



# THE NEIGHBOURHOOD AS A LEARNING ENVIRONMENT

**EDU-CITY CONFERENCE**

**PROGRAM**

**25-26 JANUARY 2024**  
**10 AM-6PM**

**AMERIKA-GEDENKBIBLIOTHEK**  
**BLÜCHERPLATZ 1**  
**10961 BERLIN-KREUZBERG**



The **EduCity conference** looks at the potential of neighbourhoods as spaces for social engagement. It will present ideas and tools to explore the neighbourhood as an active site for mutual learning, innovation and capacity building. EduCity has a multidisciplinary and inclusive ambition and is open to researchers, practitioners, educators, civil servants and engaged citizens active in processes of social inclusion and community empowerment. The objective is to connect and provide tools to organisations and individuals who share an interest in the potential of neighbourhoods as learning environments.

The conference is the final event of the **EduCity Erasmus plus** project and will present results and learnings of the project all along with papers connected with the topic, keynotes, workshops and field explorations. The conference is a cooperation between the Educity partnership, including **Bond of Union** (Palermo), **Les têtes de l'art** (Marseille), **Ideas Factory** (Sofia) und **Zemos98** (Sevilla), **Tesseræ** (Berlin), and **Zentral und Landesbibliothek Berlin** (ZLB).

The conference is held at the America GedenkBibliothek, ZLB's Kreuzberg branch, which is a public library oriented at empowering their communities by facilitating knowledge production.







**PROGRAM**

# PROGRAM

THURSDAY, 25TH JANUARY

10:00

## REGISTRATION

10.30

### WELCOME FROM THE GUEST INSTITUTION

TIM LEIK, HEAD OF PROGRAM

10.35

### INTRODUCTION AND PROGRAM

LORENZO TRIPODI

10.45

### KEYNOTE TALK

BERTRAM NIESSEN (CHEFARE) IN CONVERSATION WITH LAURA COLINI (TESSERAEE, IUAV VENEZIA)

11.45

## COFFEE BREAK

12:00

## SESSION 1: EDU-CITY

### INTRODUCTION

PAOLA PIZZO, BOND OF UNION

### EDU-CITY HANDBOOK

LORENZO TRIPODI, TESSERAEE

### EDU-CITY TRAINING SCHEME

PAOLA PIZZO, BOND OF UNION

### COMPENDIUM OF LOCAL EXPERIENCES

SEVILLA LOCAL LAB - ROSALIA GUTIERREZ AND JULIA CORTEGANA, ZEMOS98

SOFIA LOCAL LAB - YANINA TANEVA, IDEAS FACTORY

PALERMO LOCAL LAB - PAOLA PIZZO AND GIULIANA PAMPILLONIA, BOND OF UNION

MARSEILLE LOCAL LAB - COLINE BOUCHY, LES TÊTES DE L'ART

BERLIN LOCAL LAB - LUIS MIGUEL BENAVIDES AND NINA SZKOLKA, TESSERAEE

13.30

## LUNCH BREAK

**15:00**

## **SESSION 2: CHANGING NEIGHBOURHOODS**

CHAIR LAURA COLINI

**LEARNING FROM A PROCESS OF SOCIAL TRANSFORMATION IN A VULNERABLE NEIGHBOURHOOD. CONTRIBUTIONS TO URBAN SOCIAL WORK AND SOCIAL EDUCATION**

FRANCISCO-JAVIER MARTÍNEZ-CARRANZA, MARÍA MAR DELGADO-SERRANO, UNIVERSITY OF CORDOBA

**THE PRODUCTION OF NEIGHBOURHOODS - URBZ'S EXPERIENCE FROM DHARAVI MUMBAI**

RAHUL SRIVASTAVA, MATIAS ECHANOVE, ANTONIO GIOIA, URBZ

**SCHOOLS AT THE CENTRE OF THE FUTURE: IN BRESCIA, URBAN REGENERATION STARTS FROM EDUCATIONAL CONTEXTS**

CAMILLA PINOLI, CARLOTTA ROMA, AVANZI S.P.A. A|PLACE

**HAU TO CONNECT – PRACTICES OF BELONGING TO A NEIGHBOURHOOD**

STELLA KONSTANTINOY, HEBBEL AM UFER

**16:30**

## **COFFEE BREAK**

**16:45**

## **SESSION 3: GOVERNING COMMONS**

CHAIR LORENZO TRIPOLI

**NEIGHBOURHOODS AS EDUCATIONAL OPPORTUNITY SYSTEMS: THE ROLE OF FONDAZIONE INNOVAZIONE URBANA IN THE CITY OF BOLOGNA**

IRENE GIUNCHI, ELISABETTA CARUSO, FONDAZIONE INNOVAZIONE URBANA

**L'ECOLE DES COMMUNS**

ANNE GORRY (RADIO RAPTZ), FRÉDÉRIC SULTAN (REMIX THE COMMONS), MARIA FRANCESCA DE TULLIO, ANGELA MARIA OSORIO MENDEZ

**48-HOUR MOMENTUM: IMPACTING VARUSHA SOUTH'S NARRATIVE ON THE 2023 POLITICAL STAGE. TRACING VARUSHA SOUTH'S PATH THROUGH ACTOR-NETWORK THEORY**

DENITSA MILSUHEVA, GALIN POPOV, TAM

**18:00**

## **WRAP UP AND INTRO DAY 2'S ACTIVITIES**

**18:30**

## **END OF THE ACTIVITIES**



# PROGRAM

FRIDAY, 26TH JANUARY

10:00

INTRO OF THE DAY

10:15

SESSION 4 A: LEARNING NEIGHBOURHOODS I

CHAIR LUIS MIGUEL BENAVIDES

WHAT HAPPENS IN THE CITY. URBAN LEARNING PRACTICES FOR ADULTS  
IN EDUCATION

ANNA UTTARO

DISCOVER, CREATE, ACT - RESHAPING THE LOCAL BY CO-DESIGN PROJECTS  
WITH CHILDREN AND YOUTH

HENDRIK WEINER

UNDRAWING THE NEIGHBOURHOOD WITH CHILDREN

KITTI BARACSI, BASED ON EXPERIENCES CARRIED OUT IN COLLABORATION WITH NUMEROUS CHILDREN  
AND ADULTS / PERIFERIAS DIBUJADAS

10:15

SESSION 4B: CREATIVE APPROACHES I

CHAIR BEN SASSEN

NO MORE MONUMENTS – WHAT ART IN SOFIA

VIKTORIA DRAGANOVA, CENTER FOR SOCIAL VISION

PERMACULTURE BY ONE FIELD FALLOW BRUSSELS, BELGIUM

ALICE DEVENYNS, JAN DENOO, COLLECTIVE ONE FIELD FALLOW - OFF

GIUDECCA PARADÀIS

TERESA DITADI, SARAH NDJO FERNANDES, VITTORIA FIORE

THE AROMATIC GARDEN FOR DON ROBERTO SARDELLI IN ROMA. CIVIC RITE FOR  
THE CREATION OF THE PUBLIC GARDEN DEDICATED TO DON ROBERTO SARDELLI

DANIELE MANCINI, EDUCATOR, ARTIST @ UNPACKED STUDIO

11:30

COFFEE BREAK

**11:45**

**SESSION 5A: LEARNING NEIGHBOURHOODS II**

CHAIR **BERTRAM NIESSEN**

**MADE IN SISHANE PROJECT AS A COLLECTIVE LEARNING AND MAKING PRACTICE FOR SUSTAINABILITY OF CRAFT NEIGHBOURHOODS IN ISTANBUL**  
**ASLI KIYAK INGIN**

**ENHANCING RESILIENCE THROUGH PARTICIPATORY LEARNING: A COMPARATIVE STUDY OF COMMUNITY PROJECTS IN ZUMPANGO, STATE OF MEXICO, AND NUEVO LEON**  
**JOSÉ ROBERTO LAGUNES TREJO, FUNDACIÓN HOGARES**

**LEARNING FROM BORGOTICINO: EXPLORING SOCIALLY AND ENVIRONMENTALLY SITUATED ARCHITECTURAL PEDAGOGIES AT THE UNIVERSITY OF PAVIA**  
**LINDA MIGLIAVACCA, PROF. IOANNI DELSANTE, MADDALENA GIOVANNA ANITA DUSE, TABASSUM AHMED**

**CIRCULARCITYCHALLENGE - LEARNING PROCESSES – FOR BOTH LOCAL GOVERNMENTS AND EDUCATIONAL SYSTEMS**  
**VERA MARIN**

**11:45**

**SESSION 5B: CREATIVE APPROACHES II**

CHAIR **YANINA TANEVA**

**NEUKÖLLN GRAFFITI AS A CRITICAL TOOL**  
**RIK FISHER**

**LES SUPPLIANTES, UNE RÉÉCRITURE (A REWRITE): ART AND UTILITY**  
**ORGANON ART CIE, MARSEILLE BASED ART COMPANY, 3E ARRONDISSEMENT**

**URBAN NEIGHBOURHOODS, MENTAL MAPS AND INCLUSIVENESS**  
**SUSAN QU, UNIVERSITY OF CAMBRIDGE**

**BRACHLAND: AUDIOWALK ABOUT URBAN UTOPIAS IN WEISSENSEE**  
**KATYA ROMANOVA**

**13:15**

**LUNCH BREAK / URBAN PICNIC WALK IN MEHRINGPLATZ**

**15:00**

**SESSION 6: PARALLEL WORKSHOPS**

**URBAN RECONNAISSANCE: INTERSECTIONAL CITY**  
COORDINATED BY **LORENZO TRIPODI, TESSERAÉ**

**ENGAGEMENT / WHY AND HOW ENGAGE THE STAKEHOLDERS IN A PARTICIPATIVE PROJECT (CONCEPTS, EXCHANGES OF PRACTISES, TOOLS SHARING)**  
COORDINATED BY **COLINE BOUCHY (LES TÊTES DE L'ART)** AND **YANINA TANEVA (IDEAS FACTORY)**

**NEW NARRATIVES: WEAVING OUR VOICES TOGETHER TO CREATE A COLLECTIVE PODCAST EPISODE**  
FACILITATORS: **JULIA CORTEGANA (ZEMOS98), PAOLA PIZZO (BOND OF UNION), ROSALÍA GUTIÉRREZ (ZEMOS98)**

**17:00**

**COFFEE BREAK**

**17:15**

**REPORTING AND FINAL ELABORATION OF THE WORKSHOP**

**18:00**

**CONCLUSIONS AND SALUTATIONS**

**DAY 1**

**THURSDAY, 25TH JANUARY**



## SESSION 1: EDU-CITY PROJECT

9.30-10.45

**Edu-City** aims at the recognition, valorisation and mapping of place-based knowledge and competences and to use them to activate participatory practices. City neighbourhoods are identified as ideal settings of participatory actions as they facilitate relations among residents, local actors, administration and organisations. In the context of city neighbourhoods it is possible to build a collective imagination of how the places could be transformed and to activate collective civic actions that involve all the local actors. In this scenario it is necessary to train professionals able to facilitate civic engagement and participatory processes at neighbourhood level and to act as interfaces in the territories. Based on the use of the neighbourhood as an educational environment, Edu-City provides methods and tools to recognise territorial resources and transform them into educational opportunities. Edu-City involves five partner organisations from Palermo, Sofia, Berlin, Seville and Marseille, with expertise in education, urbanism, social work, participatory practice, art and design through different European countries.

### EDU-CITY HANDBOOK

Targeted to practitioners, educators, civil servants and engaged citizens active in processes of social inclusion and community empowerment in urban contexts. It aims at providing ideas and tools to exploit the neighbourhood as an active site for mutual learning, innovation and capacity building. In the publication you find a glossary, resources, tools and the results of practices of social engagement and co-creation deriving from the background of the five partner organisations.

### EDU-CITY TRAINING SCHEME

It supports the training of new hybrid professional figures acting as neighbourhood facilitators for processes of social engagement, co-creation and management of commons. Is composed of five different modules, inspired by the partners previous practices and contains indications, exercises and methods adaptable to different contexts and needs. Edu-City training scheme aims to train urban educators before the realisation of a participatory practice, to support them during the realisation - to analyse and understand better the territory and local dynamics, to engage citizens and other actors, to narrate the process activated, co-create initiatives, actions - and to reflect on the experience realised.

## EDU-CITY COMPENDIUM OF OPEN EDUCATIONAL PRACTICES

Compendium of Open Educational Practices (OEP) directly derives from the local activities implemented by the neighbourhood facilitators with the adult neighbourhood residents. The Compendium collects experiences, methodologies and other tools that the neighbourhood facilitators have used in the local context. It is the first compendium of OEP specifically focused on the neighbourhoods as open learning environments and participative processes of valorisation of local resources. Edu-City Compendium codifies practices co-created with participants in educational activities, exploring methodologies that acknowledge, foster and reinforce already existing social relations that are to be kept.

- In **Berlin**, the local activities revolved around the filmmaking process of a group of Arab women, focusing on their everyday experiences and their role in maintaining the social fabric of Mehringplatz, Kreuzberg.
- In **Seville**, the local activities were designed to create a collaboration between the neighbours of the San Diego Neighborhood in order to write their history by creating a participatory audiovisual archive, and creating events to discuss their historical and cultural heritage guarded in video tapes.
- In **Palermo**, the local activities focused on the recognition of the historical and cultural value of the Flea Market, located on the border of the neighbourhood Capo, and on promoting its use as a learning space in collaboration with the vendors.
- In **Sofia** (Bulgaria), the local activities focused on building upon participatory processes that had been developing in the neighbourhood around Women's market for the last 2 years together with NGO Meeting Points. The local labs involved migrant owners of small shops, bakeries and restaurants in reflecting and co-creating with them neighbourhood tours (called Food and Spices Walking Tours).
- In **Marseilles**, local activities strengthened the collective dynamic of La Belle Fête de Mai, a neighbourhood festival that has been running for 20 years and whose programme is co-constructed by inhabitants and local organisations. Artists have worked with us on the 2023 edition of the festival to reflect about participatory practices and the co-construction process, which needs to be more highlighted.

## SESSION 2: CHANGING NEIGHBOURHOODS

15.00-16.30

### **LEARNING FROM A PROCESS OF SOCIAL TRANSFORMATION IN A VULNERABLE NEIGHBOURHOOD. CONTRIBUTIONS TO URBAN SOCIAL WORK AND SOCIAL EDUCATION**

FRANCISCO-JAVIER MARTÍNEZ-CARRANZA, MARÍA MAR DELGADO-SERRANO, UNIVERSITY OF CÓRDOBA

**Keywords:** social-impact / social-learning / urban transformation / co-creation, community

The three-year involvement in the Palmeras neighbourhood (Córdoba, SP) as part of the IN-HABIT Project has yielded a wealth of tools, experiences, anecdotes, and, crucially, a collection of lessons learned and best practices. Based on social science approaches, this knowledge might be particularly pertinent and transferable, especially in social work and social education disciplines.

The main learning, grounded in social processes, human interactions, and decision-making procedures, reflects the innovative and inclusive actions developed within the framework of the European H2020 IN-HABIT project. While these actions were crafted for a specific context and under particular conditions, their impact has transcended these boundaries. Consequently, a "decalogue" of learnings has been formulated, presenting the potential for replication and application in other social interventions and broader arenas of social and urban transformation. This involves collaborative efforts in co-design, co-implementation, and co-execution.

The knowledge base is derived from five distinct experiences that span various areas and disciplines of intervention and work. These encompass dynamics related to social cohesion and participation, extending to processes involving the transformation of urban spaces through community participation.

Those experiences are:

Cantarranas Picnic Area	<ol style="list-style-type: none"><li>1. Answer the neighbourhood's needs, not yours.</li><li>2. Act not only meet and talk. Action calls action.</li></ol>
Co-design and co-implementation of the Central Square of Palmeras.	<ol style="list-style-type: none"><li>3. Art is a catalyst of social change.</li><li>4. Urban planning is not only about urban issues but about social ones.</li></ol>



Public Procedure on renaturalisation through a process of social transformation.	<p>5. Difficulties may be a challenge but also an opportunity.</p> <p>6. If you can work with the community, do it. It may sound very obvious, but it is not.</p>
Creation of a social platform to gather the social actors and entities involved in the Palmeras neighbourhood.	<p>7. Co, Co, Co and... CO. Co-design, co-implementation, co-management, co-execution... co-evaluation.</p> <p>8. Before acting, ask. Local people may need something different from what you think they may need.</p>
Celebration of cultural and artistic neighbourhood events through consensus and co-design between private and public entities, NGOs and associations.	<p>9. Local people are the real experts on what is happening in their area, how they live and how people interact.</p> <p>10. Empowerment as the motor of change.</p>

## **THE PRODUCTION OF NEIGHBOURHOODS - URBZ'S EXPERIENCE FROM DHARAVI MUMBAI**

**RAHUL SRIVASTAVA, MATIAS ECHANOVE AND ANTONIO GIOIA. URBZ**

**Keywords:** storytelling / film-making / participatory methodology / co creation / community

Since 2008 Urbz has been engaged with the knowledge embedded in neighbourhoods, especially those urban homegrown neighbourhoods which demonstrate a high degree of agency to generate capital by organising existing skills, mobilising scarce resources and tapping on ingenuity and innovation. Urbz works with local citizen groups, public and private bodies and practitioners from diverse fields to demonstrate the resources of such neighbourhoods through various documentation and intervention exercises. Besides Mumbai, Urbz has also participated in and managed processes of research and participative creation of qualitative and in-depth knowledge of communities and neighbourhoods in a variety of cities ranging from Geneva to Tokyo, Bogota to Delhi.

Urbz looks at biographies of people and the histories of contexts as the starting point for re-imagining places and speculating on their futures by bringing together a stream of diverse talents, that include artists, film – makers, anthropologists, historians, architects and designers on a common platform. The presentation will try to give an overall snapshot of the fields and topics in which URBZ is engaged from its original base, the urban village of Dharavi Mumbai, India.

A short introduction on the architectural interventions (chawls redevelopment) and Participatory methodologies (urban typhoon) will be made, while a greater focus will be put on the Tool-house. Tool-houses are small buildings where home and work coexist. Plurality of uses and functional integration are essential responses to the challenges posed by the high density of the settlements. We will show our ongoing work done with local self-taught builders, residents, artisans in which we re-present their skills and knowledge systems towards building of tool-houses through design interventions and model making.

## **SCHOOLS AT THE CENTRE OF THE FUTURE: IN BRESCIA, URBAN REGENERATION STARTS FROM EDUCATIONAL CONTEXTS**

**CAMILLA PINOLI, CARLOTTA ROMA, AVANZI S.P.A. A|PLACE**

**Keywords:** school / neighbourhood / community hub / participation / urban regeneration / educating city / active citizenship

The paper aims to describe the process of transforming a school into a community hub in a deprived neighbourhood (characterised by social, economic and cultural marginalisation) in Brescia, a medium-sized city (200,000 inhabitants) in the region of Lombardy. In the paper the authors, commissioned by the Municipality to support the project, will attempt to analyse how the school, conceived as a community hub, extends its educational role to the entire neighbourhood community, identifying students as active participants in learning processes, with potential and aspirations to be cultivated, recognised and brought out.

The aim of the intervention is to cultivate the 'capacity to aspire' (Appadurai, 2004) in people, encouraging the active participation of the neighbourhood and students in defining the spaces and activities of the Community Hub. To this end, Spazio Lampo (the 'Lightning Space') was inaugurated last October: a temporary praesidium and design device to involve the local community in the construction phases. Through workshops, co-design, listening and cultural activities, the aim is to make the Community Hub a living and inclusive space, capable of improving urban quality and promoting new practices of use, triggering new relationships around the project.

The intervention is part of a broader strategy that has the objective of using the school as a key tool for urban regeneration, according to an integrated approach articulated on two levels: the school and the city. The paper analyses the work done so far since the opening of Spazio Lampo. Although these are early observations (Avanzi's accompaniment began in April 2023 and Spazio Lampo only opened at the beginning of October), the first months have seen the involvement of the local community and neighbourhood associations in both cultural programming and participation in events, beginning to use the space as a place for open experimentation and at the same time an observatory on neighbourhood dynamics.

The paper analyses if the school, conceived as a policy tool, is able to foster the regeneration of the area where it operates, transforming it into a theatre of the city's own social processes and if, in turn, the neighbourhood thus becomes an active and educating subject that takes part in the urban transformations on the basis of the needs and desires of its inhabitants, in a perspective of co-creation. Finally, since the project will last for another four years, the authors wonder about the long-term impacts of the intervention, which is aimed at rethinking the school system of the entire area, with the purpose of improving and transforming the role of the school as a place in which to cultivate relationships, train and participate in neighbourhood life.

## **HAU TO CONNECT – PRACTICES OF BELONGING TO A NEIGHBOURHOOD**

**STELLA KONSTANTINOY, HEBBEL AM UFER**

**Keywords:** arts & culture / theatre / art mediation / community engagement / co-creation / neighbourhood facilitation / accessibility / institutional transformation

HAU Hebbel am Ufer is an international production house, a paragon of current artistic positions at the interface of theatre, dance and performance, with a dedicated art mediation programme – HAU to connect – that actively engages in neighbourhood spaces to meet and collaborate at and around HAU.

Following the question of „How can we work together with the neighbourhood to create a cultural offer that reach many in the neighbourhood?“, HAU to connect aims to bring together local associations, neighbours, artists and city-wide programs to address societal topics through the means of arts and culture, while dismantling barriers of accessibility. Neighbourhood productions have successfully taken over the stage of HAU, while the public space on Mehringplatz has itself become a space for community engagement with formats like the festival Berlin Bleibt. In the midst of these practices, new questions and challenges continue to arise as we reflect on the successes and learnings from these experiences.



## SESSION 3: GOVERNING COMMONS

16.45-18.00

### **NEIGHBOURHOODS AS EDUCATIONAL OPPORTUNITY SYSTEMS: THE ROLE OF FONDAZIONE INNOVAZIONE URBANA IN THE CITY OF BOLOGNA**

IRENE GIUNCHI, ELISABETTA CARUSO, FONDAZIONE INNOVAZIONE URBANA

**Keywords:** educational alliances / youth participation / urban regeneration / cultural welfare / neighbourhoods / codesign / learning processes / educational policies

Cities are increasingly focusing on urban space as a key factor in education, recognising its impact on learning processes, and acknowledging the role of territory in influencing social processes. In line with this trend, Fondazione Innovazione Urbana (FIU), a multidisciplinary urban regeneration research, development, co-production, and communication centre, supports Bologna's neighbourhoods as a dynamic space for learning, innovation, and capacity building. By prioritising proximity and fostering collaborations between public administration, universities, enterprises, associations, schools, and citizens, FIU has launched processes aimed at encouraging transformative participation among young people (ages 6-25) in city life and ensuring a fair redistribution of opportunities across different neighbourhoods.

To achieve these aims, FIU supports neighbourhoods in defining educational projects that enhance youth participation through the allocation of physical spaces, financial resources, and decision-making power to them. Additionally, FIU promotes concrete and lasting local educational alliances through processes of sharing visions of the future among the various stakeholders active in different areas. The final goal of these processes is to identify the needs and educational priorities of each city's neighbourhoods in order to co-design the forthcoming city's educational policies.

These two approaches drive the projects implemented by FIU, which can be attributed to two key macro-areas:

**1. Urban regeneration:** consistently with the process of transforming the city of Bologna into City30, FIU supports the municipal administration in the creation of various school squares to provide livable space for children and families who, together with school teachers, take an active part in the creation of these spaces.

Coherently with urban regeneration, FIU worked also in order to co-design the uses and services of a building that has become a cultural outpost for young people with a proximity approach: Casa Gialla Lab project, a collaborative initiative engaging young people (11–13).

**2. Cultural welfare:** in 2019, the Scuole di Quartiere project started, featuring 37 educational programmes across the city of Bologna. These programmes engaged over 5,000 young people in art, fashion, music, theatre, dance, crafts, and new technology workshops. The aim was to test a new educational model to promote school success and youth participation. This includes projects that enriched cultural opportunities in the most fragile areas of the city and projects that engaged young people (ages 11–18) to co-design a festival or the uses and services of a building that has become a cultural outpost for young people in the area.

For each of the two macro areas described above, the contribution aims to present the projects, skills, methods, and tools through which FIU is working to consolidate the role of the city and neighbourhoods as learning spaces.

## **L'ECOLE DES COMMUNS**

**ANNE GORRY (RADIO RAPTZ), FRÉDÉRIC SULTAN (REMIX THE COMMONS), MARIA FRANCESCA DE TULLIO, ANGELA MARIA OSORIO MENDEZ**

**Keywords:** governance / commons / mutualism / power dynamics / visualise the invisible / grounded research

L'Ecole des commons (school of the commons) is a project coordinated by Remix The Commons and RAPTZ on the governance of Commons, implemented in the neighbourhood of La Chapelle in Paris and in the spaces of the RAPTZ community radio station.

Our political approach thematized governance in an extended sense, as a space of collective life that goes beyond formal structures and decision-making processes. We wanted to make visible all components of commons governance: the agreements, negotiations, and dynamics that groups create to function and address the tensions between macro politics (political visions, values, purposes, programs...) and micro politics (everyday power dynamics in processes of coexistence, in the logistics of organisations and groups, in decision-making strategies, in the material conditions of our practices, etc.). Thus we articulated L'Ecole des commons into five chantiers on: involvement of the people who inhabit the neighbourhood, time, resources, spaces and narratives. At the centre was the caring work underlying communal making, against its constant devaluation by the capitalist system.

**For whom:** the chantier-école (worksite-schools) were addressed at groups that are active in the neighbourhood of La Chapelle, but also at the generality of commons movements, as a continuation of the discourses they conduct on the topic. In particular, the goal of the Ecole des Communs was to increase the awareness of active groups and inhabitants of the neighbourhood about the power dynamics that exist in the governance of any group or network, and share tools to address such challenges to enable mutualism and use of horizontal and non-hierarchical decision-making methods.

The project also aimed at creating collaboration and nurturing between activist knowledge, academic knowledge and knowledge from networks at different scales.

**Methodology:** the whole process was situated in an action research approach that emphasised the collective construction of knowledge in worksite-schools, understanding each worksite-school as a moment simultaneously of knowledge production and dissemination.

Along these lines, each worksite-school included the development of research in the neighbourhood regarding the dimension of governance explored, as well as a search for foreign practices and experiences on that theme. The research in the neighbourhood, done by the people who live there themselves, allowed the project to create an updated reading on the area through the lens of the proposed governance dimension. This allowed participants to make their neighbourhood a living research space, where daily life was brought to the analysis of power dynamics through the proposed themes.

In the workshop part of each worksite-school, we used many tools, which emerged from collaboration with different researchers from different parts of Europe [1]. For example, we conducted critical walks, role-playing games to reflect on the management (shared or otherwise) of spaces in connection with the neighbourhood, workshops on time of care, a board game on sustainability in a broad sense of common resources [2].

We have also made an effort to analyse this practice with the participants by producing a radio programme on each worksite-school, a public meeting with the players in another school of the commons process (about food as commons) and the publication of an article for sharing this experience in our network. Ultimately, we made the effort of making visible the invisible sharing and caring work in the neighbourhood, with the aim of fostering self-reflection and mutual learning between experiences.

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[1] [note: we thank, in particular-and in the order of the school-sites-Silvia Cohn, Monica Garriga, Cecilia Nessi, Marie Moïse, Adèle Onillon]

[2] for more details on each worksite school see the project's French-language zine:  
<https://fanzine.ecoledescommuns.cc>

# **48-HOUR MOMENTUM: IMPACTING VARUSHA SOUTH'S NARRATIVE ON THE 2023 POLITICAL STAGE. TRACING VARUSHA SOUTH'S PATH THROUGH ACTOR-NETWORK THEORY**

**DENITSA MILSUHEVA, GALIN POPOV, TAM**

**Keywords:** community development / political campaign / actor-network theory (ant) / bruno latour / human / and non-human actors / interconnected actions / holistic development process / intricate web

This presentation delves into a comprehensive two-year revitalization initiative in Veliko Tarnovo's Varusha South district. Focusing on the transformative impact of the 48-Hour Varusha South community festival and its narrative on the upcoming fall 2023 political campaign, our report explores how these events shape the election discourse. The analysis refrains from subjective evaluations, opting to impartially trace the interconnected actions and interventions of Varusha South citizens. Employing Bruno Latour's Actor-Network Theory (ANT), we aim to dissect these changes and understand the dynamic relationships at play.

Actor-network theory is instrumental in unravelling community engagement's complexities in neighbourhood development. By employing ANT, we gain a nuanced perspective on the interplay between human and non-human actors, emphasising their agency and contributions to the overarching developmental process.

ANT facilitates the exploration of controversies and challenges within the network, identifying points of contention in the community development process. This involves analysing how actors contribute to or resist these challenges, providing valuable insights into Varusha South dynamics.

Integral to this exploration is considering the role of technology and physical infrastructure. ANT encourages us to view these non-human elements as active participants rather than passive instruments in the development process, enriching our understanding of the multifaceted forces at play.

Finally, ANT allows for an in-depth exploration of how space is socially constructed throughout development. This sheds light on the diverse contributions of various actors to creating the physical and social environment of Varusha South. Applying Actor-Network Theory to community engagement in neighbourhood development offers a valuable lens for comprehending the intricate web of relationships and interactions that shape the built environment. This approach underscores the agency of both human and non-human actors, emphasising their collective contribution to the holistic development process.

**DAY 2**

**FRIDAY, 26TH JANUARY**

## SESSION 4A: LEARNING NEIGHBOURHOODS I

10.15-11.30

### **WHAT HAPPENS IN THE CITY. URBAN LEARNING PRACTICES FOR ADULTS IN EDUCATION**

ANNA UTTARO

**Keywords:** urban learning / adult learning / technologies

For about ten years I have been studying and experimenting with ways and means of observing what happens in the neighbourhoods where I work as a teacher and transforming it into a kind of learning textbook. I am involved in lifelong learning for adults, usually with little schooling, but also in urban regeneration processes, and these two activities are constantly influencing each other. This double hat has led me over time to develop more and more a reading of the city as the biggest container of technologies, an open-air textbook, so for years I have said to myself: why not use it for learning. The first times I did it, I thought in a very geographical way, just in terms of the neighbourhood, coming out of school and working in the square next door, as a place where the whole neighbourhood came together, to go to the café, to play in the little park, to sit on the benches and meet. In this hustle and bustle, we could see countless man-made technologies: from the wheels of shopping trolleys, to cigarettes, to light displays. Simply observing the space around us became a way of understanding that our everyday life is anything but trivial and contains a very long history of inventions, scientific discoveries, tools and materials. Starting from this assumption, I began to explore different dimensions, linking what I observed in the city and its small or large transformations with what I had to teach my students. My gaze has always had a militant, bottom-up approach, and so I have always been struck by practices that put citizen protagonism at the centre. To try to summarise this approach, three types of practice seem interesting to me:

- Urban citizen science campaigns: how to turn a simple call for citizens to help monitor nitrogen dioxide in the air into a multidisciplinary learning pathway;
- Circular economy public policies: how to take part in a promotion to get free (or almost free) public transport tickets and understand what plastic recycling has to do with urban transport;
- The hackathon as a tool for forging alliances and practising active citizenship by harnessing the educational and innovative potential of communities, technologies and collaboration to tackle complex problems and develop innovative solutions.

These are experiments at different scales, which have in common the observation of what happens in the city in order to transform it from an everyday fact into an extraordinary learning event.

# **DISCOVER, CREATE, ACT - RESHAPING THE LOCAL BY CO-DESIGN PROJECTS WITH CHILDREN AND YOUTH**

**HENDRIK WEINER**

**Keywords:** co-design / children and youth / empowerment / situated learning / urban education / direct urbanism

Co-Design-Projects implement local processes as co-designs of space and community, create spatial interventions without or with references to the local authorities. This practice, generated from an architecture and design-approach in the sense of city-making, opens up ways of situated and urban learning as well as processes of direct collaborations and local developments. The narrow environment – the home, the neighbourhood, the quarter, the district becomes an experience and learning field, the living environment gets challenged by new ideas and wishes.

The approach of Co-Design-Projects is developed as a long term spatial designing project work with children and youth and in cooperation with local institutions. The approach is based on the Scandinavian Participatory Design (PD) (Ehn, Nilsson, Topgaard 2014) and refers to Participatory Action Research (PAR) (Kindon, Pain, Kesby 2010). As a 'research through design' as well as 'research by design' (Jonas 2007) this practice has also a big potential for a collaborative and transdisciplinary research of spatial transformations. The input discusses the challenges and potentials to act and design with and by children and youth in urban space 'at eye level' with research cases of real projects (Project series in collaboration with Expedition Metropolis, Berlin) and focuses on the co-design process as an enabler of self-efficacy, discovering new viewpoints and skills, and developing new spaces and standpoints. The input shows spatial settings and asks about working methods and their potential outcomes. It asks about helpful organisational frameworks and the potential to use Co-Design Projects as an educational frame as well as a participative practice in urban development processes and as a starting point for local co-productions. It questions the role of initiators, designers, participants as well as institutions and administrations. It names design, artistic and manual working methods and shows results. Opportunities to expand to other user groups and communities, and to embed research at the local level – with local stakeholders and participants as co-researchers – will be discussed. To give a more practical and direct experience of co-design, the input can be combined with a small group exercise of a micro co-design-process by using some of the design, artistic or manual working methods in combination with a group reflection.

## **Project series**

Jonas, Wolfgang (2007): Research through DESIGN through research – a cybernetic model of designing design foundations, in *Kybernetes* 36 (9). special issue on cybernetics and design.

Kindon, Sara Louise; Pain, Rachel; Kesby, Mike (2010): Participatory action research approaches and methods Connecting people, participation and place. Abingdon, Oxon: Routledge (Routledge studies in human geography, 22)

Ehn, Pelle; Nilsson, Elisabet M.; Topgaard, Richard (2014): Making Futures: The MIT Press.

# **UNDRAWING THE NEIGHBOURHOOD WITH CHILDREN**

**KITTI BARACSI**, BASED ON EXPERIENCES CARRIED OUT IN COLLABORATION WITH NUMEROUS CHILDREN AND ADULTS, PERIFERIAS DIBUJADAS

**Keywords:** collaborative research / urban conflicts / children's views

The reflection proposed in this contribution arises from several collective and creative learning processes with children about the neighbourhoods they live in, in Naples, Italy, Granada, Spain, Lisbon, Portugal and Antwerp, Belgium. In these processes we collected the experiences of the people who live in the neighbourhood, collectively investigating the urban context and creating multimodal narratives about their conflicts. The projects were realised as transdisciplinary and multi-actor collaborations, with the intention of carrying out research and creative interventions based on the protagonism of children.

They have involved researchers working in the fields of anthropology, geography and pedagogy, among others, in collaboration with artists, students of anthropology, pedagogy, architecture, design and other fields, and various people from the educational communities of each context, such as teachers, educators and families. By undrawing neighbourhoods with children through counter-cartographies, ethnographic drawings, sound creations, cartoons, comics and many more, we challenge hegemonic knowledge about them: we open a space in which it is acknowledged that we all know something and we can all learn more about our context.

We experiment with research spaces and tools in which hierarchies of knowledge production can be dismantled through the recognition of multiple ways of knowing. The presentation, in this spirit, shows examples of these processes inviting the audience to learn about the neighbourhoods and their complexities through the children's eyes, i.e. by diving into their sonic and audiovisual creations.



## SESSION 4B: CREATIVE APPROACHES I

10.15-11.30

### **NO MORE MONUMENTS – WHAT ART IN SOFIA**

**VIKTORIA DRAGANOVA**, INITIATOR OF THE CENTER FOR SOCIAL VISION

**Keywords:** art in public space / active citizenship / collective imagination / storytelling / socially engaged artistic practices / strengthen relationships with neighbourhood space

At Edu-city, I'd like to talk about the platform Center for Social Vision, which we initiated in 2021 as a spin-off of Swimming Pool, an art project space we have organised since 2015. The Center, composed of curators, artists, researchers, writers, architects, and designers, is driven by the idea that art can contribute to active, engaged, and caring communities, and inspire positive change.

Since its founding, it has aimed to facilitate exchanging experiences, policies, and actions within the arts, with a strong focus on public space and community involvement. In the time to come, we'd like to step out of the vivid professional and institutional dialogue and start developing structures for a long-term artistic practice in Sofia's neighbourhoods. In my talk I'd like to present our work, highlighting a few projects in urban environments that we developed over the past two years and better describe the challenges we go through in our specific context. I'd like to present "The Orchards of Sofia" and "Useless guide to Vartopo and its weeds" – two studies by artist Andrea Poppyordanova that involved storytelling, workshops, walks and publications concerned with different types and the layers of nature within the city context and the social relations it creates. Additionally, I will talk about our collaboration with the theatre collective, Sapromat who explore cities not just as places of residence but also as central industrial and transport hubs. Our recent collaborative project (featuring also the anthropologist Konstantin Georgiev) examines peripheral areas in Sofia as contact zones that undergo unique domestication and aestheticization processes.

Most importantly, I'd like to share our work in progress with our ongoing open call "Art in the City," which is set to yield initial results in spring/summer 2024. We are excited to elaborate on our objectives and methodologies, and, crucially, to receive feedback from all participants in the forum. We stay in front of many challenges especially related to collective imagination and collective action in our city. Just to note, we have one of the lowest vote turnouts in Europe (only 35 % two months ago at the local elections), sociological studies say that only around half of those asked say they can trust their neighbours, and 85 % from all Bulgarians answer that they don't participate in any voluntary activities.

# **PERMACULTURE BY ONE FIELD FALLOW. BRUSSELS, BELGIUM**

**ALICE DEVENYNS, JAN DENOO, COLLECTIVE ONE FIELD FALLOW - OFF**

**Keywords:** artist-led neighbourhood spaces / urban pedagogy / unheard voices / right to the city / collective processes / horizontal organising / season-based working / rest as resistance

In search for space in capitalist cities, artist workplaces often land in unexpected places, without necessarily choosing for or let alone engaging with the realities of their neighbourhoods of which these spaces are part. One Field Fallow (OFF) – a workplace for artistic research and collective practice development based in a former nightshop in Brussels – aims to counter these exclusive and extractive ways with rooted and regenerative practices. OFF considers itself as a steward of the space that is an intrinsic part of the neighbourhood and, hence, wants the space to be relevant to the neighbourhood's inhabitants too. Next to organising artist-run workshops and opening up the space for spatial needs of neighbours, OFF also set up a 'neighbourhood working' under the name 'permaculture'. This last initiative aims to avoid becoming an arts-for-arts practice, exclusive to a group of urban artists coming from outside, operating as an island in its neighbourhood.

Permaculture has two main ambitions. Firstly, Permaculture functions as a 'standalone' project in urban pedagogy. Permaculture is a low-threshold participatory artistic learning environment for the neighbourhood. Over the course of a year with four seasons, Permaculture will build a mini action research project together with one group of inhabitants from the neighbourhood. Permaculture delves into a theme that leaves 'traces' on their living environment and tests how we can influence those traces through (artistic) interventions in the public space. Permaculture wants to question in an accessible way who has the right to make city and empower participants, especially those underrepresented in urban space and the dialogue on urban space, to take ownership of their daily living environment.

In this way, OFF is learning together with inhabitants how to have an impact on our living environment. This year program is focused on non-cis-boys between 10 and 16 years old. Secondly, Permaculture wants to bring OFF's artistic working closer to the neighbourhood. By engaging a group of inhabitants in a year-long accessible trajectory, we aim to lead them towards and lower the barrier for them to engage in other artistic projects of OFF. For example, Permaculture wants to make the participants also comfortable to use the space for their own projects, in a city where affordable and accessible space is scarce. In this presentation, permaculture will present their ongoing work and curate an interactive discussion on practice-based questions on urban pedagogy and rooted artistic practices – that they encounter in their practice.

# GIUDECCA PARADÀIS

TERESA DITADI, SARAH NDJO FERNANDES, VITTORIA FIORE

**Keywords:** urban regeneration / depopulation / community engagement / gamification / storytelling / cultural heritage / action-research

Paradise, a term often associated with idyllic settings, is rarely used in the context of urban studies, where urban areas are often described in terms of their challenges and deficiencies rather than their positive attributes. Giudecca Island, situated in the South of Venice, is an example of this dynamic. Once considered the suburban counterpart to Venice, Giudecca became a dumping ground for industries and waste deemed undesirable by the main island. Likewise, its working class inhabitants often found themselves viewed negatively by the city centre. Giudecca, a predominantly residential area, has experienced a gradual population decline, from 5,861 inhabitants in 1981 to 4,128 in 2021.

This demographic shift has made the island vulnerable to touristification, mirroring the challenges currently faced by Venice's city centre. What if surfacing a collective memory could help re-building the perception of the territory as a common paradise? "Giudecca Paradàis" emerged from an extensive exploration of Giudecca, which involved engaging with various local stakeholders through interviews, World Cafés and the practice of *flânerie*. The project represented a way of translating our insights and observations into a tangible tool of territorial exploration, co-created with its inhabitants.

Giudecca Paradàis applies two key strategies: gamification and storytelling. Within these strategies, we have created two different games. One game serves as a collective memory-based experience, facilitating connections between residents of all ages and backgrounds as they rediscover Giudecca's collective heritage. Inspired by the classic game of 'snakes and ladders', it incorporates the stories we collected during our research as a mechanism for moving the player around the board, encouraging enriching conversations and positive engagement between participants. We also designed a treasure hunt exclusively for children, incorporating the stories we collected and linking them to island-specific activities.

The aim of this initiative was to give children the opportunity to reconnect with the shared history of their community, link it to the places of their everyday lives and ultimately strengthen their sense of positive belonging. To sum up, Giudecca Paradàis used games as a means for the community of Giudecca to rediscover and learn new stories about their territory and strengthen their sense of belonging. This multifaceted approach aimed to promote a positive perception of the island and, indirectly, its long-term habitability.

# **THE AROMATIC GARDEN FOR DON ROBERTO SARDELLI IN ROMA** **CIVIC RITE FOR THE CREATION OF THE PUBLIC GARDEN DEDICATED** **TO DON ROBERTO SARDELLI**

**DANIELE MANCINI, EDUCATOR, ARTIST @ UNPACKED STUDIO**

**Keywords:** territorial educating community / public space appropriation / education as civic rite / school out of the school / outdoor education

On February 18, 2022, we commemorated the passing of Don Roberto Sardelli with a civic rite involving the entire "educating community" of our school the Istituto Comprensivo Antonio Rosmini di Roma.

## **Who was Don Roberto Sardelli?**

Don Roberto Sardelli was a priest. When he was a young man, instead of staying in his parish, he had decided to go and live with the "slum dwellers," that is, those people who had migrated from the countryside to Rome to find work, who, not having the money to rent a house, had adapted to live in shacks built of sheet metal in the Acquedotto Felice area, with no electricity, no water, no roads, and no sewers. Fr. Roberto had gone to live with them, to share their lives and their difficulties, and there he had founded a school, which he named "School 725" (after the number of the shack in which it was housed), so that the children of the slum dwellers would not remain illiterate and could go on to studies and thus find a job that would allow them to leave the shacks and live with dignity once they grew up. In addition to dedicating himself to the school, Fr. Sardelli engaged with the slum dwellers in the battle to obtain real houses, which were finally given to them, and he continued even afterwards to follow those boys and to help other people in need, who are never lacking in our cities: immigrants, the homeless, AIDS patients...

## **The Aromatic Garden**

We pledged to create an aromatic garden that has the likeness, when viewed from above, of Don Sardelli's face. Beginning at 8:00 a.m. bell time, students and neighbours began depositing an aromatic seedling in the public park in front of the school, the "mound." The aromatic garden was, then, made with everyone's contribution and each one will have recognized himself or herself in the final composition, that is, with the face of Fr. Roberto Sardelli and metaphorically identified with his educational spirit. At the end of the event, the aromatic seedlings were left in the park for anyone to use. Those who took home a seedling will forever cherish the spirit of this hopeful day....

## **Project Documentation**

<https://blog.unpacked.it/don-sardelli-garden-2022>



## SESSION 5A: SOCIAL APPROACHES

11.45-15.00

### **MADE IN SISHANE PROJECT AS A COLLECTIVE LEARNING AND MAKING PRACTICE FOR SUSTAINABILITY OF CRAFT NEIGHBOURHOODS IN ISTANBUL**

ASLI KIYAK INGIN

**Keywords:** craft neighborhood / urban transformation / apprenticeship system / informal learning / sustainability

In Istanbul, where a rapid transformation process has been experienced in the last few decades, many neighbourhoods are negatively affected by this situation. This process affects both residential neighbourhoods and craft neighbourhoods. Depending on state led gentrification processes, some neighbourhoods are completely demolished and replaced with gated communities or new residences. Some neighbourhoods turn into luxury and touristic destinations as a result of real estate market led gentrification processes. The presentation focuses on a sustainable neighbourhood practice called Made in Şişhane, an activist and social project developed against top-down urban transformation processes in Istanbul. The presentation also discusses a series of tactics and actions of this project, which involves collective learning and making practices in craft neighbourhoods. Made in Sishane Project developed to support the neighbourhood's rich and unique craft knowledge, craft community and production network and has been continuing for the last 2 decades. It aims to strengthen the neighbourhood and the craft network by bringing together the actors at different stages of production in the craft neighbourhood, craft people, local governments, universities, designers and cultural institutions and actors with different methods. The presentation will open up these experiences for evaluation through the following questions:

How is a neighbourhood strengthened by craft relationships and practices? Could copy culture as a collective learning method create a resilience of a neighbourhood and its community? How does a neighbourhood turn into an informal academy? What potentials does the master-apprentice relationship and its informal learning methods and spaces offer us? Can a formal design studio course take a risk and position itself as part of everyday life in the city? and if so, what happens? How do the actors, tools and studio context of a formal design education transform with those of a craft neighbourhood? Can the actions and programming methods developed for sustainability of a neighbourhood be part of a new architectural and design practices?

The presentation will address the sustainability of a neighbourhood and the multi-dimensional, multi-actor and long-term approach of resistance methods through the actions led by the Made in Sishane initiative.

# **ENHANCING RESILIENCE THROUGH PARTICIPATORY LEARNING: A COMPARATIVE STUDY OF COMMUNITY PROJECTS IN ZUMPANGO, STATE OF MEXICO, AND NUEVO LEÓN**

JOSÉ ROBERTO LAGUNES TREJO, FUNDACIÓN HOGARES

**Keywords:** community development / social cohesion / neighbourhoods / resilience / active citizenship / participatory processes

The current model of planning in cities across Mexico has failed in putting people at the centre of decision-making processes, especially the ones that affect their communities directly, creating segregation, socio-spatial inequalities, and hence the living conditions of its inhabitants have worsened in the last decade. This paper delves into the transformative potential of the neighbourhood as the sphere that contains the ecosystem for creating community knowledge from small scale interventions, where active citizenship contributes to the development of resilience skills, community empowerment, and a better urban future for all.

The first case presented is the neighbourhood of Arbolada Los Sauces, in Zumpango, State of Mexico, where about ten years ago, a group of 10 women started organising themselves to repurpose a vacant lot into a community garden where all sorts of vegetables are produced and help these women to provide enough and healthy food for their children. This example shows evidence of the potential of public space to foster sustainable practices and strengthening trust bonds among neighbours.

The second project dives into Villas de San Francisco, in General Escobedo, Nuevo León, a social housing development located at 26 km from the centre of the metropolitan area of Monterrey. This project unfolds as a captivating narrative of empowerment, as children take the lead in recognizing and understanding their own urban environment. Through their lenses, the children, aged 6–14, capture not only the physical elements but also the intangible spirit of their neighbourhood. In this unique initiative, the children are not merely passive observers but active protagonists, using their neighbourhood as a dynamic tool for learning about urban complexities, potentialities, and challenges. Collectively, the comparative analysis of these projects sheds a light into the vital role of participatory processes in community development. By actively involving residents in the learning process and fostering a sense of community ownership, these initiatives contribute to the creation of resilient neighbourhoods capable of navigating the complexities of the contemporary socio-economic landscape.

The findings underscore the significance of recognizing the neighbourhood as a vital learning environment, where active community involvement contributes to the development of essential life skills.

# **LEARNING FROM BORGO TICINO: EXPLORING SOCIALLY AND ENVIRONMENTALLY SITUATED ARCHITECTURAL PEDAGOGIES AT THE UNIVERSITY OF PAVIA**

**IOANNI DELSANTE, LINDA MIGLIAVACCA, MADDALENA GIOVANNA ANITA DUSE, TABASSUM AHMED**

**Keywords:** situated architecture / commons-oriented knowledge / radical pedagogies / beyond the curriculum

The authors discuss a pedagogical experiment that arises from an ongoing Erasmus+ project titled Socially Situated Architectural Pedagogies or SArPe, involving the Universities of Pavia, Istanbul, TU Delft, and Malaga. The SArPe project situates itself between three areas of inquiry: critical/radical pedagogies (Colomina et al., 2022; Crysler, 1995; Dutton & Mann, 1996; Hooks, 2014); situated knowledge (Haraway, 1988; Rendell, 2020); and commons-oriented knowledge and pedagogy (Bourassa et al., 2017; Deamer, 2022; Korsgaard, 2019). Based on this, SArPe seeks to expand reflections on how architectural curricula can reconnect with the outside world and, more particularly, how learners and educators (and their mutual positioning) engage with non-institutional stakeholders.

The article delves into the themes, tools, and methodologies used during the organisation of the module "Architecture and Architectural Composition 1" in the second year of Building Engineering and Architecture at the University of Pavia. The module has focused on a small but distinctive neighbourhood in Pavia, known as Borgo Ticino, which is near the town centre but on the opposite side of the Ticino River. In recent years it has faced various risks and challenges, including environmental, social, and economic ones. The module aimed to analyse the neighbourhood at an urban scale and propose architectural solutions for a public park. The process was organised into three parts, in particular, the first dedicated to urban analysis and strategic master planning. In the initial part of the course, learners had the opportunity to explore the neighbourhood through various exercises.

More specifically, the authors reflect on how and to what extent the module and its activities were situated within the specific site and context of investigation. Fieldwork, stakeholder interviews, psychogeographical *dérive* (Debord, 1956), mapping, SWOT analysis, and role play represented the tools used to develop a critical understanding of the neighbourhood and the needs and aspirations of local communities. To achieve this, the entire module's pedagogy was conceived as transformative-relational, aiming to promote situated architecture, encourage active participation, and foster critical knowledge. The project showcases a close correlation between space, stakeholders, learners, and the potential role of the University in the life of the neighbourhood (as per its Third Mission). The whole process also implied a continuous exchange of knowledge, information, and perspectives between the learners and the local community and stakeholders. Hence, authors reflect on the outcomes of the module, which demonstrate that learners have responded more actively to the pedagogical process.

The abstract concludes by presenting preliminary findings and critical perspectives about the pedagogical methodology and its situatedness, toward refining the proposed approach for forthcoming teaching modules and outreach activities.

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# **CIRCULAR CITY CHALLENGE – PROJECT BASED LEARNING FOR BOTH LOCAL GOVERNMENTS AND EDUCATIONAL SYSTEMS**

**VERA MARIN**

**Keywords:** youth civic education and their everyday spaces / circular cities = circular public services / local policies for circularity

CircularCityChallenge is an applied research project (JPI Urban Europe) in which the international consortium has created a pilot competition for testing a method of getting highschool pupils understanding and acting for more circularity in their cities. The experiment with this competition will be the basis for a curriculum proposal and also a roadmap for using these ideas within the education system but also for creating more opportunities for partnerships between formal education institutions and other local level stakeholders who are relevant in the quest for circularity in our cities.

Educators are looking for new methods and also for introducing the education for sustainable development (ESD) content to their pupils. Although project based learning is not easy to implement in the formal education system, it is emphasised by recent orientations that young people need to have more autonomy and more connections to the real world complexity.

(<https://www.oecd.org/education/2030-project>)

At the same time, ambitious local governments are searching for ways to interest young people in the decision making mechanisms and in getting them involved. Local policies for sustainability emphasise on this search for circularity and the examples show that circularity only happens when the connections among the local stakeholders are strong. Hence, more changes in the behaviour of the citizens are needed in order to close more loops.

But youth avoid the local politicians and just by telling them to pay attention to the processes in the local council is NOT the way to go for getting their interest. Civic education is not so connected with their everyday life. But their every day public spaces and public equipments are the missing link and they are interested by what each of us can do for less carbon footprint for instance.

Hence, CircularCityChallenge experiment (<https://circularcitychallenge.eu/>) is intended to get YOUTH closer to decision making processes because of pushing for their own ideas for more circularity in their neighbourhoods.



## SESSION 5B: CREATIVE APPROACHES

11.45-15.00

### NEUKÖLLN GRAFFITI AS A CRITICAL TOOL

RIK FISHER

**Keywords:** graffiti, critical tool / Neukölln / Berlin / walking / participatory group walks / psychogeography / opening dialogues / accessibility / gentrification / politics / humour / alternative narratives / exploration / neighbourhood as a learning environment / longitudinal documentation

In 2023 Rik Fisher (he/they) created and facilitated a project titled 'Neukölln Graffiti as a Critical Tool'. The concept of the project was that we focused on an alternative narrative of the city/ neighbourhood: graffiti (not street art). Experiencing this as a communication, a kind of visual dialogue and using it as a critical tool to explore what topics and issues are affecting people's lives, then as a tool in opening dialogues around this. Over a 3-year period Rik has documented graffiti in Berlin-Neukölln, selected locations of these taken as points to visit as part of several participatory group walks. The locations were used for two reasons. First to compare photographs from the past and the present to see if, and how, it had or had not changed (longitudinal documentation). Second, the graffiti at these locations acted as prompts to open discussions between the various participants around the different topics raised. Topics included gentrification, politics, humour, public/private space and more. In the presentation for the Edu-City conference 'The neighbourhood as a learning environment' Rik will show photographs and discuss the project, how and why it was created, problems faced, show a mini zine/game inspired by the project and mention thoughts on where to go next.

### LES SUPPLIANTES, UNE RÉÉCRITURE (A REWRITE): ART AND UTILITY

ORGANON ART CIE, MARSEILLE BASED ART COMPANY, 3E ARRONDISSEMENT

**Keywords:** équité / fairness / art en commun / participatory art, decolonial / soin/ care / empowerment

In 2018, Aissa Busetta and Valérie Trébor began a collective project Belle de mai à l'assaut du ciel, creating a participatory documentary show around the Belle de Mai neighbourhood in Marseille during the uprising of the Commune in France in 1871. During this project, in establishments of the sector, they conducted workshops and festives restitutions with children and young inhabitants, thus forging links with many families.

In parallel, they have been involved in relief, health and social monitoring since the first lockdown in 2020, alongside local actors, such as the CH03 (comity of organised inhabitants of the 3d arr.) and the Abbé Pierre Foundation. Through all these meetings and actions of mutual aid between neighbours, the company decides to pursue a new project committed to local issues. Starting from the reality specific to the Belle de Mai and its periphery, the company began agoras within schools, social centres and associations to update a common historical located base. Feeling like a citizen also means being able to identify with the collective historical narrative, which serves as a cement for living together.

The approach of the company was to return precisely to a Greek myth founder of European culture: The Suppliants of Aeschylus, and to draw the main lines ; the foreigner, the origins, democracy, asylum ; to re(create) a collective narrative that would allow us to talk and identify our current relationship with these subjects. What is at stake in this collective rewriting, is the history of migration and the contribution of immigrants and the working class to local history. And it also involves the life stories of the inhabitants in the co-construction of this narration, so that it reflects both the intimate and universal history. The experience of community theatres shows that local legitimacy is patiently built by an intense and lasting presence in the territory. In our project, the collective was formed around belonging to the same neighbourhood; in this way, living and/ or frequenting it, is the basis of the community. The village as a community embodies spontaneity in belonging, immediacy in human relations.

This notion of village is embodied in the proximity of interactions and attendance of the same places but also because we are working on the co-construction of the project with people and actors of the hyperlocal life, and so being able to create spaces of words and creations in an art project between neighbours.

## **URBAN NEIGHBOURHOODS, MENTAL MAPS AND INCLUSIVENESS**

**SUSAN QU**, UNIVERSITY OF CAMBRIDGE

**Keywords:** urban neighbourhoods / inclusiveness / young refugees / children / physical activities / health / mental maps

This research explores how mental maps help us understand child health, physical activities and perception in urban neighbourhoods and promote young refugees' post-migratory wellbeing in a new country, contributing to urban inclusiveness. The concept of mental mapping was given by Kevin Lynch (1960) and tested in a range of children-environment studies in Europe and China. I combined mental maps, interviews and observation to investigate over 100 children's physical activities in a neighbourhood in Beijing and what elements made their preferred neighbourhood. Key findings were the children perceived a range of natural elements in the neighbourhood where their playmates played an important role in promoting their physical activity level, with nature and facilities emphasised in their imagining neighbourhoods.

I then would like to show a practice done before the pandemic where young refugees used mental maps to express their experience in their new home, Cambridgeshire, the UK. Other neighbourhood-level events like sports, picnics and training helped their wellbeing especially if they met language or cultural barriers. These cases in different contexts further theories and methodologies of mental mapping in human-environment and migration studies, and show the potential of neighbourhoods for inclusive education, recreation and socialising in cities.

## **BRACHLAND: AUDIOWALK ABOUT URBAN UTOPIAS IN WEISSENSEE**

**KATYA ROMANOVA**

**Keywords:** audiowalk / identity / wasteland / abandoned-empty spaces / transformation / gentrification / urban planning, temporary use / experimental playgrounds

*"The walk changed the way I look at abandoned urban places. It doesn't always have to be filled with something." "I will now pay more attention to abandoned places." "It was such a special way to discover something totally different in Berlin". "I bet there are such places in my hood as well, now I want to know more!"*

Weißensee, undergoing a significant transformation, serves as the canvas for our audio walk project. In this immersive experience, we aim to alter perceptions of abandoned spaces from mere temporary voids to experimental playgrounds. Protagonists from the neighbourhood share their stories, turning abandoned places into experimental playgrounds and offering participants a unique post-reunification art safari, a drink in their favourite pub, a stroll through post-war rubble, and a glimpse of the enchanted island and wild playground of Weißensee. These spaces become arenas of freedom, allowing brief moments to imagine boundless possibilities. The project takes a deep dive into the evolving identity of Weißensee, particularly focusing on the impact of increasing construction on the district's atmosphere. Residents express frustration and nostalgia as the changes unfold, fearing Weißensee may follow the gentrification path of Prenzlauer Berg.

By engaging with vacant plots, the project contemplates the past, present, and future, providing a vivid depiction of Berlin's recent transformations - gentrification, construction sites, shrinking public and creative spaces, and densification. This endeavour evolves beyond a simple exploration of urban spaces; it becomes a socio-political reflection on the changing landscape, encouraging residents to actively participate in neighbourhood life, potentially initiating community projects.

**Listen to the audiowalk**



## SESSION 6 WORKSHOPS

15.00-17.15

### **WORKSHOP 1: INTERSECTIONAL CITY, AN EXERCISE OF URBAN RECONNAISSANCE**

COORDINATED BY LORENZO TRIPODI, TESSERAE

**Urban Reconnaissance** is a methodology developed by ogino:knauss and Tesseractae to disentangle the complexities of factors that determine an urban identity. Based on a collection of 64 different definitions of the word “city”, it presents a set of urban exploration exercises, each focusing on a different perspective to investigate a given socio-spatial context. In the course of the years we realised that we missed a specific exercise that assumed the city as the place where minorities struggle for their rights and where different struggles intersect and link. For the Edu-City conference we propose a workshop dedicated to drafting and testing a possible exercise to explore the “intersectional city”: the city as the place where gender, race, class and cultural differences interlink and combine into common goals and aspirations. The session will begin with a stroll through the Südliche Friedrichstadt, where the participants will be invited to make an exercise of observation related to the theme.

#### **Structure of the lab:**

1. Intro on Urban Reconnaissance
2. Reflections on the urban picnic
3. observations
4. Group work (definition + exercise)
5. Final draft

More information about Urban Reconnaissance can be found at:  
<http://exercises.oginoknauss.org>



## **WORKSHOP 2: ENGAGEMENT / WHY AND HOW ENGAGE THE STAKEHOLDERS IN A PARTICIPATIVE PROJECT (CONCEPTS, EXCHANGES OF PRACTISES, TOOLS SHARING)**

COORDINATED BY **COLINE BOUCHY, YANINA TANEVA**

Engagement is like the soil needed at the start of any inclusive and participatory process, and it can happen in different ways. This workshop explores how to create the conditions for a successful co-creation process, with an active and sustainable participation of stakeholders (inhabitants, partners, participants / beneficiaries).

Through various group exercises, we will identify the key elements for co-constructing a project based on the needs of local actors. You will be invited to share your experience and know-how by discovering collective tools of mediation and co-construction to engage communities.

## **WORKSHOP 3. NEW NARRATIVES: WEAVING OUR VOICES TOGETHER TO CREATE A COLLECTIVE PODCAST EPISODE.**

FACILITATORS: **JULIA CORTEGANA (ZEMOS98), PAOLA PIZZO (BOUN OF UNION), ROSALÍA GUTIÉRREZ (ZEMOS98)**

Narratives take on new meaning and form in networked practices, through collaborative systems of writing, media-making, and other forms of joint expression. The collective narrative is a sharing and open exchange of conversation, ideas, information, and media that leads to a synthesis of voices: forming a common thread among peers. Community projects that build relationships sustained over time involve investigating what languages and tools can be used to narrate our realities.

Understanding the importance of the story and its structure is part of Edu-City methodology and in this workshop we will experiment with creative and innovative ways of constructing a narrative using a collective story. The objective is to introduce ourselves in the practice of collecting and organising data from stories and memories, decide on the pieces of information that we will highlight and together create a common discourse with an attractive narrative structure that inspires a wide audience. The workshop will finalise with the live recording of the sixth episode of the series of podcasts produced by Edu-City partners during local labs, this time based on the learnings and encounters that occurred during Edu-City Final Conference.

**Maximum number of participants: 10**

# BIOGRAPHIES

IN ALPHABETIC ORDER

**Tabassum Ahmed.** She is concluding her PhD at Huddersfield University. Her research explores spatial commoning protocols by active citizen groups in West Yorkshire. She works at Pavia University for Erasmus+ project SARPE and as part-time lecturer at Huddersfield University. Tabassum is an architect with interest in community engagement, diasporic identity, and environmental activism. She has organised workshops, exhibitions, including Temporary Tactical Urbanism (2019), Urban Commons & Commoning Practices (2020), a research project “Commoning Kirklees”. She published Commoning Kirklees: a toolkit for making things happen (2022), Climate Action and Visual Culture (2021), Analysing spaces through narratives: a case study of Queensgate Market (2020).

**Avanzi** Sostenibilità per Azioni SB S.p.A. is an independent company that has been promoting change for sustainability through social innovation since 1997. Avanzi's mission is to develop innovative solutions and facilitate their implementation through initiatives, projects and concrete experimentation. It is aimed at companies, non-profit organisations, foundations and public bodies that want to measure themselves on the path of innovation and social responsibility. For twenty-five years, it has been working to facilitate social and environmental innovation processes in the fields of urban regeneration, local development, housing policies, social cohesion and integration, creativity and culture, personal services, innovative welfare, agriculture, tourism and territorial protection, circular economy, sustainable finance and trading. alplace, in particular, is the area that deals with the accompaniment of urban regeneration processes, the reactivation of spaces for social and cultural purposes, sustainable local development and strategic planning, by involving actors in policies and projects through co-creation processes, and promoting capacitation and the emergence of social energies.

**Kitti Baracsi.** Periferias dibujadas, Senior Atlantic Fellow for Social and Economic Equity, LSE International Inequalities Institute Educator, researcher, curator of collective learning-based community and cultural initiatives. She holds degrees in Pedagogy, Aesthetics and Communication. Her main focuses are urban inequalities, feminist collective practices and rethinking and changing knowledge production. With a background in critical pedagogies and ethnographic research, since 2006, she has been involved in education and community work with marginalised communities, including Roma and migrant communities, and in research on education, housing, gender and migration in Hungary, Italy, Portugal and Spain. Since 2014, she has been working on collective research and creative interventions with children and young people in Hungary, Italy, Spain and Portugal (periferias dibujadas).

**Luis Miguel Benavides Cabrejo.** Urban sustainability researcher and practitioner, holds an MSc. in Urban, Energy and Environmental Planning, and a bachelor degree in Aerospace Engineering. A committed activist, he has been part of climate justice movements in Spain, Denmark and Germany, and is interested professionally in the themes of sustainable urban transitions, community organizing, ecological economics and climate change.

**Coline Bouchy** is in charge of cultural action for the Les Têtes de l'Art association. She coordinates participatory projects co-constructed with partner organisations and artists, putting the participants at the heart of each project. The projects are multidisciplinary (video, theatre, visual arts, music, etc.) and realized in partnership with schools, hospitals, social centres, etc

**Elisabetta Caruso** is an architect expert in urban regeneration and social innovation. She works in the development of regeneration processes through paths of involvement and participation. For the Foundation she works as Project Manager and Community Manager in a Bologna's neighbourhood projects, with particular reference to regeneration, urban planning and community work.



**Laura Colini.** PhD in Urban, Regional and Environmental Design, Habil in Urban Studies. Her work covers socio-spatial inequalities, with a focus on public policies addressing migrants and refugees, and housing. She is senior urban policy expert having worked for over twenty years with EY programmes and initiatives (e.g. URBACT, UIA, EU Urban Agenda Urban Poverty, Housing, Inclusion, Culture and Cultural Heritage et al.). She has worked in academia in Italy, Germany, France, USA and currently holds a research position at H-City Cluster on housing and city at IUAV Venice University. She collaborates with various NGOs, international organisations and independent civic initiatives in Europe e.g. From Sea to the Cities working on solidarity cities for better migration policies in Europe. Co-founder of Tessere urban and social research, MiMetis SRL migration, member of the artist collective Oginoknauss and INURA.

**María del Mar Delgado-Serrano** is full Professor at the Higher School of Agriculture and Forestry Engineering (ETSIAM), University of Cordoba (Spain), specialising in sustainability sciences. With a PhD focused on European policies for rural areas, her research delves into the intricate relationships between social and natural systems for sustainable development, emphasising the social and human dimensions of environmental challenges. More recently, she expanded her research focus to encompass sustainability in urban settings. She has been a member of the High-Level Expert Group on Innovating Cities for the European Commission and played a pivotal role in crafting the report "The Human-Centred City: Opportunities for Citizens Through Research and Innovation." She works in governance, perception, resilience, sustainable development, digitalisation impacts, and community-based management. She coordinates 2 H2020 projects: MOVING: Mountain Valorization through Interconnectedness and Green Growth (2020–2024) and IN-HABIT: Inclusive Health and Wellbeing in Small and Medium Size Cities (2020–2025).

**Ioanni Delsante.** Associate Professor in Architectural and Urban Design at Pavia University (Italy), and Reader in Urban Design at the University of Huddersfield (UK). He has expertise in urban commons and transformations organising workshops, exhibitions, and conferences, including the Regional Urbanism in the Era of Globalisation and The City as a Commons. He has received several grants for research projects: Moruzzi Road (2021), Commoning Kirklees (2022) and the Erasmus+ Project SARPe "Socially Situated Architectural Pedagogies" (2022). He co-leads the AUDe Research Lab at Pavia University and initiated The City as a Commons.

**Jan Denoo** (he/him, 1995) lives in Cureghem, one of Brussels' lowest neighbourhoods. Jan supervises research and participation within urban issues at the workers' cooperative Endeavour. He also programmes urban dialogues at the cultural centre Stadsform.

**Maria Francesca De Tullio.** Post-doc researcher University of Antwerp Post-doc researcher in Constitutional law at Federico II University of Naples, she has also worked as a post-doc researcher in the Commons Culture Quest Office of the University of Antwerp in the project Cultural and Creative Spaces and Cities ([www.spacesandcities.com](http://www.spacesandcities.com)). Her main research areas are: political representation and participatory democracy, with particular regard to e-democracy and digital information /campaign tools; counter-terrorism and legal states of emergency; Internet law, the collective dimension of privacy in the era of big data; EU financial policies and cultural/cohesion Programmes. She is an activist in l'Asilo ([www.exasiloflangieri.it](http://www.exasiloflangieri.it)) and in the Italian Network of commons. Within this framework, she also participates in the Feministisation of Politics Collective (<https://municipalisteurope.org/fop/>). She is facilitator and consultant, specifically on the matters of governance and creative use of legal tools for commons. Particularly, she acts as a juridical expert in the dialogue on commons between grassroots movements and administrations in different cities of Italy.

**Alice Devenyns** (she/her/they/them, 1996) lives in Forest, one of Brussels' highest neighbourhoods. She is a social geographer. As a collaborator of Architecture Workroom Brussels, she researches and supervises innovative practices in societal infrastructure and sustainable energy as a lever for societal change. She always tries to bring in the conversation on who should actually be around the table. About how maybe the table doesn't always have to be a table either. About there also being other - informal, everyday or bottom-up - ways to shape your city.

**Teresa Ditadi.** Master in Local Development, thanks to international experiences in Portugal, Cyprus and France and my current job in a social cooperative, I had the chance to analyze and work with urban topics as gentrification, placemaking, housing and community engagement. I am interested in meaningful and just urban regeneration with a true social impact, through activism for social justice and sustainability, to make better cities for all.

**Viktoria Draganova.** Curator, writer and educator based in Sofia. Studied law in Erlangen-Nuremberg, Nottingham and Berlin, and holds a degree in law from the Humboldt University (2006) as well as a PhD degree in legal history from the Max-Planck-Institute for European Legal History in Frankfurt (2012). As well, studied art history at the Goethe University and Städel Schule in Frankfurt (2010-2014). In 2015, founded the Blue Cube Foundation along with Swimming Pool – an art space in Sofia focusing on curatorial and art research, collaborations and art education. At Swimming Pool, she organises exhibitions, discussions, residencies. In 2018 and 2019, she initiated two international curatorial schools with a focus on the potentials of micro institutions. Larger projects she curated are: The Library of Our Encounters (2020-), The Possible Institution (2021), New Ecologies (2023). Outside Swimming Pool, Viktoria has worked a.o. with the Städel Museum and Schirn Kunsthalle (both Frankfurt am Main) and curated projects for the David Dale Gallery, Glasgow, Art in General, New York and Futura (Prague). Viktoria writes for research publications, artists' catalogues and art magazines, her texts have appeared in Badland, Echo Gone Wrong, Flash Art International, Frieze, Mousse magazine and CBEMA. Since 2020, she has participated in several working groups engaged with fostering social and structural support policies for art workers and independent organisations in Bulgaria. In 2021, she initiated the Center for Social Vision ([www.centerforsocialvision.org](http://www.centerforsocialvision.org)), an interdisciplinary platform for art and social research. Since 2022 she is the editor-in-chief of the Journal of Social Vision. Viktoria is also the initiator of the Sofia Art Map. The Blue Cube Foundation is a founding member of the informal Association of the Private Cultural Organizations for Visual and Interdisciplinary Arts. ([www.viktoriadraganova.com](http://www.viktoriadraganova.com)).

**Maddalena Giovanna Anita Duse.** PhD student at the University of Pavia, specialising in "Design, modelling and simulation in engineering." Her research focuses on innovation in methods and processes for public/private not-for-profit entities in urban planning and architecture. Specifically, she is interested in tactical urbanism and bottom-up strategies, analysing situated interventions, social interactions, and the phenomena of gentrification and its correlations with bottom-up strategies. Maddalena is involved in the Erasmus KA+ project SARPE, working with Istanbul Technical University, University of Malaga, and Delft University of Technology. She is currently contributing to this project.

**Matias Echanove.** Is a co-founder of Urbz and The Institute of Urbanology. Matias studied government and economics at the London School of Economics (UK), urban planning at Columbia University in New York (US) and urban information systems at the University of Tokyo (JP). He is a regular contributor to publications such as The Hindu, The New York Times, The Guardian, The Wall Street Journal, Domus, Art India and has published a number of essays with Oxford University Press, Strelka Press, Domus (Milan), Tokyo University Press among others. He coordinates the activities of Urbz Geneva and focuses his work on new models of participatory governance and institution building, as well as in urban and economic development, mobility and culture.

**Vittoria Fiore.** I am from Padova. I'm a hybrid professional, with a degree in Philosophy, in Anthropology, and a specialization in Urban Innovation. I currently work in my hometown as a Community Manager and I'm learning the practice of Service Design for Social Innovation through other work Experiences. I'll hopefully find soon a way to conciliate my presence in my two places, Padova and Berlin..

**Rik Fisher** (he/they) is a Berlin-based freelance artist/researcher. Coming from the UK originally, where Rik previously studied and worked in social work and mental health, exploring areas such as 'service-user' narratives and co-creation. Inspired by many things, including situationist praxis (i.e. psychogeography) and modern critical/radical developments of this. Essentially, exploring various methods how space and place can affect us and how we can affect it.

**Antonio Gioia.** Is an Italian urbanist. He has experience in urban analysis and data visualisation in the realm of human geography and urbanism, where a blend of empirical quantitative data and socio-economic qualitative information is required for the design of policies or effective development strategies. In the recent years he researched about community-based experiences of urban management, in particular the rise of "urban commons" in southern European cities and the connections between urban morphology, spatial capital and the role of public space. Antonio has been part of the Urbz team since 2018.

**Irene Giunchi.** PhD student in the Department of Sociology and Economic Law at the University of Bologna. Her work as a project manager at Fondazione Innovazione Urbana's Civic Imagination office focuses on enhancing involvement and participation processes within territorial communities operating in the socio-educational fields. Her work is dedicated to addressing and tackling educational poverty.

**Anne Gorry** is the co-director of Radio RapTz. She worked in the field of popular education for several years. Radio RapTz is an independent webradio with an eclectic programming and a wide variety of genres. In addition to offering 24/7 musical programming, Radio RapTz offers radio workshops for all audiences.

**Aslı Kıyak İngin** is an Architect, Designer, Activist, Educator. She is running a critical design practice. She works at the intersection of design, craft, architecture, urbanism and art. She advocates for sustainable and participatory models, opposing the top-down process of urban transformation and gentrification through the projects dealing with social, cultural and economic issues related to the city. In 2006 she initiated and directed the project Made in Şişhane, which aims for safeguarding the craft neighbourhoods in Istanbul. Made in Şişhane project became the finalist of City to City Barcelona FAD Award 2016 Learning Initiatives in The City ([www.madeinsishane.net](http://madeinsishane.net)). She also worked on the development of participatory and sustainable practices in order to stop the demolishing and state led gentrification process of Sulukule, an old Romany Neighbourhood in Istanbul. She was the co-founder of the Sulukule Platform and organised the activist festival 40 days 40 Nights Sulukule. (<http://sulukulegunlugu.blogspot.com>). She gives courses on locality, craft, production, design and sustainability at various universities. Between 2013 and 2023, she proposed and gave a design studio course called "Apprenticeship in Design" at Istanbul Bilgi University, Department of Industrial Design, which brought students and artisans together in the craft neighbourhoods of Istanbul.

**Stella Konstantinou** was born in Thessaloniki, studied German language and literature at the Aristotle University and theatre pedagogy at the Berlin University of the Arts. Since 2018, she has been working as a dramaturg for the "HAU to connect" arts mediation programme at HAU Hebbel am Ufer. She develops long-term collaborations in which neighbours, artists and socio-cultural actors come together to design and realise projects. Diversity-sensitive development and barrier-reducing processes play a central role in their work. A variety of synergies have resulted in programmes such as the Kiezparty, Werkstatt Mehringplatz, Treffpunkt Mehringplatz and collaborations with Mina-Leben in Vielfalt, the Sisterqueens and Frauen aus dem Mehringplatz. As a freelance art mediator, she has worked with artists from the fields of performance, dance and illustration to organise art and education projects with children and young people at numerous Berlin schools and cultural institutions. Further information:  
[www.stellakonstantinou.de](http://www.stellakonstantinou.de)  
[www.hebbel-am-ufer.de/programm/hautoconnect](http://www.hebbel-am-ufer.de/programm/hautoconnect)

**José Roberto Lagunes Trejo** is an architect and urban designer from Veracruz, Mx, who works on the intersection between urban design practice and community development. Since 2018 he has worked in Fundacion Hogares, a non-profit organisation based in Mexico City that promotes participation in vulnerable territories to strengthen trust bonds among people so that they become agents in the transformation of their environment. Besides his work within the foundation, he teaches Urban Sociology and Architectural Design at Anahuac University Mexico.

**Daniele Mancini**, Educator, Artist @ UNPACKED Studio. Architect, Ph.D. in Architectural Theory. He is also an Educator and an independent researcher on the topics of Urban Regeneration and Solidary and Sustainable Living. He's interested in exploring inclusive methods in teaching creative disciplines and for that in 2022 he received the Italian Teacher Award – Special Mention for Innovation. He experiments with models of collaborative and ritual creativity (community based / relational design) straddling the analog and digital. Since 2022 he has been a member of the Urban Center Rome Commission of the Order of Architects of Rome. He oversees the project "the school without walls" on the theme of widespread education and urban regeneration in Roma through participatory and bottom-up strategies. He has taken part in the last two editions of the Biennial of Public Space in Rome on the themes of education, play, democracy, and the city.

**Vera Marin** is an architect (1999), with a master degree in Integrated Urban Development (2001) and one in project management (2008). She holds a PhD (2009) in urban planning on the topic of national and local housing policies for the regeneration of large housing estates. Since 2000, she teaches at the Ion Mincu University of Architecture and Urbanism with various subjects and formats: urban design and architecture design studios, lectures and seminars on housing policies, legal and institutional frames for sustainable development, introducing applied research methods for urban design with a call for papers and organising communication sessions for students, etc. Since 2001, Vera is a founding member and a contributor to projects of ATU – Urban Transition Association – an action-research organisation acting as a think tank for urban policies in Romania where she has worked as trainer, consultant, and project coordinator in the Good Urban Governance Department (urban pedagogy and participatory processes). She is also a founding member and the vice-president of De-a Arhitectura Association (established in 2013) which succeeded in introducing built environment education programs for children and youth in schools in various cities and villages in Romania. In a decade, De-a Arhitectura has reached to almost 32.500 pupils and a network of built environment professionals and teachers grew from 10 people to more than 500. She also had various contributions as consultant or expert for applied research projects leading to methodologies for integrated development plans and complex interventions (brownfields, public spaces within the collective housing ensembles, rural territories with heritage values, etc.

**Francisco Javier Martínez-Carranza.** Holder of an advanced degree, and currently assigned to the H2020 IN-HABIT Project: Inclusive Health and Wellbeing in Small and Medium-Size Cities (2020-2025). His professional and research career are presently centered on health and well-being in the Las Palmeras neighbourhood, Córdoba—a community characterised by profound socio-economic challenges, including high rates of exclusion, school absenteeism, and poverty. He is a Social Worker and Social Educator graduate, complemented by a master's degree specialising in the management, direction, and intervention in socio-health centres. Currently immersed in doctoral research, focusing on sustainability from a social and environmental perspective. He aims to integrate the pivotal role of health and well-being as a transversal element in this endeavour. His diverse professional background includes valuable experience in centres for minors with behavioural challenges, addiction treatment centres for adults, and the national central emergency unit of the Spanish Red Cross. Within the latter, he contributed significantly to logistics, humanitarian, and training initiatives.

**Linda Migliavacca.** PhD candidate at the University of Pavia, holding a scholarship titled "Active citizenship, urban commons, and architectural entanglements". She is contributing as a research assistant in the Erasmus KA+ project SArPe - "Socially Situated Architectural Pedagogies". Her research interests include sustainable architectural practices, commoning, and the empowerment of local communities through participatory approaches. Linda's research is driven by the global challenges posed by social movements, the right to the city, and the concept of commons. It focuses on participatory democracy in relation to spatial transformations in architecture, the city, and post-COVID-19 scenarios.

**Denitsa Milsuheva** was born in Sofia in 1992. She graduated from the Faculty of Fine Arts at the University of Veliko Tarnovo (Bulgaria). In March 2023, she defended her doctoral dissertation "The Body of the Artist in the Creative Act." Since 2020, she has been a lecturer in the Visual Studies Department at the University of Veliko Tarnovo. Since 2018, she has been part of the team of the Space for Social and Cultural Initiatives "TaM" (Veliko Tarnovo, BG). She is an active part of the process of the project "Future for KDK" - the restoration of the Club of Cultural Activists in Veliko Tarnovo, as well as the promotion of the Varusha South neighbourhood in the Veliko Tarnovo city.

**Sarah Ndjo Fernandes.** I'm from Bologna. I have a bachelor in Anthropology and a master degree in Education. I've worked in the area of social welfare, first with migrants and then with homeless people in a Community project, focusing on the use of public space and on bottom-up projects of urban "resistance". To delve into the subject I took a master in Urban regeneration and Social Innovation, embracing the multidisciplinary of this path. Currently, I'm in a moment of professional change, following new insights and visions! I explored the power of co-design and proximity working as a placemaker in Salerno, and now, back to my hometown, I'm curious to experiment ways to connect these sides, allowing contamination and mutual learning.

**Bertram Niessen** is President and Scientific Director of cheFare, of which he was one of the founders in 2012. As a researcher, designer, lecturer, author and advisor, he deals with how culture transforms the state of things. The main topics he is interested in are the city, cultural design, the politics and economics of culture, collaborative cultural forms, and the relationship between culture and technology. It does so at the crossroads of different disciplines: urban sociology, methodology, cultural studies, communication sciences, electronic art. At the heart of it all is a strong interest in the intersection of culture, technology and society, and the conviction that there is a need for new forms of social and political action.

**Organon Art Cie**, is a multi-media art company, based in Marseille, and led by artists, residents, activists of the Belle de Mai (3rd arrondissement). It is for and with their neighbourhood that they initiated their artistic approach, which has opened over experiences to a broader desire to work for and with the French people of the future. Our works are collective narratives that we collect through meetings and exchanges that involve residents, who then present themselves within these shared creations either as they are, or through autofiction that they contribute to writing. The ambiguity generated by the impossibility of distinction between reality and fiction then becomes a favourable and fertile space to consider the potentials of theatre when it confronts reality and vice versa. Here, different facets, frames, cartographies and narrative layers intermingle in order to hatch common processes and collective fabrications that tend to reveal pieces of residual culture to shift the gaze on the present. We want to make visible the relationship of invisible domination hidden in reality, so that art has a use.

**Angela María Osorio Méndez** is urban researcher and practitioner with a degree in Architecture and a PhD in Urban Studies. Her fields of research are: urban renewal, culture, welfare and urban migration. She has coordinated and co-designed the creation of the toolkit for Homes of Commons through a participatory research process with the creative Europe project Creative Spaces and Cities. She is interested in the development of methodologies that enable political participation of voices left out of the main public debate sphere.

**Paola Pizzo** is a trainer and project manager with more than 10 years of experience in European educational projects. Since 2010 she is also the chief administrator of the social cooperative Bond of Union based in Palermo. Her work includes project writing, design of learning programmes and activities as training courses and learning results evaluation. Through several Erasmus + projects she gained a wider experience in promoting participation and engagement of young and adults using non-formal education methods. She also works on the creation of educational resources as toolkits, curriculums, handbooks and reports, in collaboration with professionals from other European organisations.

**Galin Popov** was born in Veliko Tarnovo in 1983. Since 2012, he has been actively engaged in cultural management. He is the co-founder of the Space for Social and Cultural Initiatives "TaM"(Veliko Turnovo, BG), where for more than ten years, exhibitions, film festivals, theatre productions, performances, debates, discussions, literary readings, and musical events of local and international artists are organised. Galin participated in the US Department of State's IVP for Cultural Management. In 2016, he graduated from the Cultural Academy of the Goethe Institut. He was one of Darik Radio's "40 under 40" finalists the same year. In 2017, he completed his one-year training in the European ViabilityNet program. In 2019, he coordinated the Plovdiv Caravan - one of the leading projects in the European Capital of Culture - Plovdiv 2019 program. In the last year, he has dedicated himself to the project "Future for KDK" - the restoration of the Club of Cultural Activists in Veliko Tarnovo, and the promotion of the Varusha South neighbourhood in the Veliko Turnovo city. He is one of the main organisers and initiators of the "48 Hours Varusha South Festival".

**Susan Qu.** Chen Qu is lecturing at University of Cambridge, where Chen holds a PhD degree and leads research projects in urban health and migration funded by prestigious foundations. Chen also has interest in urban design for the vulnerable such as children and refugees.

**Katya Romanova.** Project manager and a designer. She has a degree in Teaching Languages and a Bachelor of Arts in Visual Communications at HTW Berlin. Since 2019 Katya has been coordinating cultural, urban, and design projects at Coopera e.V.; among them Design Lab Moabit and reimagine your city. She also has wide experience in youth work, media education, and nonprofit management, with a focus on international volunteering, youth participation, and the organisation of socio-cultural projects. She also gained experience working and studying in various countries, including the USA and Argentina.

**Rahul Srivastava.** Is a co-founder of Urbz. He studied social and urban anthropology in Mumbai, Delhi (IN) and Cambridge (UK). He has produced documentaries for over twenty years in conjunction with urban practitioners. He is also a published novelist with Penguin India. Besides fiction, he has published essays, Op-eds and articles in Oxford University Press, Domus, Volume magazine, The New York Times, The Wall Street Journal, The Hindu, The Times of India, Time Out, and Art India. Presently he is the coordinator of Urbz Paris.

**Frédéric Sultan.** Activist of the commons movement involved in various social, cultural actions and experiences and popular education initiatives in France with a background of social worker. As coordinator of Remix the commons, an intercultural collective of commoners sharing ideas and tools for the commons in the francophone area, he participates to promote culture and politicisation of the commons.

**Nina Szkolka.** Urban cultural researcher and curator, currently studying M.A. Management and Communication of Museums and holds a B.A. degree in Metropolitan Culture. In her latest group exhibition, she dealt with power dimensions and the decolonization of museums. Nina's focus lays on strengthening the representation and participation of socially disadvantaged, marginalized people as well as the reinforcement of inclusive, diversity-oriented structures, both in museums and the urban scape. Her practice is mainly based on creative (collecting) methods which activate and empower participants in an accessible way and aim to create a safer space.

**Lorenzo Tripodi.** Architect, holds a PhD in Urban, Regional and Environmental Design, complemented by a steady practice of urban divagations as an artist and an activist. Cofounder of Tesseræ, his principal research interests are in regeneration and conflicts of public space, integrated sustainable urban development, urban peripheries and modernist heritage, image production processes in the urban economy, collaborative mapping and participative planning. Develops an experimental artistic activity within the Ogino:knauss collective producing films, documentaries, video-installations, photography, graphic design and new media. He has developed in the course of his manifold activities a trans-disciplinary approach summarised in the Urban Reconnaissance methodology.

**Yanina Taneva** is action researcher, psychodrama therapist, facilitator, speaker and cultural manager based in Sofia. She is a cofounder of the Ideas Factory and BABA Residence in Bulgaria – an interdisciplinary intergenerational ecosystem connecting over 30 rural communities and their realities to contemporary artists in a co-creation process. She is interested in the centre – “periphery” dynamics, the processes redefining “rurality” in the context of changing cities and the use of anthropological and ethnographic approaches to contemporary dimensions of social change. Through her work as facilitator of participatory processes she is exploring the questions of commoning in the context of Eastern European socio-economic realities. She holds degrees in Strategic communication and Artistic psycho-social practices.

**Anna Uttaro** is architect by training, with a PhD in Urban Studies, and has worked for more than ten years as a researcher in Italy and France, mainly on artistic practices for the transformation of urban spaces, community involvement and the construction of participatory processes. She has been working as a technology teacher in adult education centres for ten years; in recent years she has been working on urban regeneration processes in the framework of EU programmes.

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