



THE
STORY
OF
CITY
ON
THE
OUTER
ON
PARTICIPATION
IN A CITY

ON
PARTICIPATION
IN A CITY



Collective JP

Teatro Circo de Braga
EM, S.A.

geyc

A way for a better you!

CREATIVE
INDUSTRY
KOSICE //



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This publication has been written by consortium of partners in 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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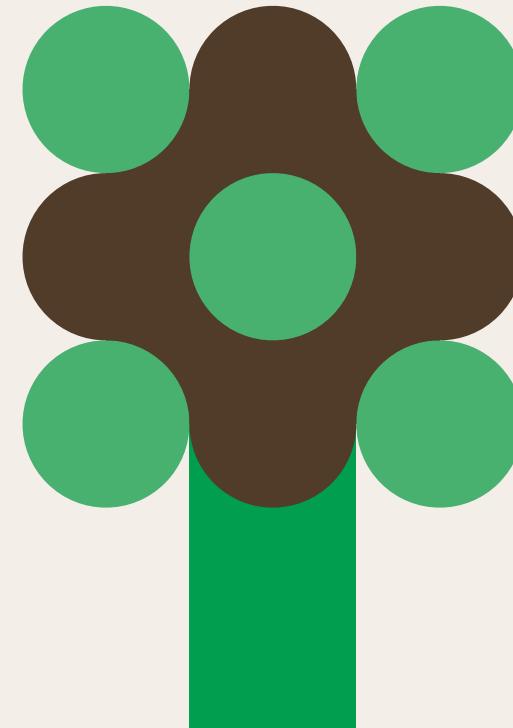
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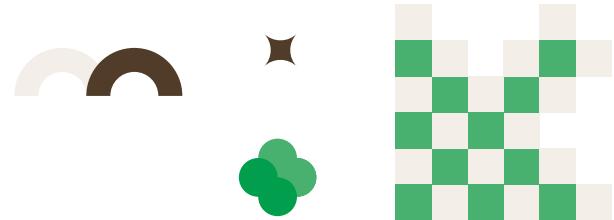
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PREFACE



The Inclusive Guide, publication stemming from the Youth 4 Bauhaus project, serves as a powerful tool to the pivotal role of inclusivity in envisioning and shaping cities that truly embrace diversity. Its genesis is rooted in a profound commitment to fostering environments that cater to the needs of every citizen.

In an era where inclusivity is increasingly recognized as a cornerstone of progress, the Inclusive Guide emerges as a beacon of change, focusing on empowering young people in decision-making processes related to public space planning. Youth, often overlooked and underrepresented, find a voice through this guide, challenging the norm by acknowledging their unique perspectives and needs. By doing so, it confronts the prevailing issue of exclusion and promotes a more democratic and participatory approach to urban development.

The significance of designing cities that accommodate all citizens cannot be overstated. The Inclusive Guide asserts that the built environment must transcend physical structures; it should foster a sense of ownership among individuals, regardless of age, ability, or sexual orientation. By recognizing and addressing

the distinct expectations and requirements of various demographics, from streets to parks and rivers, the guide becomes a catalyst for social cohesion. It strives not only to build spaces but to construct a shared sense of belonging and identity within communities and neighborhoods.

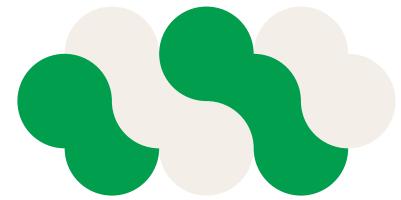


The Inclusive Guide's alignment with the [New European Bauhaus \(NEB\)](#) further underscores its importance. In 2020, the president of the European Commission launched the NEB, envisioning it as a transformative initiative built on the pillars of aesthetics, sustainability, and inclusivity. By embracing these principles, the Inclusive Guide echoes the NEB's vision and, in turn, contributes to a more holistic and trans-sectoral approach to urban development.

As the Inclusive Guide champions inclusivity, it echoes the call for cities to be more than mere conglomerations of buildings and roads. It champions the idea that cities should be living entities that evolve in harmony with the diverse needs of their inhabitants. In doing so, it not only champions the rights of marginalized groups but also fosters a culture of understanding, empathy, and shared responsibility. In short, the Inclusive Guide is a roadmap towards cities that are not just functional, but compassionate, ensuring that no voice is unheard, and no citizen is left behind in the pursuit of progress.



INTRODUCTION



This guide is a publication written by partners implementing the project Youth 4 Bauhaus. Partners from the international consortium implemented the project with the aim of increasing the capacity of organizations to consult young people when making the decisions about the planning of public spaces. Young people are the least consulted group of citizens, as they don't feel empowered to tell their opinions and they usually are not expected to do so. But cities should be designed for all their citizens and all of them need to feel the ownership of space they use. Every group has its own expectations and requirements from places, streets, parks, rivers etc. When they are met, it helps to create the sense of belonging and identity with their community and neighbourhood.

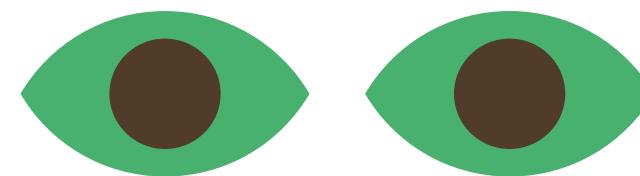
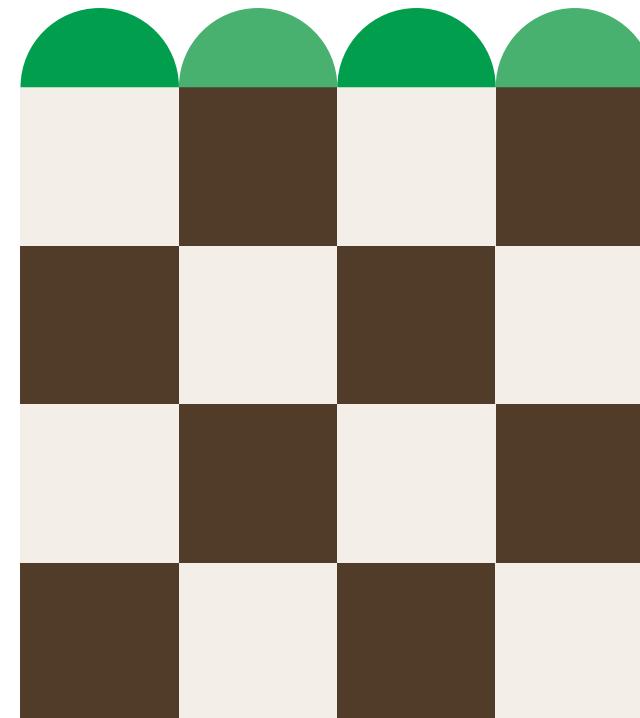
In 2020, the president of the European Commission launched the initiative New European Bauhaus (NEB). Its mission was to "give soul" (Ursula van der Leyden) to the European Green Deal. This trans-sectoral initiative stands on three pillars – aesthetic, sustainable and inclusive. Partners have taken up its principles and applied them in the project as a way of looking on public space around us. By doing so,



they have also contributed to the ongoing discussion about NEB at the European level. For the consortium's partners, it was important to apply the principles to the project's content and also to the way the project was implemented. They have focused on the project to be implemented in an aesthetic, sustainable and inclusive way.

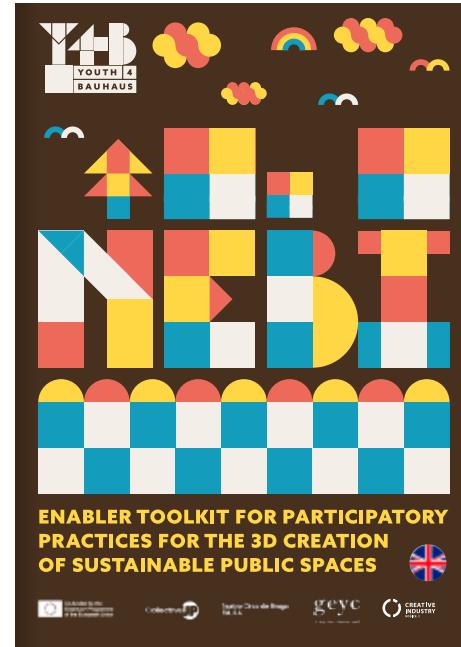
The guide serves as a reflection of the project partners' findings while working with diverse groups of youth on city co-creation implementing the principles of New European Bauhaus. The guide reflects on the situations and takaways from the organization of 4 learning and training activities in 4 EU cities consisting of three days workshops for 3D creation of sustainable public spaces. Project participants (project partners, youth workers and participating youth) met different challenges such as non-accessibility of public spaces, not accommodated places for disadvantaged youth and people in general, very tightly structured agenda etc.

Two out of four 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) has the experience in working with youth of geographical and socio-economic obstacles (Roma children and youth from rural areas).



This guide is also a reflection of the feedbacks from organizing the events. Its aim is to provide insights on the project activities and the challenges brought up, the solutions and the results for evaluation collected immediately after the event (Five fingers feedback methodology). The online feedback was collected from participants as well.

One of the main project outputs is the **"Enabler Toolkit for Participatory practices for the 3D Creation of Sustainable Public Spaces"** methodology (Toolkit). It was elaborated based on the methodology designed, tested and further improved by the partners during the project. It is designed to tackle the participatory gap for young people and address the matters most important to them - spaces and sustainability. Specifically, the Toolkit focuses on the creation of public spaces inspired by the New European Bauhaus (NEB), using the 3D game Minecraft as a tool for creation. **The methodology was tested and finetuned during four learning, training and teaching activities (LTTAs) - in Košice (12 – 16 September 2022), Gent (7th to 11th November 2022), Bucharest (27 February - 3 March 2022) and Braga (22 – 26 May 2023).**

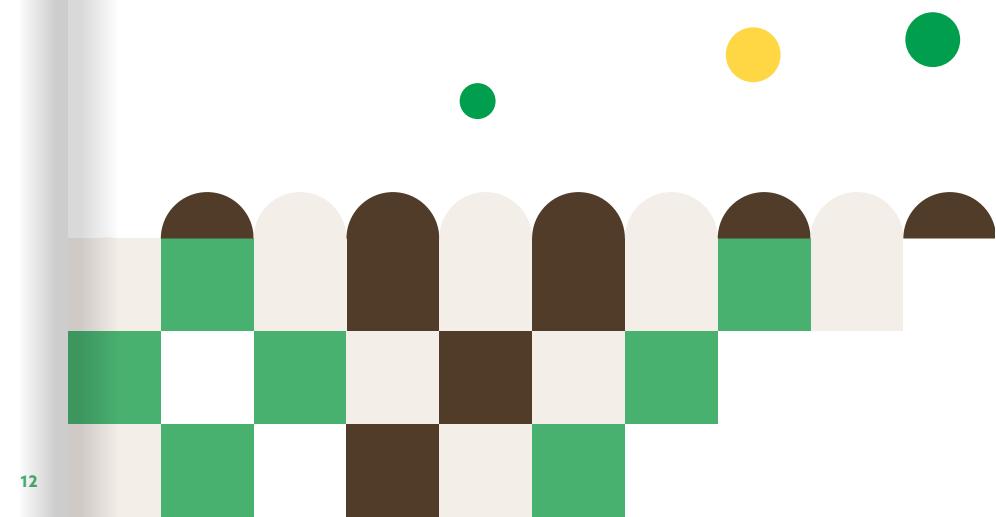


In the LTTAs, the project Youth 4 Bauhaus has involved as many diverse participants as possible. Coming from different countries, they had different

cultural and family backgrounds, ethnicities, social statuses, sometimes disabilities, etc. – yet, they were all in the high school age. The gender balance was kept in the selected groups as well.

There were 10 youth representatives from each country (Slovakia, Belgium, Portugal, Romania) participating in all activities of the LTTAs. They were accompanied by two or three youth workers/teachers/ assistants and two project partners.

In the preparatory phase, each partner chose a high school to participate in the LTTA. The program was presented and the school selected 10 students and 2 teachers to participate in the LTTA. Each partner hosted several meetings with the selected groups and presented key concepts of the project including practical information. The host of the event prepared the overall agenda of the LTTA, in collaboration with CollectiveUP for the co-creation sessions.



Learning, Training and Teaching Activities (LTTAs)



1. Design Think Your City Kosice (SK) 12 - 16 September 2022



The training in Košice welcomed 40 diverse youth participants – 10 local and 30 international (5 of them with special needs). The young participants were accompanied by 2 adults per city for GEYC (Bucharest) and CollectiveUP (Ghent). 3 adults were required from Teatro Circo de Braga (Braga) due to special needs of the participants. Two representatives per project partner were present as well to help the facilitation and language obstacles, as the training's working language was English.

SUMMARY OF THE LTTA Kosice

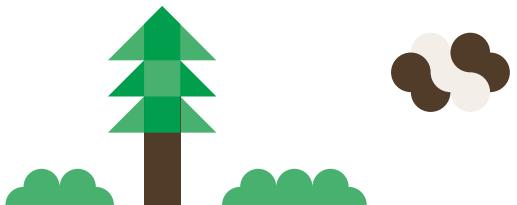
In Kosice, the group spent 3 working days on a theoretical seminar, workshops, place visit, discussions, and public presentation. In its first part, the participants were introduced to the theory of urbanism, public spaces, NEB, and its key





concepts – beautiful, sustainable, inclusive. The online part was presented by the expert **Mária Beňačková Rišková**, who is a member of the NEB round table, the Year of Climate Care curator, and the member of informal circle of advisors to the President of European Commission on NEBI. **Michal Hladký**, the director of Creative Industry Košice and expert in urbanism, followed-up with a NEB presentation.

Two expert facilitators, **Mišo Hudák** and **Tereza Sejková**, have prepared 3-stop route – visit of the places near the river, so participants have experienced the real urban locations, that were later discussed, designed, and worked in digital representation - **Minecraft**. Mišo is an urbanist and Tereza is an experienced professional working with individuals with special needs. They were responsible for the participatory workshops.



A co-creation workshop led by the two above-mentioned facilitators followed. **The results were 40 drawings of suggestions for the use of the visited venues**. Students were put into groups to co-design together the sustainable solutions for the locations on the draft maps. Young participants worked in mixed groups to promote the principles of tolerance and inclusivity. **The 5 results of the co-creation task were presented, with one voted as the winner**.





In the afternoon, the representative of the City of Košice from the Department of the Chief architect, **Martin Jerguš** presented the city's agenda for urban planning and presented the actual plan for the riverside revitalization project.

The following day, the workshop made use of Minecraft for the co-creation of spaces. This activity was coordinated by CollectiveUP's leader, **Liliana Carrillo**, using the methodology prepared as part of the Project Result 1, as well as the technical guide and 3D model representation of the city. The workshop was mainly dedicated to translating the previously created drawings into 3D digital formats, **Minecraft Education worlds**. At the end of the event, participants presented their final co-created solutions to the public including the newly learned knowledge from the workshop.



EVENT RESULTS & SHORTCOMINGS

During the 3 day LTTA event in Kosice, numerous project objectives were achieved, however there were also shortcomings that provided valuable lessons for the organization of future events within this project as well as lessons learned for future projects of similar nature.

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

- **57 individuals** 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 processes for the youth.
- **6 project partners** increased their capacity to work with and for youth including those of socially disadvantaged communities
- **40 high school individuals** were involved in consulting on issues related to sustainable urban planning, recreating urban brownfield and unused public space in Kosice, based on the principles of the NEB
- **The first version of the Toolbox** outlining the NEBI for the youth and teachers/educators was drafted and tested.
- The first version of an **innovative digital tool** enabling the youth to formulate, visualize and present their opinions on spatial planning based on the NEBI was drafted and tested.
- **40 youth participated** in an inclusive and co-creative manner in achieving the project results.
- **Feedback consisting of 40 suggestions** by the youth on means for improving public space resulting from the Kosice event.



Shortcomings were realized when the activities were taking place or as a result of taking feedback from the participants. The event planning took into consideration the diverse needs of participants including any special needs for individuals with disabilities as well as any cultural or personal considerations such as dietary preferences, religion and so forth. Amidst these considerations, areas for improvement presented themselves, and in some instances they were easily noticeable by the organizers and in other instances they were the result of suggestions from the participants.

SOME NOTABLE SHORTCOMINGS INCLUDED:

Activity timing: traveling between venues with a large and diverse group which also includes individuals with special needs can take much longer than anticipated.

Accommodations: proximity to participants with special needs.

Accessibility: hearing & visually impaired participants can face challenges with increased ambient noise or lack of visual aids during presentations.

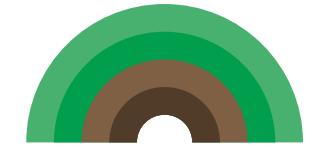


Learning, training and teaching activity



2. Design Think Your City Ghent (BEL)

7 - 11 November 2022



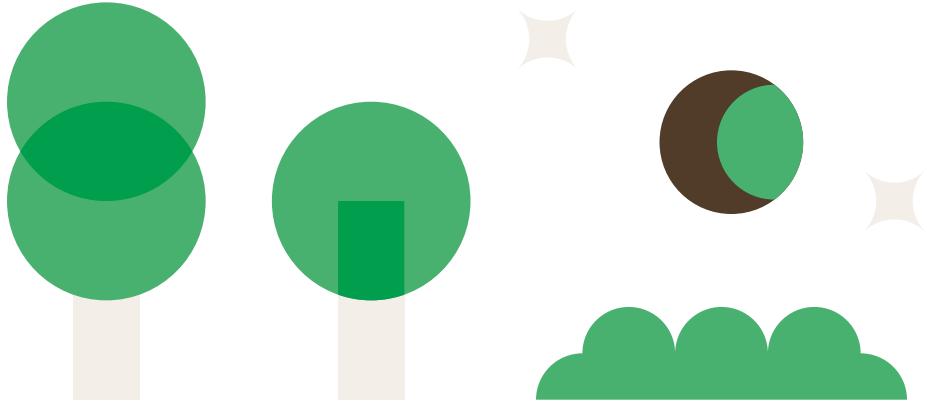
After the LTTA in Kosice, project partners continued working with the selected high schools and presented them with the plan for the LTTA in Ghent. Project partners conducted several meetings with students and teachers providing them with an overview of the LTTA program, the goals of the event and practical information (travel, accommodation, program, etc.) prior to the event.

The hosting organization, CollectiveUP, prepared the overall agenda and took care of accommodation, food, and event management for the participants. To design the LTTA program, CollectiveUP collaborated with the **local authorities of the city of Ghent** and the **school Keerpunt**.

SUMMARY OF THE LTTA Ghent

The event welcomed 41 diverse youth participants – 11 local and 30 international (7 of them with special needs) and





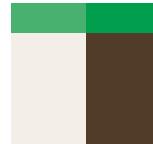
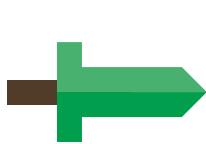
20 adults - 2 teachers per international group, 4 teachers per local group, 1 accompanying person for the Portuguese group and 9 representatives from project partners' organizations. The group spent 3 working days in the LTTA training in Ghent for a theoretical seminar, panel, workshops, place visits, discussions, public presentations, and multicultural activities.

In the first part of the LTTA, lead partner CIKE presented the project and its objectives as well as the concept of the **New European Bauhaus (NEB)**, with its focus on the 3 key NEB principles: **beautiful, sustainable, inclusive**. Then, project partner CollectiveUP introduced the Youth 4 Bauhaus methodology to the participants, and this was followed by presentation by **Céline De Conink**, Director at Ghent European Youth Capital 2024, who presented a short introduction to the theory of urbanism and redesign of public spaces and the European Youth Capital program.

In the afternoon of the first day, a panel moderated by **Liliana Carrillo from CollectiveUP** took place with local experts on urban redesign. This panel had a special focus on inclusion for people with disabilities and diverse genders. Panel speakers were **Esther Schelfhout** (artist & artistic employee Minus One), **Valérie De Prycker** (civil servant at the Department of Environment and Climate of the city of Ghent, collaborator



Design For Impact course in LUCA School of Arts), **Jolien Nayeart** (architect and visual artist), **Anyuta Wiazemsky Snauwaert** (artist and coordinator of New International Culture Center).



The panel was followed by a tourist sightseeing tour and a visit to the urban spaces that were going to be redesigned during the workshops the day after.

On the second day, **Alexandra Matiová** from Creative Industry Košice held a team building activity using a Miro board. Participants were invited to create avatars to present themselves.

Later, CollectiveUP representatives **Liliana Carrillo** and **Frederick Ducatelle** led the ideation and co-creation sessions that started with individual drawings and designs and finished with group plans for the redesign of the spaces visited the day before. Then, the designs were implemented into the 3D game [Minecraft Education](#) to facilitate the visualization of the ideas by the youths.

On the 3rd day, the participants continued their work with Minecraft Education and worked further on the design of the 3D models. Young participants worked in mixed groups and were encouraged to practice tolerance, listen to the ideas of others, and co-create a common and shared project.

The results of the co-creation sessions and work in groups was presented during the public presentation in the afternoon. The overall event finished with the distribution of certifications and Youth passes and the evaluation of the whole program using the five fingers feedback method.





EVENT RESULTS & SHORTCOMINGS

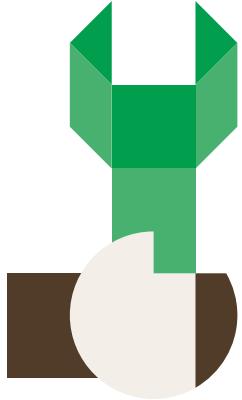
During the 3 day learning, training, and teaching activity in Ghent, numerous project objectives were achieved and shortcomings were identified.

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



- **61 participants** were trained in understanding the NEB Initiative, urbanism, and city planning, with a focus on co-creation and inclusivity while strategically thinking of our cities in a democratic and participatory manner.
- **9 representatives** from the project partners increased their capacities by working with and for youth including youth with fewer opportunities, and special needs.
- **10 teachers and 1 accompanying person** were trained in understanding the NEB initiative in a democratic and participatory way, and learned about diversity and inclusion from the different groups.

- **41 youths** of high school age were involved in recreating the cities' brownfields and unused public spaces based on the New European Bauhaus approach in Ghent and were consulted on issues related to sustainable urban planning.
- **The second version of the Toolbox** outlining the NEBI for youths and teachers was drafted and tested.
- The second version of an Toolkit was drafted and tested, enabling the youth to formulate, visualize and present their opinions on spatial planning based on the NEBI.
- **2 starting and generic Minecraft Education worlds** digital tools developed and used.
- **41 individual ideas** from the youth, 13 group concepts, and 11 digital concepts on means for improving 2 public spaces in the city of Ghent were created.
- **Feedback consisting of 61 oral suggestions, and 35 answers** to our evaluation questionnaire suggestions from the youth on means for improving public space resulting from the Kosice event.



Thanks to the feedback, shortcomings and ideas for improvement on the concepts were identified. These provide valuable lessons for the organization of future events within this project as well as lessons learned for future projects of similar nature.

SOME NOTABLE SHORTCOMINGS INCLUDED:

- **Pre-advance planning:** It is much appreciated to provide as much information about the city, programme and theory as possible.
- **Inclusion:** providing the tools and information about special needs to help everyone in the group understand.
- **Accommodations:** sharing the spaces together is well appreciated and at the same time considered less comfortable.
- **Sustainability:** considering the more sustainable ways of traveling as well as omit food waste within shared activities.
- **Testing in advance:** Testing every digital tool directly at the same space and settings as will be used for events can bring more time for co-creation.



Learning, training and teaching activity



3. Design Think Your City Bucharest (ROU) 27 February - 3 March 2023

A total of 10 students from Slovakia, Romania, Portugal, and Belgium were selected by their associated schools to participate in the project. Accompanying the students were two teachers from each country, except for Portugal, where only one teacher and an interpreter for the deaf participants were present. In addition, each project partner also sent two staff members to the program to facilitate activities and ensure effective communication throughout the project.



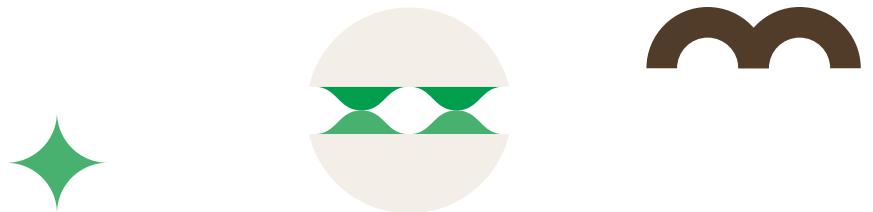
SUMMARY OF THE LTAA Bucharest

The third Learning, Teaching, Training Activity (LTAA) of the Youth 4 Bauhaus project, named **Design Think Your City Bucharest**, was organized by the **Romanian partner, GEYC, Group of the European Youth for Change**. This LTAA played a significant role in achieving one of the primary objectives of the project, which is to enhance the capabilities of project partners, participating teachers, and youth workers, while also involving them in the participatory processes of city co-creation.



Project partners continued working with the high schools that will take part in the learning activity and presented them with the plan for the LTTA 4. The Romanian partner, **GEYC**, engaged with a new school from Bucharest in order to involve more young people from the city of Bucharest. Project partners conducted several meetings and created communication channels with students and teachers providing them with an overview of the LTTA program, the goals of the event and practical information (travel, accommodation, program, etc.) prior to the event. The hosting organization, GEYC, prepared the overall agenda and took care of accommodation, food, and event management for the participants. GEYC has collaborated with **the Saint Sava National College** for the design of the program.

A total of 40 young individuals between the ages of 14 and 18 took part in the LTTA, with 10 being local participants and 30 coming from international backgrounds. The event also saw the participation of 16 adults, including two teachers each from Romania, Slovakia, and Belgium, one teacher from Portugal, and an accompanying person for the deaf participants also from Portugal. Additionally, eight representatives from the project partners' organizations were present. **During the three-day** training period in Bucharest, the group participated in various activities, such as workshops, study visits, discussions, and public presentations, focused on co-creation. The program involved researching different topics, as well as Sustainable Development Goals, New European Bauhaus, European Green Deal, the Paris Agreement and many more.



On the first day of the LTTA, the participants engaged in non-formal educational activities to get to know one another. They shared their expectations, fears, and contributions for the following days. To encourage the participants to take more ownership and become more involved in the program, we created four committees focused on social inclusion, free time, social media, and the „mama“ group, with each committee having specific objectives for the week. We also discussed practical aspects such as the program's logistics, food, and schedule.

Next, we delved into the concepts that we would be exploring during the LTTA, such as the **New European Bauhaus, Erasmus+, sustainability, the Paris Agreement, and the European Green Deal**. The participants had a session where they researched each concept and presented it to the others in a creative manner.

After getting to know each other and the concepts, we started exploring our surroundings by walking around Bucharest and discovering the location which we would be co-creating in Minecraft. It was also essential to discover Bucharest's local architecture, so for the remainder of the day, the Romanian team guided the participants around the city centre.

During the second day of the LTTA, the participants engaged in co-creation activities. Divided into two groups of 20 young people each, they brainstormed and drew their ideal, inclusive, and sustainable city. The ideas were shared and discussed in a debriefing session. Subsequently, the participants formed 7 teams and co-created the space with an artistic approach.



In the afternoon, **Liliana Carrillo** (CollectiveUp) facilitated a session on using Minecraft Education software for youth education, and how to utilize it to create 3D models of the ideas generated in the morning. The 7 teams worked on their worlds in Minecraft.

To conclude the day, an Intercultural night was held, during which each country had the opportunity to present their traditions and customs. Each country had 10-15 minutes to share and celebrate their unique cultural heritage.

During the final day of the LTTA, the participants continued their collaborative work on the design of their 3D models using Minecraft Education software. They worked in mixed groups, with an emphasis on practicing tolerance, actively listening to others' ideas, and co-creating a shared project. Later in the afternoon, the groups presented the results of their co-creation sessions to the public. The event concluded with the certification ceremony and distribution of Youthpasses to the participants.



EVENT RESULTS & SHORTCOMINGS

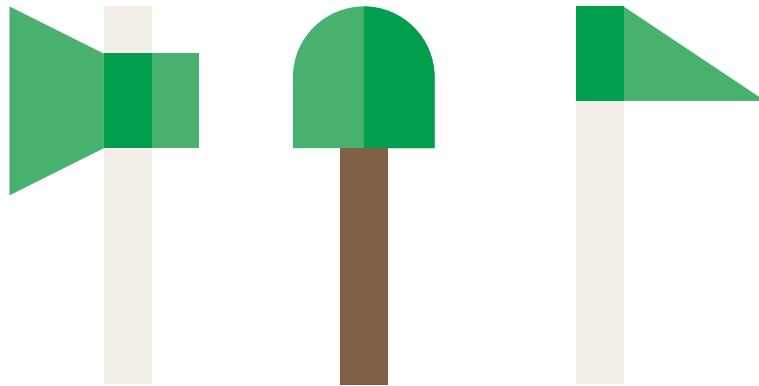
The three-day learning, training, and teaching activity in Bucharest resulted in the achievement of some of the project's objectives. Nonetheless, the event also highlighted certain shortcomings that offered valuable insights for organizing future events within this project and for planning future projects with comparable goals.

To provide a concise summary, the key highlights of the results are as follows:

- **A total of 56 participants received training in various topics such as the NEB Initiative, sustainable development goals, the Green Deal, city planning, the Paris Agreement, the importance of co-creation, inclusivity, and democratic processes of youth.**
- **4 project partners** enhanced their capacities by working with and for youth, including those with limited options.

- **40 young individuals** were consulted regarding issues related to sustainable urban planning, such as the regeneration of brownfield sites and the use of public spaces within the green New European Bauhaus approach in Bucharest.
- **The Toolbox**, which aims to explain the NEBI to young people and teachers/trainers, was tested with over 48 young people and teachers.
- In an inclusive and co-creative manner, **40 young people** were involved in the production of project results.
- **40 suggestions for improving public spaces in Bucharest** were generated by young people in an inclusive and participatory process.
- **7 advanced versions of the worlds created**, and 7 designs for public spaces presented.





During the event, some shortcomings were identified both through observations by the organizers and feedback from the participants and project partners. While planning the event, diverse needs of the participants, such as special requirements for individuals with disabilities, cultural or personal considerations, and dietary preferences, were taken into account. Also, the shortcoming from the LTTA from Kosice and Ghent were taken into consideration:

- **Activity timing:** we organized to have the accommodation, all the meals and the activity room in the same hotel because traveling between venues with a large and diverse group which also includes individuals with special needs can take much longer than anticipated.
- **Accessibility and Inclusion:** we organized a group of young people to be in an inclusive committee in order for the: hearing & visually impaired participants to be involved and for every participant to be aware of it.
- **Sustainability:** the group from Kosice traveled by train to Bucharest as we are considering the more sustainable ways of traveling.

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

- **Inclusivity:** Some participants felt that the activities could be more inclusive, and that the group could have interacted more effectively.
- **Technical support:** A lack of support in the conceptual part of the urban work and in the technical issues was noted by some participants.
- **Preparation:** Some participants suggested doing more homework before each LTTA to ensure that students are familiar with the whole context.
- **Overwhelming Schedule:** The schedule could be organized to be less overwhelming, as some participants were often mentally exhausted and missed out on some activities. Additionally, the balance between free time and work time could be improved.



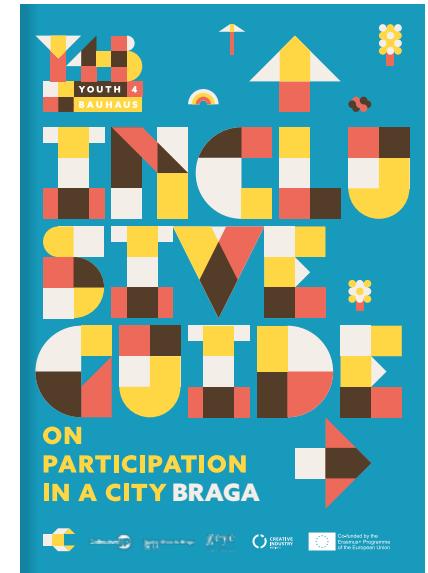
Learning, Teaching and Training Activities



4. Design Think Your City Braga (PRT) 22 - 26 May 2023



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 LTAA Braga

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.

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, costumes, 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 Toolbox**, which aims to explain NEBI 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;

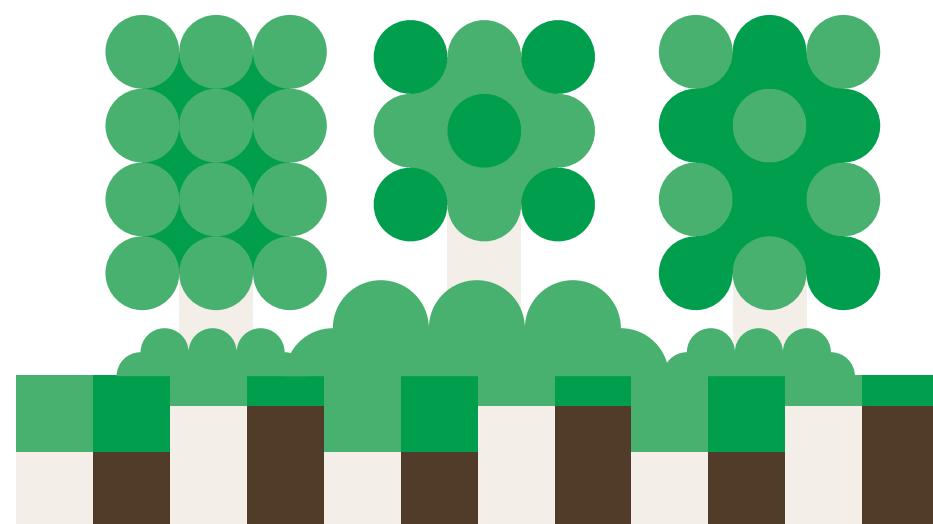
- However, despite a few complaints, especially at lunchtime, the typical Portuguese food was excellent for restoring energy. The groups enjoyed their meals at round tables, always mixed considering the 4 nationalities, students, teachers, partners, mediators, everyone involved;



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

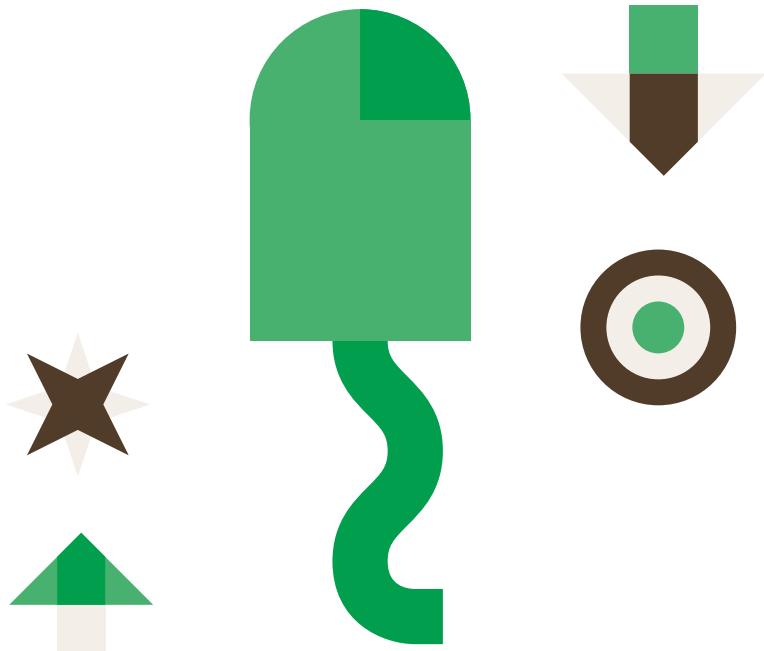
- **Preparation:** Extensive preparatory work was conducted on the work and intervention site, and this information was distributed to all partner institutions. This allowed them to share the details with teachers and students, ensuring that they had prior familiarity with the environment and challenges 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 organize 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 LTTA 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 organizer's 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.



FINAL SUGGESTIONS

The above mentioned LTTAs were firstly a training, learning and testing playground for us to design the Toolkit - methodology for involvement of young people in designing the cities and villages of the future. Nevertheless, we have followed the second goal, the one of inclusion and finding innovative ways of approaching, training and empowering young people. The following suggestions are the results of the LTTA's experience and evaluation, which we carried out with our young participants to improve the following LTTAs and pass on the knowledge gained through this guide.





I. PROPER PLANNING

We have organized the LTTAs for groups of high school students, accompanied by their teachers, interpreters, or accompanying persons. They came from 4 different countries. The groups of around 57 participants were diverse - people with disabilities such as ASD, hearing impaired, visually impaired and physically disabled as well as young people with different backgrounds and life experiences.

Measures:

Before the event, it is crucial to determine the **right dates** (outside of the school exams time, holidays, vacation season, etc.) relevant for each country involved. Each project partner (country group coordinator) checked the regulations **and rules** for traveling abroad (COVID pandemic rules, traveling with underaged participants, signed consents, embassies, insurances, etc.).

The hosting country prepared the suggestions for **accommodation and local travel arrangements** (if a bigger group is accommodated in one hotel, the group can receive a discount) that met all the requirements of the group with special needs. We paid attention to **room distribution** and all the special needs of participants (bathroom, if there are hearing impaired participants, their room needs to be in close proximity to the room of the interpreter, gender of the participants, etc.).

There is a need for a **clear and detailed agenda** to be provided at **least one month** before the event in order to let everyone accommodate the details, get ready for the activity and take into consideration the specific needs of each participant (including food restrictions, transportation, etc.). Ensure the information is also provided to the parents of **underaged participants**. We have requested feedback on the agenda and adjusted the time schedule accordingly.

II. SCHEDULING

Youth 4 Bauhaus activities are designed for young people (high school age). We had to consider adequate time for rest and provide breaks that would enable the group to maintain focus.

Measures:

Each day starts with an **energizer/icebreaker activity**, allowing the group to begin the working day with games and fun to brighten up the mood. Its purpose was to energize the group and remove any barriers amongst the participants. The **non-formal approach** allowed participants to freely express themselves in an intercultural context, ensuring the widest participation possible.

The theoretical parts (seminars, lectures) did not exceed **90 minutes** (two school lessons) so the students were able to follow the content.

The overall event was introduced, the objectives were explained and the schedule was presented at the very beginning. The consortium suggests assigning one dedicated person - a host, who will shortly introduce each activity, cover the objectives and explain why the group is doing this activity.

Breaks and coffee breaks are an inevitable part of the inclusive events. We have scheduled one break in the morning, lunch break and one break in the afternoon with refreshments (water, coffee, tea, pastry, fruits,..). This time is not used only for resting, but also for networking. Considering the group's age, it is good to plan free time and different off-program activities, so that the young participants can just hang out together in groups. Do the best to be on time with a scheduled program.





III. SAFE ENVIRONMENT

The Youth 4 Bauhaus group consisted of diverse participants who varied in age. There were differences in social backgrounds, English levels, professional experience, and religion. The challenge was creating a physically and mentally safe environment, where everyone could freely express themselves to allow room for all opinions on the co-creation.

Measures:

We have understood the safety of participants as our top priority. The first step was to inform **participants about the European Health Insurance Card**, which could be obtained for free in each European country as well as about the travel insurance. At the beginning of the event, participants had the opportunity to **express their expectations and fears**. We suggest to ask in advance how each participant **wants to be treated** (how they would like to be called, if anyone wants to talk about their own special needs, etc.) and how they would like to **inform others about their requirements**. The project's participants included individuals with ASD, hearing problems, visually impaired and physically disabled. Therefore, the venue needed to be accessible by wheelchair, have a proper sound system and have suitable light conditions. It also needed to have adequate toilets with easy access. **Visually impaired** participants appreciated having their own tablet to follow the presentation while adjusting the text size (it is necessary to send them all the presentations in advance). We had to invite a sign language interpreter if there were hearing-impaired participants. Each country has its own sign language, so if there are deaf participants from different countries, consider one interpreter for each country. Participating in activities in such large groups can easily become overwhelming for participants with ASD. Having **available an empty space/room** with less furniture can help them calm down quickly.

IV. EQUALITY

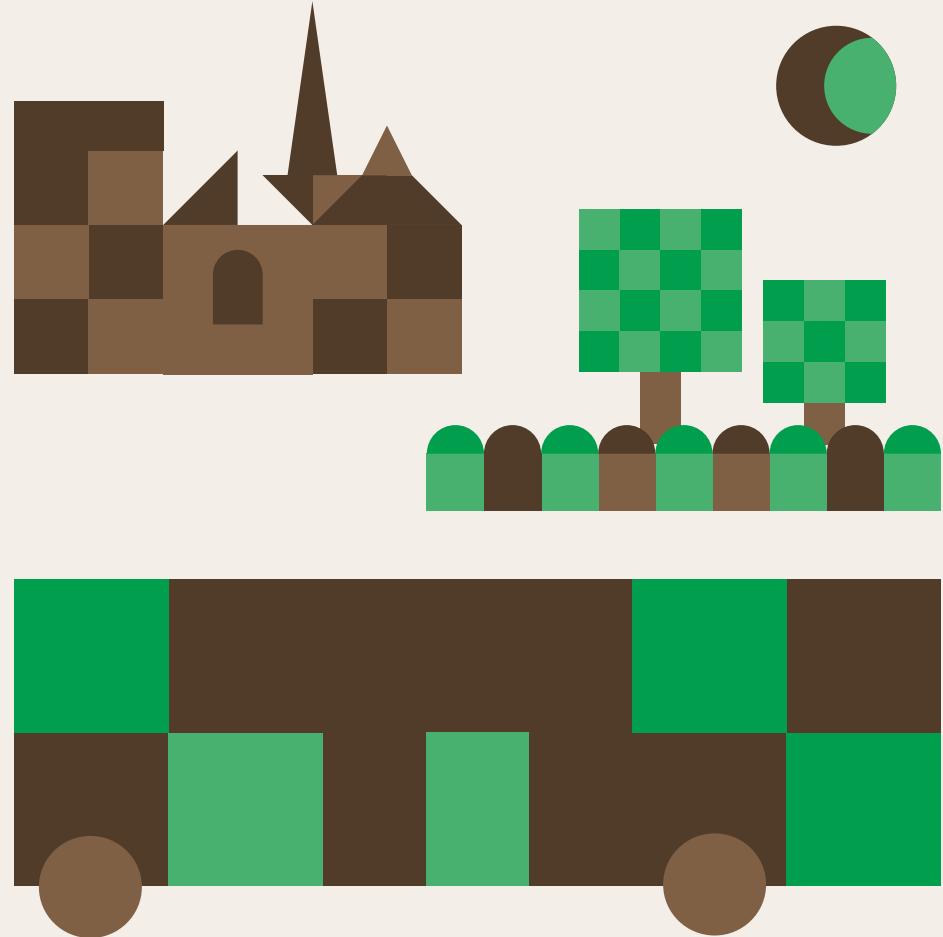
In our project, partners had different expertise. Partners with expertise in working with people with special needs supported those with less experience. To be inclusive meant to provide equal conditions to all participants so no one felt excluded from the activities. The biggest challenge was to find the balance between the sound quality of activities and the right format. The goal of Design Think Your City activities within the Youth 4 Bauhaus project was to bring together a diverse group of young participants and provide them with relevant tools to co-design selected unused public spaces in their city. This meant that the differences between the participants were welcomed as they provided different perspectives on the subject.

Measures:

In order to ensure equality, **participants with similar special needs from each participating country** should have the chance to work together so they can freely discuss and compare their local challenges with those of the hosting country. We suggest preparing a short sign language workshop presenting the basic signs in order to lower the barriers between the deaf participants and the rest of the group.

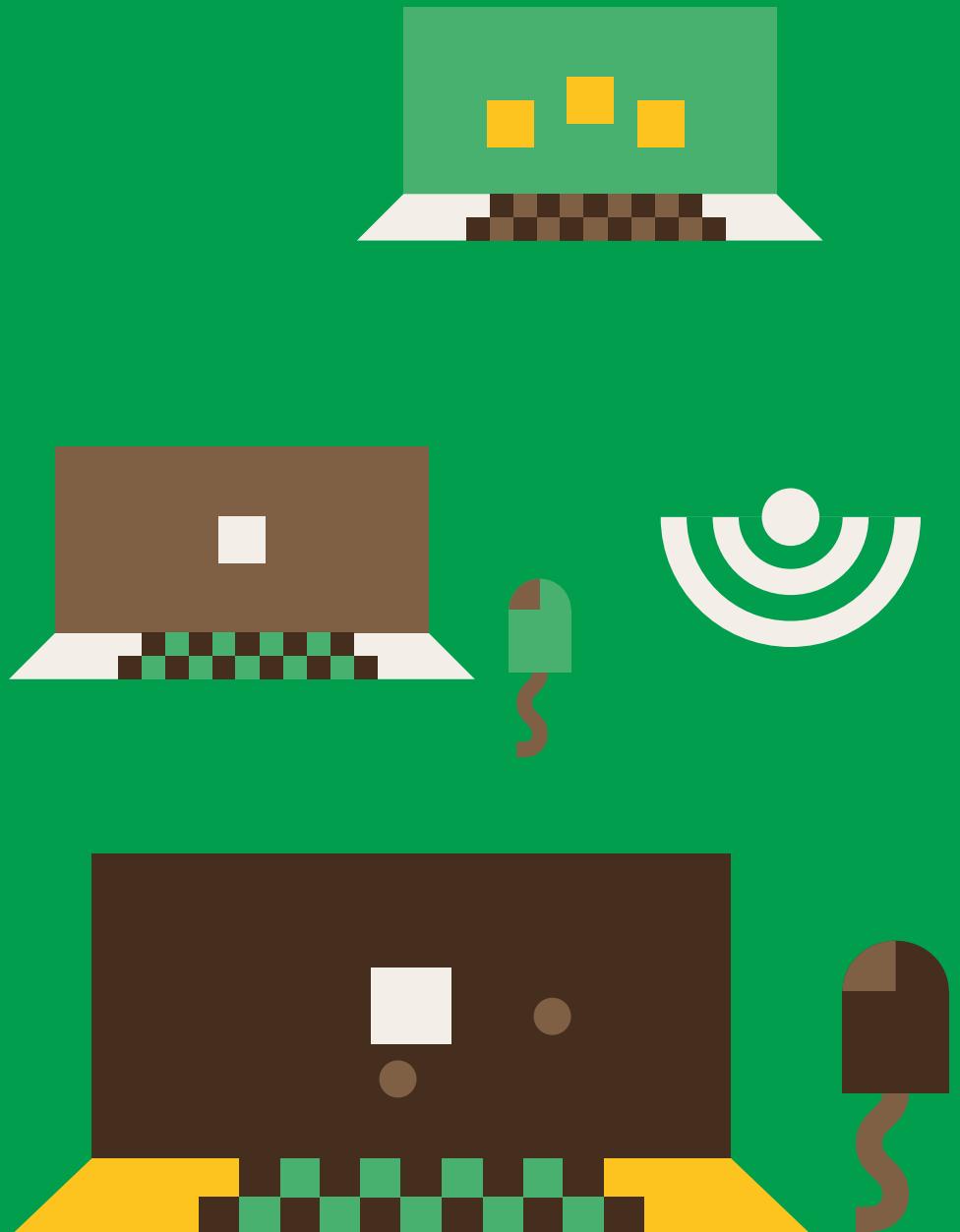
Such a diverse group also appreciates if they can get **as much information as possible before the event**, so they can prepare in advance (not only the agenda, but also relevant information about the hosting city, technical information, theoretical background, etc.).

If you are planning a bus tour with a group, it is necessary to think about how the group will move after getting off the bus, how to form the group so everyone can hear what the guide is talking about (consider ambient noises) while presenting the place.



If there are more stops, more time must be dedicated to moving from one place to another. The consortium also recommends including **the city tour** (not only to select unused public spaces) in order to have an overview and feel of the city itself.

The group of students from the **hosting country should be involved and invited to as many activities as possible** (including dinners, free time programmes and evening activities). If it is possible, the organizers should provide the **same services** to each participant in the group.



V. TECHNICAL ASPECTS

Taking into consideration the technical aspects while organizing these events in an inclusive way is very important. It can support the group dynamic or it can hamper it and break down the expectations. It is important to rely on laptops that were tried before, rather than let young people bring their own ones. In this case you need to count in the time for setting up the laptops and it can delay the start of the activities.



Few suggestions to bear in mind:

- Ideally have one laptop and one Minecraft Education license per student.
- Enough internet bandwidth, good wifi connection, that allows playing games online, and sharing Minecraft Education worlds.
- Test sharing Minecraft Education worlds in advance at the event venue, to understand if the internet configuration allows sharing worlds.
- In advance, import the starting Minecraft Education world in the working laptops.
- When renting laptops, make sure that it is possible to save information, worlds.

VI. EMPATHY

We have realized, that it is 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.

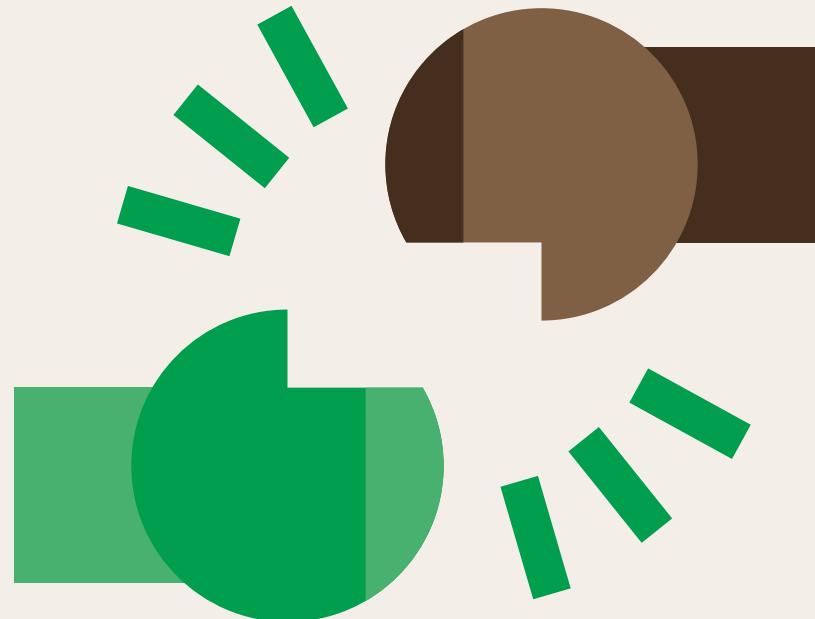
Proposed Measures:

- **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.

- **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.

- **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.

- **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.





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