and learn from each other by way of co-creation. This year's PEOPLE Co-Creation Camp was held in Amsterdam, the Netherlands and took place on 4 and 5 July. Fourteen students, six industry professionals and twelve faculty educators from the United Kingdom, Slovenia, Czech Republic and the Netherlands gathered in and around the VU University Campus to present methods, share results, gain insights and learn from expert design anthropologist and psychologist Anna Kirah. Additionally, they met up and engaged in dialogue with thirty sustainability experts working for Dutch organizations such as Friesland Campina, Triodos Bank, MVI-Energy and the Dutch Green Building Council. The two-day programme was packed with presentations, keynotes, world café rounds and dialogue sessions and resulted in an overwhelming amount of energy, inspiration, learnings and reflections.

»Co-creation with industry is not about just sharing your insight at a certain time. We do not do hand-overs, we work together with industry to make something out of our insights.« ~ **Anna Kirah**

The first day of the Co-Creation Camp started with an inspiring talk by Anna Kirah who explored the immense potential of people-centred approaches and shared her own path, as shaped by this unique methodology. Following Anna's talk, each of the interdisciplinary teams presented their methods and findings (as used and gathered in their Learning Cycle) followed by a discussion of their learnings in a Q&A session with the audience. Anna Kirah responded to the common threads that ran through all presentations, addressing the key challenges and insights that came out of their engagement with people-centred methodology.

In the afternoon Gerriette Mollink (industry professional from Alliander) guided all participants in several World Café rounds. This enabled the mingling of participants and the exchange of insights between countries. Where in the morning the focus lied on the content of the research conducted, in the afternoon the collaboration between academia and industry was key.

»We created this workshop framework because it helps creating the conditions to move from traditional transactional collaborations towards co-creation that is based on mutual gains. Due to the combination of sharing both perspectives and knowledge, this framework supports a level playing field co-creation process. It rests on two principles: 1) every human being inhabits different perspectives and 2) in groups, everyone has different knowledge, but there is no equal access to knowledge. These two principles are put into practice by setting up several rounds. The larger group is divided into subgroups with a sophisticated composition based on different perspectives that are present in the group. Every round these subgroups are mixed to form subsequent homogenous and heterogeneous groups. This creates a creative tension that is manageable because participants go in and out of their comfort zones as they join homogeneous and heterogeneous groups, respectively.« ~ Gerriette Mollink
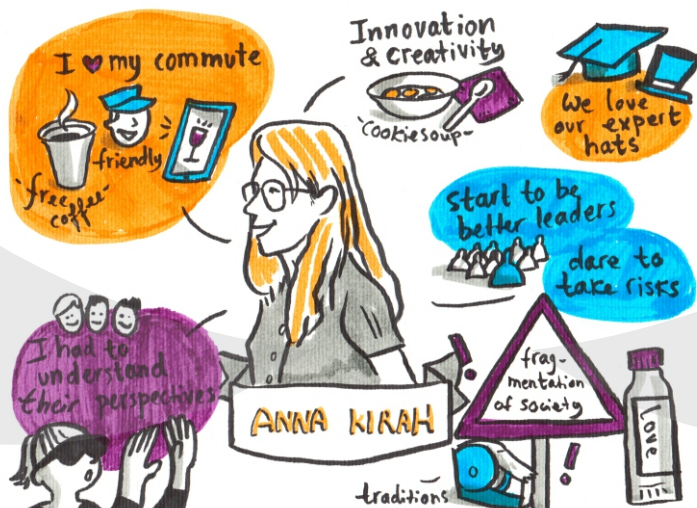
July 5th started with an Open Space session at VU University that allowed participants to engage with topics freely chosen. This provided for work on insights, learnings and reflections gathered throughout the previous day and resulted in small and big groups of diverse composition interacting and co-creating. Just before lunch all participants proceeded to CIRCL, a meeting space right in the middle of Amsterdam's business district that revolves around the idea of circular economy and aims to bring people together to co-creatively work on a more sustainable society. After a guided tour of the building, the PEOPLE participants mingled with thirty sustainability experts from outside the PEOPLE project and listened to keynotes by Anna Kirah and Dan Podjed on the added value of social science for industry. Following these talks, over sixty students, faculty educators, industry professionals and sustainability experts were divided into eight dialogue groups. These groups, moderated by professional dialogue facilitators, shared experiences and perspectives on the added value of people-centred approaches in sustainable living and energy.

»To allow for a maximum number of different perspectives per dialogue group we arranged the groups beforehand and made sure that each group contained two PEOPLE students, two or three PEOPLE educators or professionals and three or four sustainability experts. The process of sharing experiences and perspectives happened over two hours. The core question for all dialogue groups was 'How do we design and implement people centred solutions for sustainable living?'. This question was tended to in six different rounds; from opening, to getting acquainted, to sharing experiences, to sharing visions, to sharing action points and finally to rounding up.« ~ **Marrije Prins**

After these dialogue sessions, the second day of this first PEOPLE Co-Creation Camp ended in a plenary reflection on the added value of social sciences for industry based on the insights gathered during the dialogue and the knowledge and experiences of experts Anna Kirah and Dan Podjed. Over drinks and snacks the PEOPLE participants then mingled further with each other and the Dutch sustainability experts, forging new relations for future collaborations.

»The whole experience was very valuable for me on many levels, and especially […] the dialogue session because it was different from the past activities (new people in new environment that represented the sustainable resources, people centred business approach we were trying to achieve). This discussion gave extra value to the end of [the] project and summarized everything that we were doing during it, but it also, in the way I see it, laid the foundations for the future creations.« ~ **PEOPLE student in the survey about the Co-Creation Camp**

Co-Creation Camp event live illustrations
by **Renée van den Kerkhof** http://www.neetje.nl/

Learning cycle 2 is a GO!

PEOPLE aims to bridge the gap between education and industry by implementing People-centred Learning Cycles. These Learning Cycles bring together interdisciplinary groups of students, faculty educators and industry professionals to solve real-life business challenges. In each of the four PEOPLE countries two consecutive Learning Cycles are 1) developed via the co-creation of a national case study and 2) implemented within the existing curriculum of the participating higher education institute. The second Learning Cycle is about to commence, enabling our interdisciplinary teams to start their research process. What is the focus of the Second Learning Cycle in our four countries?

United Kingdom

"In the second Learning Cycle, Durham University will collaborate with the Low Carbon Economy Team of Durham County Council, which identifies, develops and implements innovative projects to reduce carbon emissions and develop low carbon economic growth opportunities for the county. The Council is considering the feasibility of installing solar car ports across a park and ride scheme close to Durham University. The electricity generated from the car ports could be sold to the university and provide for charging points for electric vehicles. However, the Council also has a primary responsibility to ensure best use of public money, which means that projects can only be delivered if they stack up financially, or if the social good out-weighs the financial cost. Students are invited to consider an initial series of questions relating to the feasibility of the scheme, bearing in mind that as research progresses new issues are uncovered, and different questions come into focus." ~ Maria Salaru, Durham University

Slovenia

"In the 2nd learning cycle, our Slovenian team of students and university and industry mentors will continue working on Metronik's energy information system (EIS) for energy management. MePIS Energy is customised and designed for managing energy use in buildings and is implemented at the University of Ljubljana as a part of its energy strategy. The key focus of the case study is to analyse different technological and also non-technological approaches and interventions to influence the energy-related behaviour of building occupants and users. The building of the Faculty of Arts will serve as the pilot case in which our interdisciplinary team will implement people-centred development approaches to provide recommendations for enhancing energy efficient behaviour and setting up an awareness-raising campaign." ~ Sara Arko, Metronik

The Netherlands

"The Netherlands is on its way to becoming a 'gas-free society'. Technically, this energy transition can be realized, however, the extent to which Dutch residents will accept new technologies in their homes is, albeit crucial, unclear. Every resident will have to deal with changes in their daily life as entire neighbourhoods will be renovated and individual houses re-fitted. Additionally, surroundings will change as solar fields, windmills and container sized neighbourhood batteries will pop up. The Dutch PEOPLE team will research the acceptance of three different technical innovations in three different residential areas, namely the 'Smart Meter', 'Hydrogen in Apartments' and 'Pre-paid Energy', with the aim of providing our industry partner Alliander with in-depth insight in the 'lives and minds' of different resident groups." ~ Marrije Prins, VU University

Czechia

"The objective of the second Czech case study is to decrease energy consumption for heating in administrative buildings by means of behavioural interventions. A field experimental design with measurement of actual temperature in the offices will be employed to measure the intervention's effect on energy consumption. We will employ a commitment to contribute to environmental goals in the intervention, possibly in combination with prompts, which is supposed to be both long-lasting and efficient in public domain. We will further investigate potential spill over effects both on other conservation behaviours (e.g. electricity on lighting) and consumption on heating in households. Students will participate on all stages of the research including intervention design, wording and programming of pre- and post-test questionnaire, data management and analysis." ~ Jan Urban, Charles University

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A BIT OF HISTORY AND A GLIMPSE INTO THE BRIGHT FUTURE OF WWNA

DAN PODJED AND META GORUP*

The idea for the symposium Why the World Needs Anthropologists first arose in the fall of 2012. In 2013, the Applied Anthropology Network of the European Association of Social Anthropologists formed a close bond with colleagues at VU University Amsterdam in the Netherlands and immersed into organising what was to be the first edition of the symposium. One of the important tasks was to come up with a catchy name, one that would have the power to attract hundreds of applied anthropology enthusiasts over the years to come. Ellen Bal – then one of the local organisers, subsequently the honourable "godmother" of the symposium – suggested: "Let's call it Why the World Needs Anthropologists!" At first, the rest of the organising team had some doubts about the idea. Would it not be better if we put a question mark at the end? Should we not first focus on Europe and only later spread the idea to the rest of the world? Is the name not a bit too long? Ellen insisted that we needed to be confident and that we have an important message to tell – and so the now trademark name Why the World Needs Anthropologists was born. Were we being cocky? Perhaps. But maybe – clearly still not even thinking of letting go of our arrogance – we were prophetic.

The Rise of the Symposium

All joking aside, we were absolutely decided to prove to the non-anthropological – and, in fact, a large part of the anthropological – world that anthropology was there to be applied, not only studied. To accomplish this, we envisaged an event that openly challenges some of the premises on which many academic anthropological conferences are based. First, we decided that participation at the symposium should be free of charge. We wanted to do all that was in our power to make sure that students and young anthropology graduates would be able to join the event and have the opportunity to get inspired about the alternative anthropology career paths. Second, one of our main ambitions has been to spread the information about the value of anthropology outside the anthropological community; therefore, we decided to attract as many non-anthropologists as possible: that is, managers, designers, representatives of governmental institutions and non-governmental organisations, engineers, biologists, climatologists, and a host of other professionals. This is why, third, we always ask our plenary speakers to present their work in a clear, straightforward, and easily understandable manner.

Building on these principles, Why the World Needs Anthropologists has developed from a fringe symposium to one of the main annual anthropological events in the world. The name we were initially suspicious about has become somewhat of a tradition since that summer day at the VU University Amsterdam in 2013. The concept has travelled six cities in different countries; Amsterdam, Padua, Ljubljana, Tartu, Durham, and Lisbon.

Along the way it transformed from an afternoon meeting to a three-day event where participants can interact with plenary speakers, get to know academic and non-academic organisations working in the field of applied anthropology, attend hands-on workshops, and present their own work. Our plenary speakers have addressed topics as varied as climate change and sustainable energy solutions, refugee crises, artificial intelligence and human-technology interaction, self-driving cars, and anthropological approaches to design and user experience. Over the years, hundreds of participants from all over the world have joined us in person and via live streaming, and thousands are connected to and engaged with us through our social media channels.

The Obvious Next Step: A Book

The wealth of knowledge, experiences, insights, and skills that have been shared over the years at the events needed to be put on paper and distributed even more widely. We invited Why the World Needs Anthropologists speakers and a few additional experts we thought held the missing pieces of the puzzle, and asked them for their reflections on applied anthropology. In 2019, this collection of eleven contributions will be published in an edited volume titled – wait for it – Why the World Needs Anthropologists. The authors have very different backgrounds but share at least one thing in common: they have all been making use of anthropology to change the world for the better.

The forthcoming book Why the World Needs Anthropologists will feature contributions by Thomas Hylland Eriksen, Lenora Bohren, Joana Breidenbach, Sarah Pink, Steffen Jöhncke, Tanja Winther, Sophie Bouly de Lesdain, Rikke Ulk, Jitske Kramer, Anna Kirah, and Riall Nolan.

Thomas Hylland Eriksen was a speaker at the Why the World Needs Anthropologists symposium in Ljubljana and is one of the contributors to the forthcoming book. (Photo: Vishvas Pandey)

***** *This article is an excerpt from the introduction to the forthcoming Why the World Needs Anthropologists book, edited by Dan Podjed, Meta Gorup, Carla Guerrón-Montero, and Pavel Borecký.*

PRESENTING PEOPLE PARTNER:

JAN URBAN

AN INTRODUCTION

Jan Urban, senior researcher at Charles University Environment Center in Prague, is a PEOPLE team member. His research focuses on environmental attitude and its relationship with pro-environmental behaviour in different contexts. We asked him to share his thoughts on the application of social sciences and the use of social sciences as a toolkit to solve major environmental problems.

"Obviously, industry is already using applied social sciences a lot in human resources management, product development, and marketing. What I think people from industry do not often realize is that there is so much more in social science that could give them competitive advantage and that is available for free. One very successful application from environmental psychology that comes to my mind has been developed in the U.S. by Wesley Schultz and colleagues, who used a theory of social norms to increase energy saving of households. They basically made a utility company provide consumers with feedback on the energy consumption of their neighbours. What happened was that people who had very high energy consumption in comparison to their neighbours and learned about that, cut their own energy consumption. This simple intervention has been subsequently adopted by several U.S. utility companies. What surprises me is that this simple intervention has not been adopted massively at the industrial scale by all utility companies. I think this is quite symptomatic of the relationship between academia and industry: sometimes there are things that work and that have been applied by industry but they do not spread as massively as one would expect.

Right now, we are in the process of developing an intervention that aims at enhancing energy-saving at the workplace. This is an interesting area and much less researched than the behaviour of individuals and households. Together with our students, we have developed and pilot-tested an intervention that asks employees to sign up to a commitment to save energy. Our pilot tests conducted on employees in two public buildings revealed that such intervention makes people decrease their indoor temperature by about 0.4-1.4 °C. This may not seem a lot, but it results in a 3%-6% decrease in heating energy consumption. Such intervention can have a significant effect when aggregated over many buildings. This is one of the reasons why we are now working with the Building Research Institute - Certification Company, Ltd. to make this intervention part of their energy management package that they sell to their business customers.

Given what we know about the likely impacts of the global climate change and the processes that drive these changes, I think that humankind will be essentially forced into more sustainable lifestyles by external conditions. Social sciences can play an important part in this process by making it more bearable, swift and efficient." ∎

ONE OF PEOPLE'S HEROES

THE STORY OF A 'PEOPLE-CENTRED HUMANISTIC ENGINEER'
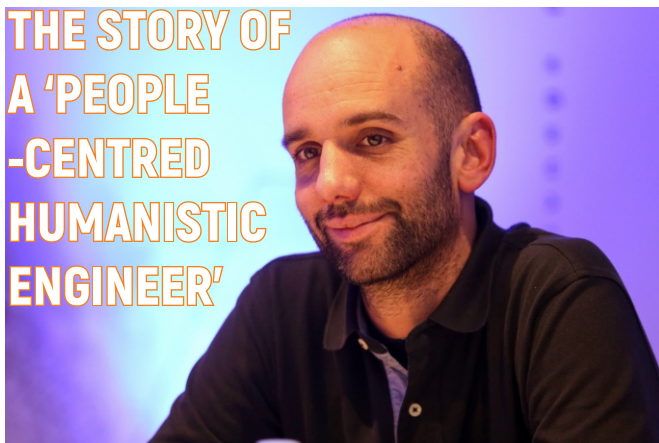
Jure Vetršek is a mechanical engineer and University of Ljubljana researcher who has been involved in the Slovenian PEOPLE case study, supervising the work of students. He is passionate about energy efficiency, renewables integration in buildings, and user behaviour. We have discussed with Jure the added value of interdisciplinary cooperation and ethnographic research in product and service development processes.

As mechanical engineer, what was your opinion about the applied value of social sciences before being involved in the PEOPLE project?

"I actually do not consider myself as a classical mechanical engineer but more of an energy or process engineer. After going through intense technical education that specialized my mind and skills, I did not think much about other disciplines. In my "engineering bubble", the social sciences were perceived as not very useful or applicable. The reason might be that we were not exposed to other research fields during our engineering studies. I only got a glimpse of other fields because of my personal interests and working with NGOs."

What has changed your mind?

"Simply stated, I became aware that technology alone cannot solve everything. Technology is only an enabler. Products and services have to be designed for and with the people and should also consider the appropriate usage – otherwise we risk developing the Terminator. In PEOPLE and other similar projects, I realized that complex real-life problems are always inter- or transdisciplinary. After working intensively with social scientists and humanities scholars, my perspectives changed significantly. This can be best described with the shift in my perception in relation to energy and buildings. In the past I would say that buildings use approximately 40% of the final energy … but now I always emphasize that people use energy, not buildings. Buildings are built for people, so why not involve them directly into the designing, planning, building, or refurbishing processes?"

How would you describe the main added value of an interdisciplinary people-centred approach?

"As a concrete example: working as an engineer together with other "hard core" technical fields, we were researching and developing advanced simulations of built environment to predict energy use and other parameters. Our simulations were always a little inaccurate and for this we blamed the "incompetent users". Social science disciplines provided me with tools to address this in the operational phase by involving users. PEOPLE project provides the same example. In terms of energy management, IT, data, and building systems alone cannot make energy use more responsible. We can solve this only by working with the energy users early on."

What is your opinion now?

"Due to the PEOPLE project and working with social scientists, I started to call myself a people-centred humanistic engineer. I became one of the biggest ambassadors of the people-centred development approach and I try to incorporate it into the different projects I am involved in. Now I often take on the role of an "interpreter" between social science and technical or engineering experts in interdisciplinary project groups, facilitating interactions and bridging the gaps towards common objectives." ∎

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People–Centred Development Approaches in Practical and Learning Environments

PEOPLE PROJECT PARTNERS:

Slovenia

Institute for Innovation and Development of University of Ljubljana
(IRI UL; project coordinator) http://iri.uni-lj.si/en/home/

Research Centre of the Slovenian Academy of Sciences and Arts
(ZRC SAZU) https://www.zrc-sazu.si/en/node

Metronik http://www.metronik.net

United Kingdom

Durham University https://www.dur.ac.uk

Kemuri http://www.kemurisense.com

Durham County Council http://www.durham.gov.uk

The Netherlands

Vrije Universiteit Amsterdam (VU) https://www.vu.nl/en/

Alliander https://www.alliander.com/en

Czech Republic

Charles University in Prague (CUNI) http://www.cuni.cz/UKEN-1.html

VUPS www.vups.cz/en/