

# ON PARTICIPATION IN A CITY BRAGA



CollectiveIP

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EM, S.A.

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A way for a better you!

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This publication has been written by Liliana Carrillo within the Erasmus + project Youth 4 Bauhaus, project ID: 2021-2-SK02-KA220-YOU-000050748, which aims to build capacity of organizations to use innovative approaches to empower and engage young people to practice their democracy in participatory processes in regards to public space co-creation in the city in a sustainable, greener, and inclusive way- in the spirit of the New European Bauhaus (beautiful, sustainable, and together).

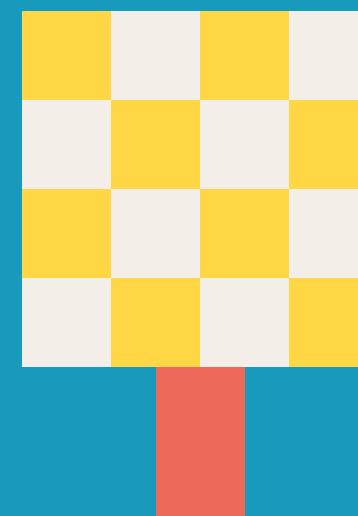
This publication (in English, Slovak, Romanian, Dutch, and Portuguese) and further publications and tools produced in the project can be downloaded free of charge at:  
<https://www.cike.sk/en/project/youth-4-bauhaus-en/>

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### Disclaimer

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# INTRODUCTION

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**This document is a first part  
of the Inclusive Guide on Participation  
in a City that is planned as one  
of the results of the project  
Youth 4 Bauhaus.**

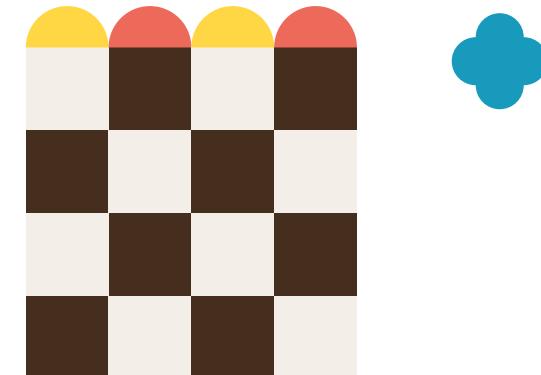


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The guide serves as a reflection of the project partners' learnings while working with diverse groups of youth on city co-creation implementing the principles of New European Bauhaus. The guide reflects the situations and learnings from the organization of 4 LTTAs in 4 EU cities consisting of three days workshops for 3D creation of sustainable public spaces where the project participants (project partners, youth workers and participant youth) meet different challenges such as non-accessibility of public spaces, not sensitive places for disadvantaged youth and people in general etc. The result will provide insights on the project activities and the challenges brought up, their ad-hoc and/or prepares solutions as it will provide evaluation on those decisions.

Two out of 4 project partners (Teatro Circo de Braga and CollectiveUP) have the experience applying inclusive approaches in their work – especially in the work with youth with disabilities (physical disabilities, deaf communities and the youth with autism), while the other project partners (GEYC and CIKE) have the experience in working with youth of geographical and socio-economic obstacles (Roma children and youth from rural areas).

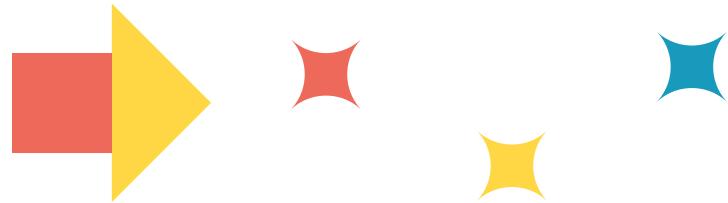


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**This guide serves a dual purpose:** firstly, as an instructional tool for educating organizations and cities' municipalities on the principles of inclusivity and the active engagement of diverse groups in decision-making processes. Specifically, it emphasizes the involvement of young individuals in co-creative endeavors, aligning with the principles of the New European Bauhaus (NEB) approach.

Secondly, it sheds light on the methodologies employed during the Learning, Teaching, and Training Activities (LTTA), highlighting the significance placed on inclusive initiatives within the project. Additionally, it offers practical recommendations to other organizations, drawing from the collective experiences of our project partners, enabling them to embark on a journey toward creating beautiful, sustainable, and inclusive cities.



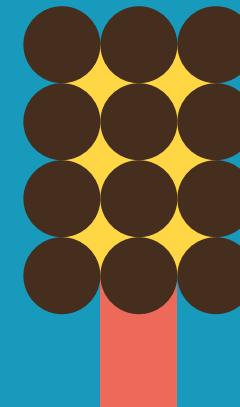
This deliverable serves as a reflective document encapsulating the accumulated knowledge and experiences of our project partners during the organization of the fourth and final Learning, Teaching, and Training Activity (LTTA) event, titled **“Design Think Your City Braga.”** Its primary objective is to offer a comprehensive overview of the project's activities, the challenges encountered, the responsive measures employed – whether spontaneous or premeditated – and the outcomes for evaluation. This evaluation encompasses feedback gathered immediately post-event, utilizing the Five Fingers Feedback Methodology, as well as insights collected through an online form completed by participants.



# PARTICIPANTS



**The Youth 4 Bauhaus project aspires to bring together participants from diverse cultural and social backgrounds, encompassing a spectrum of ethnicities and addressing various disabilities, among other factors. Specifically, the project involves a cohort of 10 students representing Slovakia, Romania, Portugal, and Belgium, all of whom originate from affiliated secondary schools, converging around the overarching theme of the New European Bauhaus principles. Each student group was accompanied by two teachers/educators from each country, with the exception of Portugal, where one teacher/educator and two interpreters (rotating as needed) were present to support participants with hearing impairments and a student with physical disabilities. Furthermore, each project partner enrolled two staff members to be part of the program, facilitating activities and ensuring effective communication throughout the project's duration.**



# SUMMARY OF THE LTTA BRAGA



**Learning, Teaching and Training Activities – Design Think Your City Braga | 22 – 26 May.**

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The fourth installment of the Learning, Teaching, and Training Activity (LTTA) within the framework of the Youth 4 Bauhaus project, titled „Design Think Your City Braga,” was organized our consortium partner in Braga, Teatro Circo de Braga. This LTTA played a pivotal role in advancing one of the project’s central objectives: enhancing the capabilities of project partners, participating teachers and youth by actively engaging them in collaborative city co-creation processes.

All the project partners maintained their collaboration with the same secondary schools that had previously participated in the other mobility activities. These schools included Secondary School Carlos Amarante, Secondary School Alberto Sampaio, and Secondary School D. Maria II from Braga; Saint Sava National College from Bucharest; Secondary Technical School of Geodesy and Civil Engineering from Košice; and Keerpunt School from Ghent. The project partners shared the plan for the fifth Learning, Teaching, and Training Activity (LTTA) in Braga with these schools, in a timely manner.

To ensure effective communication and preparation, the project partners conducted multiple meetings and established communication channels with both students and teachers. During these interactions, they provided an overview of the LTTA program, outlined the event’s objectives, and shared essential logistical information in advance, such as travel arrangements, accommodation details, and the program schedule.

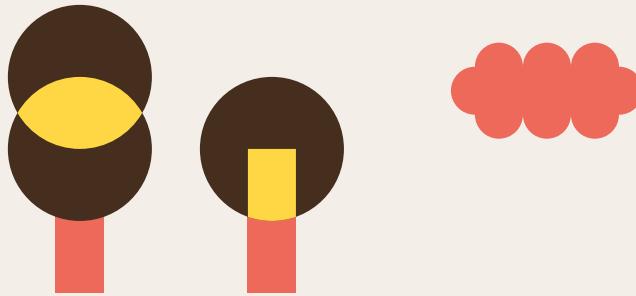


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**The host organization, Teatro Circo de Braga, played a pivotal role in the preparation and execution of this LTTA. They meticulously planned the overall agenda and took responsibility for arranging accommodations, meals, and event management for all participants.**

This LTTA saw active participation from a total of 40 young individuals, ranging in age from 14 to 18. Among these participants, 10 hailed from the local community, while the remaining 30 came from international backgrounds. The event also garnered the presence of 17 adults, comprising one teacher and two sign language interpreters from Portugal, who provided support to deaf students on a rotational basis. Additionally, the assembly featured two teachers each from Romania and Belgium, along with three from Slovakia. Furthermore, the event was also attended by seven representatives representing the project's partner organizations, including two from **Portugal**, two from **Romania**, two from **Belgium**, and one from **Slovakia**.



Due to the specialized nature of the activities undertaken in all of our Learning, Teaching, and Training Activities (LTTA), **Teatro Circo de Braga extended invitations to three architects and urban planners to join the programme.** To facilitate effective preparation, a pre-event effort was undertaken, resulting in the creation of a comprehensive set of materials. These materials served the dual purpose of introducing the site earmarked for revitalization and providing essential rules to guide the entire team in developing their proposals throughout the LTTA.





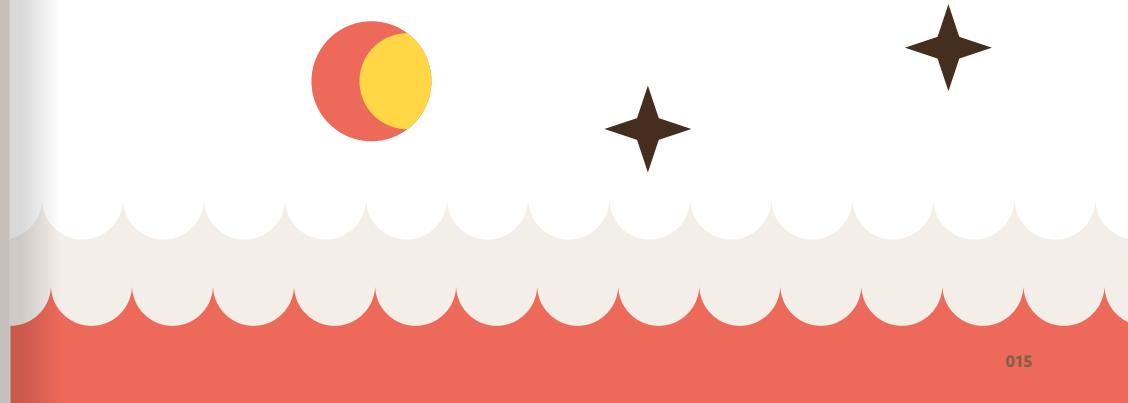
We believe that our methodology underscores the importance of a meticulous and thoughtful analysis, followed by a subsequent diagnosis. It is through this rigorous approach that we could ensure that the diverse range of proposals generated from a critical and reflective perspective.

In addition, a group of six students from the vocational course in computer programming (from one of the partner schools) provided support throughout the LTTA for any technical issues that emerged.

Over the course of the three-day training session held in Braga, the group actively engaged in a diverse array of activities. These activities encompassed workshops, study excursions, debates, and a series of public presentations, all centered around the concept of co-creation. The program entailed in-depth exploration of various themes related to the revitalization of public spaces, including but not limited to the Sustainable Development Goals, the New European Bauhaus, and the European Green Deal, among others.



During the initial day of our program, all participants engaged in a session led by Rita Campos Costa, a representative from the Frenesim collective. This activity was designed to foster unity and camaraderie within the entire group through non-formal exercises tailored to accommodate everyone's involvement. This bonding activity culminated in the formation of eight distinct groups, each comprising five students and accompanied by two teachers. These groups were meticulously structured to ensure representation from all four nationalities present, allowing for a richer sharing of experiences arising from the planned collaborative efforts.



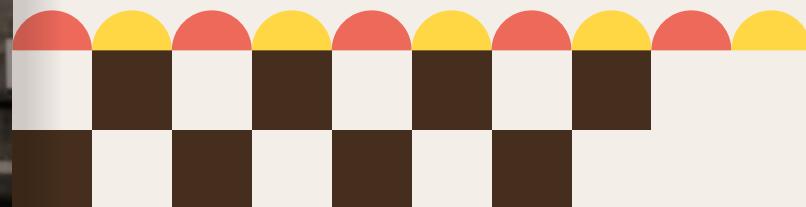
Moreover, this collaborative experience offered valuable lessons in tolerance, collaboration, democratic decision-making through voting, appreciation of diverse perspectives, compromise, effective argumentation and defense of ideas, active participation, empathy, recognition of individual differences, multiculturalism, and inclusivity.

In the morning session, our Braga partner, Joana Miranda, provided a comprehensive overview of the project's guiding principles and introduced the project team along with the agenda for the upcoming activities. Following this introduction, the mediation group, comprising architects and urban planners Marisa Fernandes, Miguel Fernandes, and Lucas Carneiro, took the floor. They presented the designated intervention site and shared the groundwork that had been prepared. This groundwork would serve as the foundation for the subsequent development of the eight proposals to be presented.



Subsequently, we embarked on an insightful guided tour, venturing out to explore the intervention area. The objective was to acquaint with the city and discern the stark disparities between the historic, well-established district and the more peripheral region where our journey commenced: Rodovia Park. Prior to our departure from the venue where the project's three-day duration took place, each participant was given a project-branded T-shirt. This gesture served to instill a sense of belonging to a collaborative undertaking that was being co-created. Furthermore, every group received a comprehensive work kit, comprising maps and essential graphic materials.

A picnic awaited the group in Rodovia Park, affording participants an opportunity to further acquaint themselves with one another before embarking on a pedestrian excursion along the banks of the Rio Este. This activity would occupy the entirety of our afternoon on this first day.





Since our accommodation was situated in the heart of the city, everyone had the chance of enjoying some leisure time to explore Braga's historic city center independently.

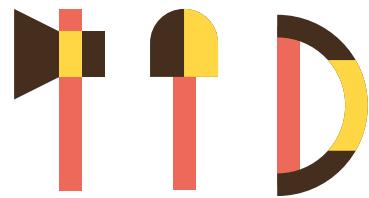
**On the second day** of our Learning, Teaching, and Training Activity, following a brief energizing session led by the Romanian team, all participants, already organized into groups, encountered a model designated for each group. These models corresponded to one of the eight sections within the selected area along the Rio Este. These sections



would serve as the foundation for all subsequent co-creative endeavors and reflections on the findings from the analysis the previous day.

**The Rio Este**, flowing through the heart of Braga, features a narrow course. A portion of its trajectory underwent revitalization during the redesign of the Rodovia Urban Park, which now serves as a hub for sports and leisure activities. However, a significant stretch of the river, running parallel to a cycling path, continues to intermingle with the daily lives of the city's inhabitants in a multifaceted manner.

During the morning session, the members of each group initiated discussions on their respective ideas, guided by the team of architects. This marked the beginning of a comprehensive co-creation workshop, where ideas were translated into drawings, maps, plans, and models.





Following a break for lunch, an engaging workshop on the use of **Minecraft Education** for collaborative space co-creation was held. This activity was coordinated by Liliana Carrillo, leader of CollectiveUP, an activity focused on fostering the digital skills development of the students.. The co-creation workshop continued until late afternoon, affording participants ample time to enjoy their leisure hours.

Following dinner, as a conclusion to the day's activities, an intercultural evening was organized where each participating country had the chance to showcase its rich traditions, customs, and unique cultural heritage. The Braga team orchestrated a surprise by arranging a presentation from „Os Sinos da Sé“ Cultural Association. This presentation not only showcased the traditional folklore of the Minho region but also highlighted an array of musical instruments and intricate costumes.



The whole group ended the day dancing the „**Vira**“ a traditional dance from this part of the country, very well performed by the guest group.



**On the final day of our LTTA in Braga**, participants continued their collaborative efforts, working both on physical models and within the Minecraft Education software. To facilitate this, our team organized eight dedicated workstations, each equipped with various materials and resources, and featured one computer for utilizing the digital tool.

As the afternoon drew to a close, all groups had the opportunity to showcase the outcomes of their co-creation sessions, presenting their work in both Minecraft and through the three-dimensional models.

The audience included a group of invited guests, and the collective unveiling of the eight sections of the Rio Este, worked on by the eight distinct groups, demonstrated a genuine spirit of critical thinking and creativity.

Throughout the day, there was also a poignant moment of sharing among select members of the group. Four students (one from each participating country), a partner, and a teacher were chosen to share their life experiences, underscoring the essential themes of inclusion, diversity, and acceptance, which are fundamental to a project of this nature. Before dinner, there was an opportunity for a guided tour of **Theatro Circo de Braga**, a historic landmark theatre in the country that has been open to the public since 1915.

Following dinner, the partners of the consortium conducted an evaluation of the week using the five-finger method. This was followed by the distribution of participation certificates in a celebratory and farewell atmosphere, as the next day entailed traveling back home.



# EVENT RESULTS & SHORTCOMINGS



During the three-day Learning, Teaching, and Training activity in Braga, the project objectives were achieved, however, there were also shortcomings that provided valuable lessons for organizing future events and planning future projects with comparable goals.

**A brief overview of the results includes the following key highlights:**

- **A total of 57 participants** (two in rotating mode) were trained on the principles and insights of the NEB initiative, urban planning, the value of co-creation and inclusivity in city life and the importance of democratic process for the youth;
- **4 project partners** increased their capacity to work with and for youth, including those of socially disadvantaged communities;
- **40 secondary school students** were involved in consulting on issues related to sustainable urban planning, recreating disqualified urban areas and public spaces in Braga based on NEB principles;
- **The Cookbook**, which aims to explain NEB to young people and teachers/trainers, was tested once again after the last LLTA in Bucharest. Some new questions regarding the **working methodology were introduced**;
- In an inclusive and co-creative manner, **40 young people** were involved in the production of project results;
- **Eight advanced versions of the worlds** were created and eight final projects for different public spaces along the Rio Este were presented and discussed, following the NEB principles.





Throughout the previous LTTAs, certain shortcomings came to light based on observations made by both participants and project partners.

While planning the event, due attention was given to addressing the diverse needs of the participants, encompassing special requirements for individuals with disabilities, cultural or personal considerations, as well as dietary preferences. Additionally, the lessons learned from the previous LTTAs in Kosice, Ghent, and Bucharest were thoughtfully incorporated into the planning process, taking into account the areas where improvements were necessary:

#### **ACTIVITY SCHEDULE, ACCOMMODATION, AND DINING:**

· The accommodation and primary meals, including breakfast, lunch, and dinner, were centralized at a single venue. The workplace was situated approximately a 15-20 minute walk from this location, through the city center. This route became strenuous due to the unexpectedly high temperatures experienced throughout the LTTA week;

However, despite a few complaints, especially at lunchtime, the typical Portuguese food was excellent for restoring energy. The groups enjoyed their meals at round tables, always mixed considering the 4 nationalities, students, teachers, partners, mediators, everyone involved;





- **Extra Technical support on Minecraft** was provided by one of the partner schools, with 6 students from a vocational course;

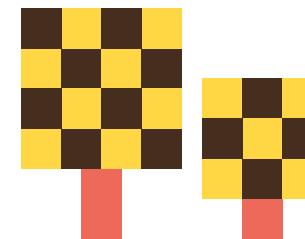
- **Preparation:** Extensive preparatory work was conducted on the work and intervention site, and this information was distributed to all partner institutions. This allowed them to share the details with teachers and students, ensuring that they had prior familiarity with the environment and challenges they would encounter during the project;

- **Co-creation facilitation:** The activity had urban planning experts and facilitators for the co-creation sessions, providing important information about the working context and helping to organise the ideas and results;

- **Accessibility and Inclusion:** The deaf students were always accompanied by two LGP interpreters. Even a trainee interpreter from the same school took advantage of the LTAs to adapt to this type of event and train herself for future opportunities;

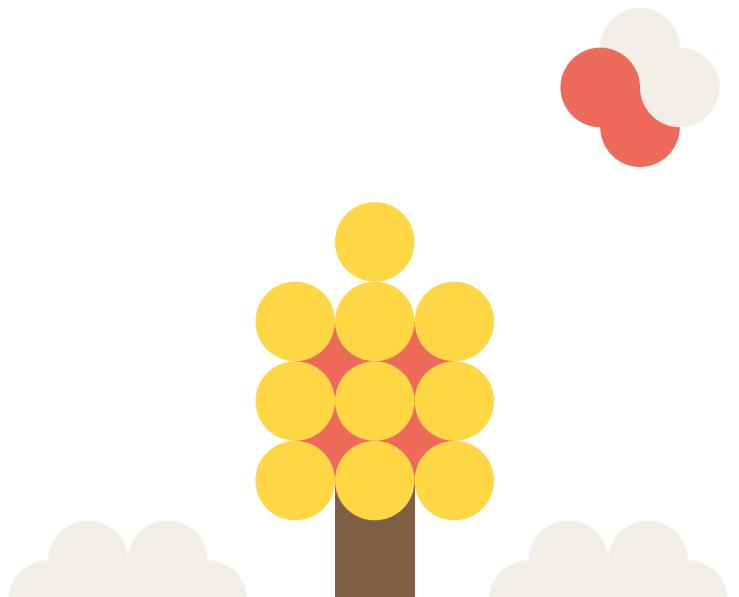
- **Accommodation:** All the students slept in dormitories divided by gender, with a common sharing space to create affinities and get to know each other better. Teachers and partners shared the same space, but in individual rooms;

- **Sustainability:** In order not to use up plastic bottles unnecessarily, and given the heat, the municipal company AGERE was asked to provide us with recycled water bottles that could be filled with water from the public tap whenever necessary. Each participant had their own bottle throughout the week.

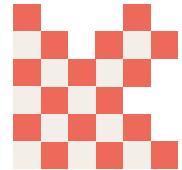


However, despite these considerations, some areas for improvement emerged during the event, which were easily noticed by the organisers or suggested by the participants:

- **Optimize the Schedule:** The timetable should be reorganized to reduce its density, facilitating a more balanced distribution of working hours and leisure time.
- **Minimize Walking Distance:** Consider shortening the distance between the workplace and the meals venue, as participants were required to walk between them.
- **Increase Access to Computers:** Responding to feedback from students, it is advisable to provide a minimum of two computers per group, rather than one, to expedite the digitalization of the final proposals.



# SUGGESTIONS



**Improving communication and empathy:** Although it went well, it is always important to promote a culture of communication and empathy between the different groups. Activities should include communication exercises and conflict resolution techniques. This will help participants learn to work effectively in teams and to understand and appreciate different perspectives.

## PROPOSED MEASURES:

### 1. Communication and Empathy-Building Exercises:

Incorporating communication and empathy-building exercises into the daily program can significantly enhance the overall learning experience. These exercises foster a sense of camaraderie among participants, promoting openness, and empathy. Group discussions, role-playing activities, and mindfulness sessions encourage participants to understand and appreciate diverse perspectives, ultimately strengthening collaboration and problem-solving abilities.

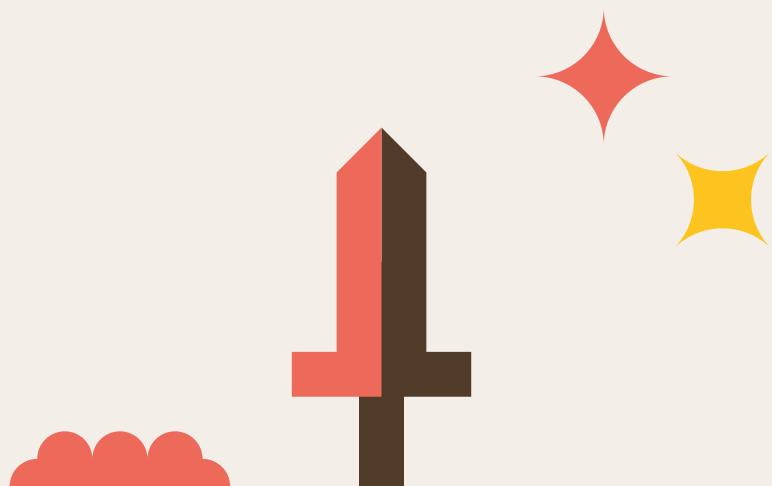
**2. Appoint Group Leaders or Mentors:** The appointment of group leaders or mentors serves as a proactive approach to facilitating effective communication and conflict resolution. These individuals act as mediators, ensuring that team members have a platform to voice their concerns and ideas. By having leaders dedicated to promoting open dialogue, the group can navigate challenges more constructively and maintain a positive working atmosphere.

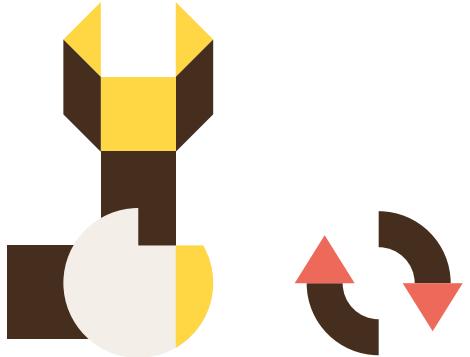


**3. Encourage Active Listening:** Encouraging active listening creates an environment where participants feel heard and valued. This practice enables individuals to share their thoughts and feelings without fear of judgment, fostering mutual understanding. Active listening not only enhances communication but also helps in building trust and strengthening interpersonal relationships.

**4. Create a Safe Space:** Establishing a safe space is fundamental for fostering open communication and emotional expression. Ground rules and clear expectations of behavior provide a structured framework that assures participants of a non-threatening environment. In such a space, individuals can freely articulate their ideas and concerns, leading to more productive discussions and collaborative problem-solving.

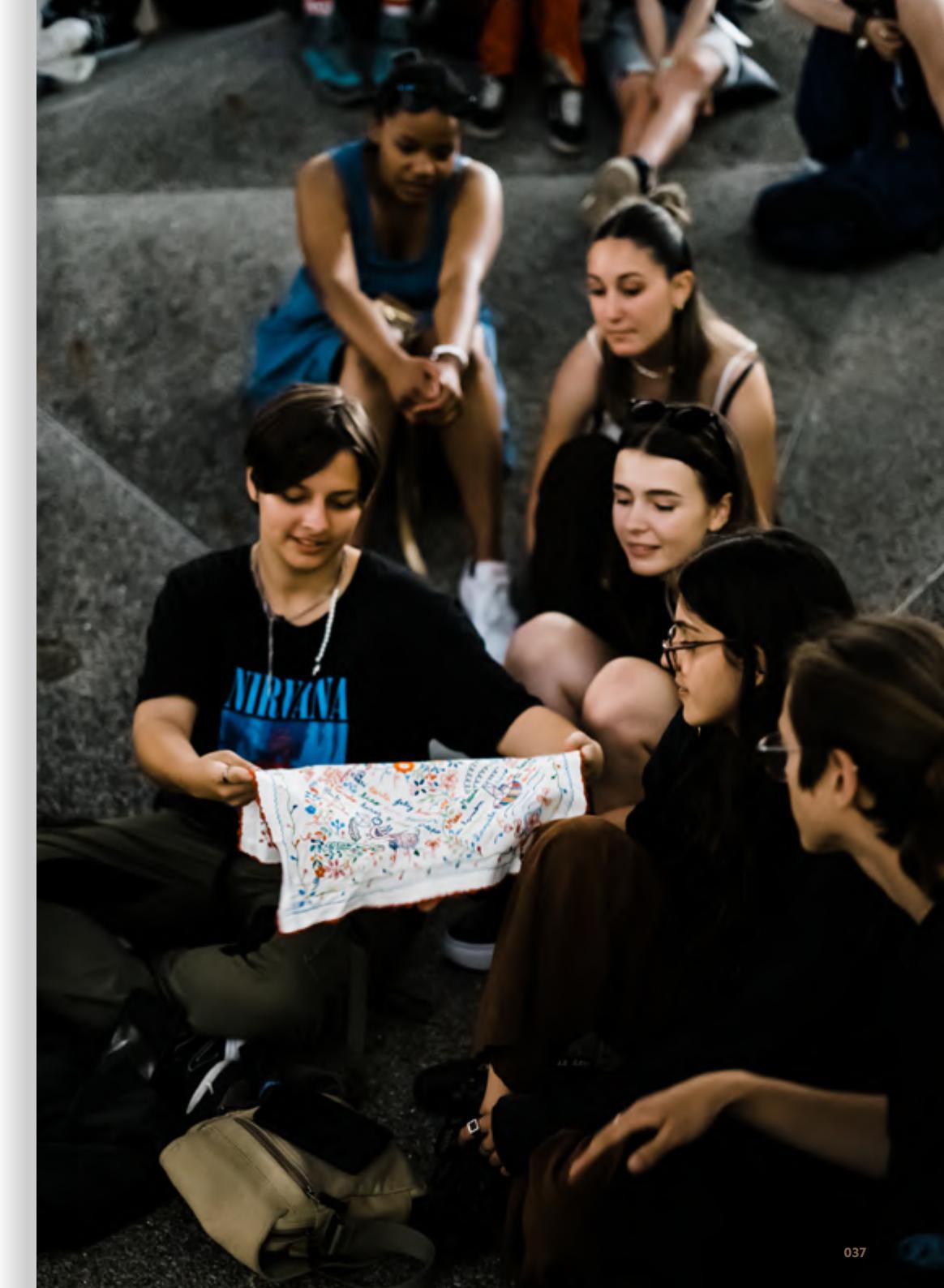
**Additional activities:** The participants would have liked to have had more time to get to know the city, given the opportunity of the trip, with scheduled visits adjusted to the calendar of the project. Regardless of these scheduled activities, free time should be adjusted so that they can rest properly.

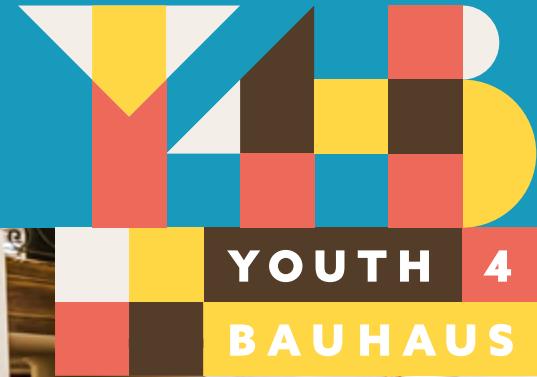




## MEASURES:

- Create a schedule that includes a mix of structured and unstructured activities, with opportunities for participants to choose how they spend their free time.
- Incorporate activities that are culturally relevant and reflective of the local community.
- Provide a range of activities that appeal to different interests and abilities, such as outdoor sports, art workshops, and theater performances.





**Design Think Your City**  
**Braga, 22 – 26 May 2023.**

