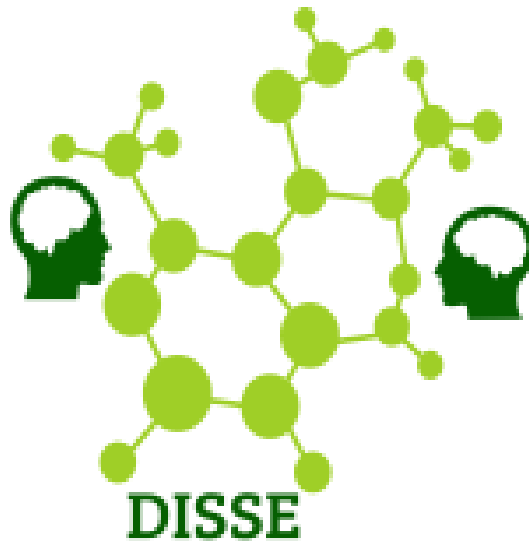




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Project Title: DISSE, Digital Storytelling on Sharing Economy.

Project ID: KA220-ADU-EAA1272E

National Report

Introduction (1 page)

The project (DISSE) Digital Storytelling on Sharing Economy aims to reevaluate the concepts of property and sharing across Europe. Technological changes are quickly transforming society. The rise of online platforms has guaranteed that sharing is easier than ever, therefore a sharing economy has emerged from this becoming a billion-euro market.

The DISSE project is focused on the development of a methodology to introduce the Sharing economy concept within secondary schools through the basics of digital storytelling. Results generated by this project are aligned with four main phases, which are

- Fundamentals (preparing the conceptual and methodological basis of the project)
- Competencies (building competencies with the target group, project staff and network)
- Use (testing and using DISSE frameworks in classroom workshops)
- Exploitation (extensive exploitative activities of the projects outputs)

The intellectual outputs are:

- Best Practices for Sharing Stories
- Digital Storytelling Classrooms Toolkit

The sharing economy, also called the collaborative economy, is based on shared resources and peer-to-peer interactions. Shared resources can include service, room, skills, and car. This is facilitated via the internet, mainly in a brief exchange. Consumers in the sharing economy use digital platforms to buy, sell, share or rent goods and services between private individuals. A sharing economy is a new form of consumption based on the development of the internet and further information and communication technologies. Sharing economy is based on the exchange, sharing, and collaboration between individuals of goods, services, resources, time or knowledge, with or without monetary exchanges via platforms.

A peer-to-peer economy involves two individual parties(buyer/seller). There is no need for an intermediary third party to be involved. The sharing economy uses applications such as Uber and Airbnb, allowing the peer-to-peer economy to thrive as they cut out third-party roles.

There are five types of collaborative platforms

1. Platforms for creation of everyday goods – Wikipedia
2. Platforms for sharing of costs – Liftshare
3. Platforms for the contribution of the economy – Waze
4. Platforms for intermediaries – Amazon
5. Platforms for activities – Uber/Just Eat

Factors leading to the economic sharing model

- Digital boom
- Low growth prospects
- Environmental worries
- Lack of confidence in institutions

The sharing economy increases the available and utilising resources for individuals while offering new services.

3 Best practices (1 page)

The Urban Co-op (<https://www.theurbanco-op.ie/>)

The Urban Co-op, situated in Limerick, Ireland enterprise group of individuals who have come together to create and sustain an environment that encourages our community to thrive. It began operating in July 2013 as a Buying club (small providers selling fruit, vegetables, bread and eggs). Out of this great initiative grew the co-op that is now a full service retail store and community wellness hub with over 2,500 members and proudly showcases all local produce. The co-op has also introduced a wellness hub to make healthcare enjoyable and easy for all to access. They provide a large range of classed & individual sessions

The co-op is a guided by a fundamental mission:

- To be a successful co-operative model, both in Limerick and beyond.
- To supply good produce, enhance the lives of our members, customers and the community.
- To contribute to more sustainable and fairer world.
- We are a social enterprise guided by the Principles of Cooperatives.

Community Power (<https://communitypower.ie/>)

Community Power is Irelands first community owned renewable electricity utility company which launched in November 2019. This initiative followed on from the Templederry Wind Farm in County Tipperary, which is also a first of its kind in Ireland as a community-owned wind farm. In 2013 Templederry Wind Farm ry became the first entirely community owned Wind Farm to connect to the National Grid, and began selling renewable electricity for the benefit of its members. The company purchases electricity from small and micro renewable energy projects (specifically hydro and wind) from across the island of Ireland sells this onto its users. Their mission is to support Ireland to run on clean, renewable power, but as if that's not enough they also think people should also have a real stake in it, and own it for themselves.

The Development Unit: Technological University of the Shannon

The Development Unit is dedicated to implementing their vision of supporting individuals, companies and industries in the Mid-West to achieve social, economic and environmental changes through applying its expertise in a collaborative manner. They pride ourselves on working with people to solve real problems and challenges. With their focus on sustainable energy, climate action, social enterprise, rural development and technology for education, the team leads and partners in projects and activities while working closely with academic staff and experts across the Institute. TUS Midwest prides itself on the extensive networks and connections it has developed with community, enterprise, industry and public sectors in the Midwest region, throughout Ireland and internationally.

Extract from the interviews (1 page)

The three interviews highlighted the need to ensure collaboration, communication and practice based learning is at the fore-front of learning so that students/teachers take ownership of the work that is being done and have some tangible experiences.

Dr Marie Taylor, Senior Project Officer

New Education Forum, looking at increasing the use of digital tools within outdoor education and the development of a network of educators at different levels and interests. The development of a website with links to digital story-telling with educators telling their experiences and best practices so that others can learn from it. This will allow people to incorporate this type of work into their own teachings.

Work-based learning experience (as part of the social-b project) for students is based in social enterprises which allows for a community to develop, learning on the ground in these social enterprise means a real exchange of knowledge experience and ideas.

Dr Margaret Browne, GIS and Data Manager

As part of the PhD, open source data was really useful, being able to access open data from nearly 70 cores across the Mediterranean Sea meant that a greater understanding of what the environmental changes were happening over a longer period of time. This is only made possible by people willing to share their data and create new collaborations.

Working on a geological survey as part of a government department, allows us to create maps and datasets and generating useful and needed information for the public. Communication is key for people to realise that information is available, providing freely available viewers of the data and working with other organisations to create added-value is key to creating a sense of use for this data.

Dr Julie McGrath, Historian and Secondary School Teacher

Transition year is a uniquely Irish idea and bridges the gap between Junior students and senior and we open them up to new ideas, practical skills, travel, different subjects and languages that they might not have a chance to do otherwise.

We have created a community of practice within our school that allows us to meet to share ideas, strategies, resources, especially within our subject areas that allows us to develop a catalogue of things that will benefit each other.

Starting the Green Schools initiative, a great take-up among the students as this was very much student-led as they took on roles and so was a real and tangible experience for them to be involved in.

List of topics (1 page)

Horizontal: Addressing digital transformation through the development of digital readiness, resilience and capacity

The environment and fight against climate change in many parts of the world are put on hold due to the coronavirus pandemic; the focus must be on facing the following climate change crisis. Sharing economy services have been disrupted through the Covid 19 pandemic. The sharing economy combines the need for climate solutions and digital accessibility. The Horizontal project provides teachers with the innovative technology to create and share digital stories about the environment and the fight against climate change. Teachers acquire knowledge in the digital storytelling method and apply it in the digital learning context. Provided also will be relevant background information on climate change, different types of sharing economy, the societal impact of the sharing economy, how to combat different ideologies on sharing assets and the sharing of resources in various youth resources. DISSE aims to reconsider the concepts of property and communicate to regulate and reduce the impact of climate change. The Sharing economy that DISSE wants to promote is based on collaboration, allowing adult learners and teachers to think about the forms of the sharing economy in their context of sharing assets according to their interests and home environments. The DISSE project combines digital media and economic and soft skills.

Participating in adult education centres will encourage them to present their platforms as an educational sharing platform. Sharing assets reduces waste, boosts consumption and personal income and reduces environmental impacts from the sharing economy.

The collaborative economy

It is part of the solution to curb the impacts of climate change, environmental degradation, and human-caused global temperature increases. The sharing economy contributes to sustainable development as it aligns with “meeting the needs of the present and the ability to meet the needs of the future generations to meet their own needs”. There is a finite amount of resources on the planet. The collaborative economy is a positive occurrence because it contributes to sustainable development. The transnational cooperation in the project will reduce disparities and increase cohesion in the organisation, build trust across the staff and foster integration, macro decision making between European countries, territorial cohesion, helping public authorities have better services for citizens, improving policy and public investment.

Conclusions (1 page)

The Sharing Economy is founded on shared resources such as, but not limited to, a house, a car, a skill or knowledge between individuals, groups or communities and is often completed over a digital network. This sharing can be limited to a short period such as renting a car or longer term such as sharing of data-sets through open source information. In particular, we have seen over the course of the global Covid19 pandemic as well as the increasing focus on climate action, people are more aware now than ever before of the use of digital platforms to create a sharing economy, a term sometimes people don't realise they are partaking in, in which all people can thrive.

In particular, it is noted from the best practice examples in an Irish viewpoint, the idea of a community coming together to create new economic and social outputs is particularly useful. The creation of community generated power, micro-generation and community led wind farms allows people to take part in Ireland's goal of climate neutrality while creating profit. This again can be noted through one of the many co-ops that have been successful in the Irish market. The co-op utilises local agriculture, craft suppliers and gardeners to create a useful business that benefits the wider community. These collaborative approaches put ownership and responsibility back into people's hands and allows for more meaningful social inclusion and economic development.

Speaking with practitioners of the sharing economy within an academic and research point-of-view was important as it highlights the ways in which a collaborative approach to sharing skills, knowledge and data is important. In particular, as noted by Dr Julie McGrath, transition year students are at the crossroads in their education between junior and senior cycle and it is at this point they are thinking of their futures. They are developing new skills, knowledge bases and generating new ideas and so are at the perfect spot in Ireland to build on this sharing economy ethos for them to bring further in their careers.

Sharing economy, collaborative approaches, new skillsets through knowledge upskilling and resourcing identification is at the heart of a sustainable community and this needs to start in all education sectors and the role of digital storytelling as set out through the DISSE project will be invaluable to creating this movement.