

FALLING
INTO
PLACE

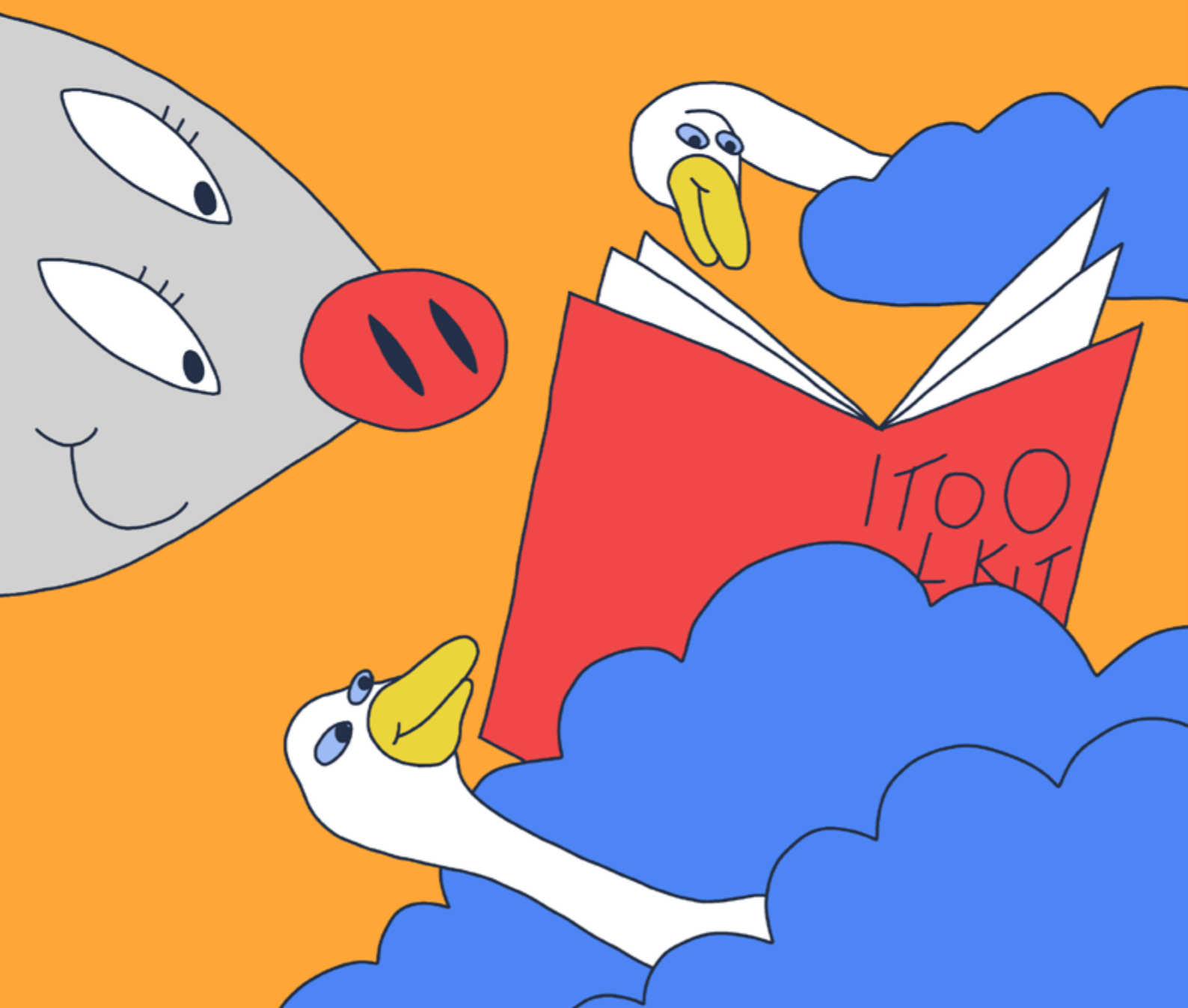
THE TOOLKIT



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PART I SETTING THE SCENE: WHY THIS TOOLKIT?



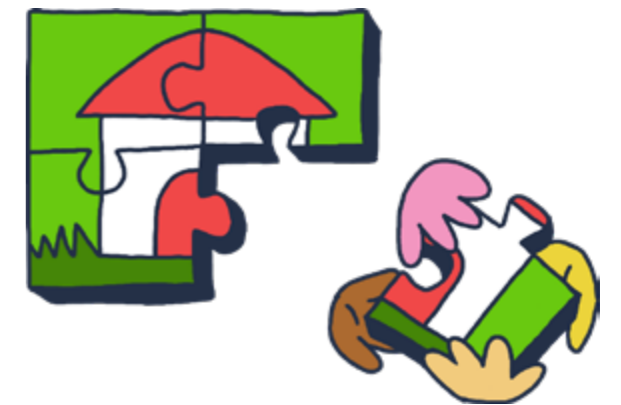
GETTING TO KNOW THE FALLING INTO PLACE PROJECT

The Falling into Place project is a collaborative initiative born from the shared vision of partner organizations in Germany, Italy, Türkiye, and Lithuania. Our collective aim is to explore how participatory placemaking can be a powerful tool for promoting democratic values and addressing social challenges at the local level, particularly in rural contexts.

The Falling into Place project, running from September 2024 to July 2026, encompasses a range of activities. These include Local Alliance Building & Initiative Mapping, which involve extensive research and the creation of this Pedagogical Toolkit. We also held a Capacity Building Program for Youth Workers and Young People through training courses and a youth exchange. Upcoming activities of the project will include Local Participatory Placemaking Programs in four testbed sites and Local Structured Dialogue with Municipal Stakeholders in each partner country to promote youth-led placemaking.

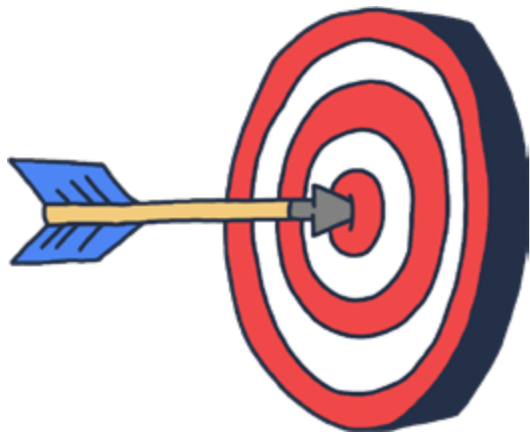
WHAT DO WE MEAN BY PARTICIPATORY PLACEMAKING?

Participatory placemaking actively involves community members in shaping their local environment. This inclusive process, built on open dialogue, collective decision-making, and shared responsibility, encourages residents to contribute their unique knowledge, creativity, and aspirations to the development of public spaces. In doing so, it not only strengthens a sense of belonging and community cohesion but also fosters transparency, mutual respect, and civic engagement—all crucial elements of a thriving democracy.



WHY RURAL CONTEXT?

Rural areas often face distinct challenges like geographic isolation, limited infrastructure, and underrepresentation in decision-making. We believe that fostering democratic values in these contexts is essential for building empowered and resilient communities. Through this project, NGOs working with young people in rural settings are bringing placemaking tools to these areas, helping to build local democracy and empower youth in spaces that may be challenged by political radicalism.



WHAT IS THE PURPOSE OF THIS RESOURCE?

This toolkit is primarily for **youth workers** who are passionate about empowering young people to shape their local environments. Whether you're new to placemaking or looking to deepen your existing practice, this resource offers a blend of theoretical understanding and practical application. As a pedagogical toolkit, it's structured to facilitate learning and skill development, providing answers to both the "What?" and the "How?" of participatory placemaking in youth work.

Our aim is to provide youth workers with structured methodologies, practical tools, and inspirational case studies to empower them in facilitating inclusive placemaking initiatives.

HOW TO USE THIS RESOURCE ?

This toolkit was designed for youth workers seeking to integrate placemaking methodologies into their community practice. Recognizing that placemaking fundamentally connects physical spaces, human needs, and community identity, our partnership developed this resource to enhance existing youth work strategies through immersive storytelling and practical tools.

While prioritizing practical utility, we embedded storytelling elements to:

1. Model placemaking's emotional dimensions through relatable scenarios
2. Provide cognitive hooks for complex spatial justice concepts
3. Encourage personal interpretation of tools through narrative metaphors

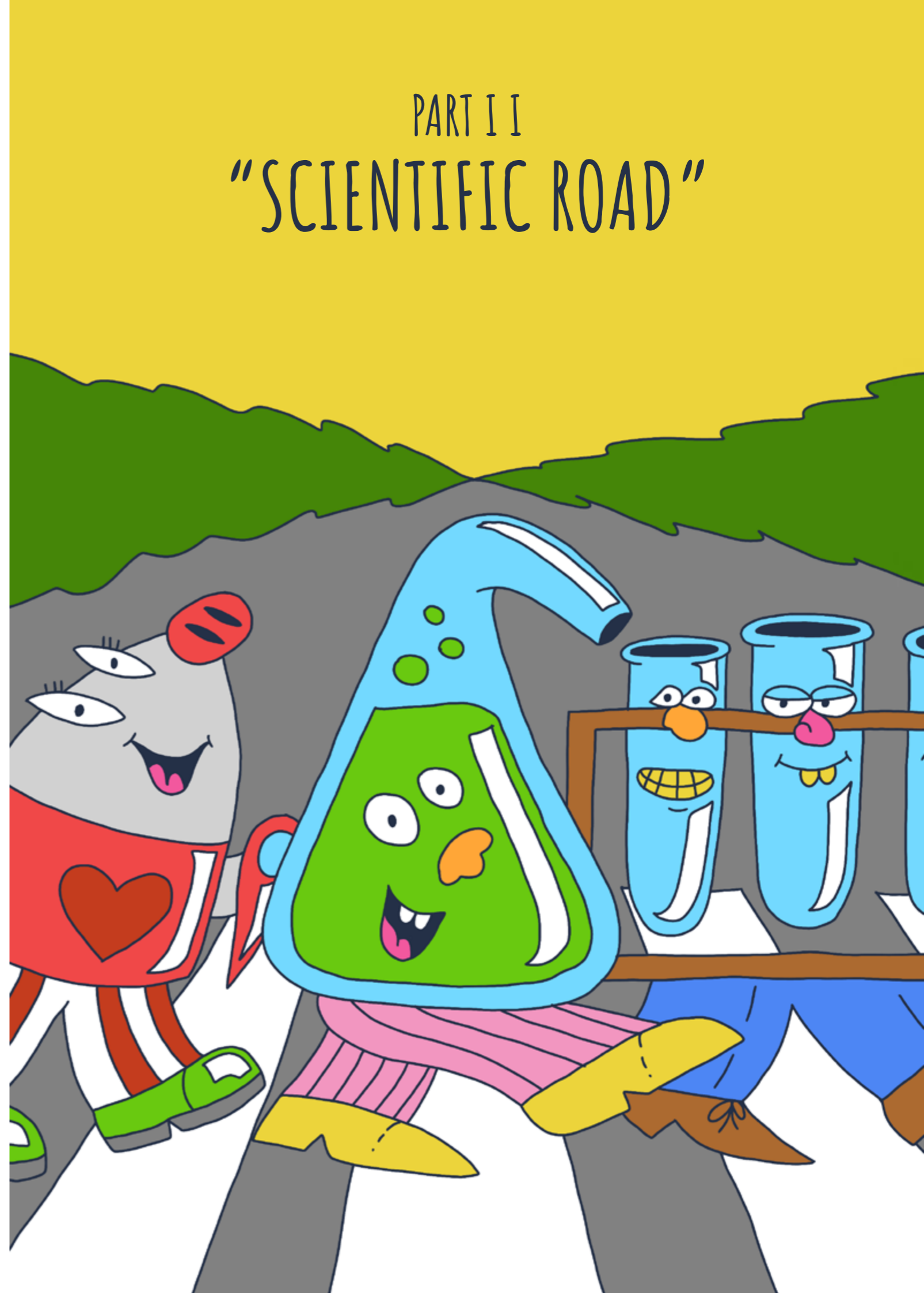
Placemaking transcends urban design—it engages the living essence of communities by harmonizing environmental elements with residents' needs. Our approach positions youth workers as facilitators who help young people to be at the centre of this movement for change, to reimagine spaces through local resources and talents and collective aspirations.

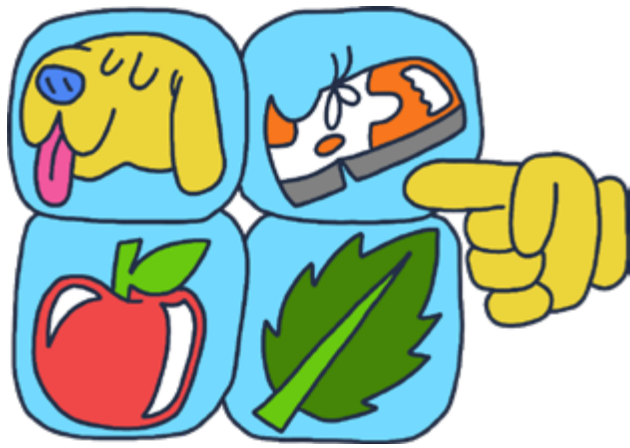
Considering that usability and usefulness are our priorities however, we have decided to offer two different options to you, according to your specific needs.

1. If you need a set of tools and the methodological and practical explanation behind them, you can go straight to page 4. And you can consult the synoptic table at page 9 to find the tools you're looking for.
2. If you would prefer to embark on a journey to see how some of the tools can come to life, go to page 11 and follow the story.

Let's go then and see you on the other side....

PART I I "SCIENTIFIC ROAD"





DISCOVERING THE COMPETENCE FRAMEWORK

This Competence Framework emerged from Local Alliance Building (LAB) activities conducted across test-bed sites in Germany, Lithuania, Italy, and Turkey. Through 20 interviews and an online focus group, the LAB process identified critical gaps in skills and knowledge among youth workers who want to use placemaking with young people in rural and peripheral communities.

This Competence Framework is therefore conceived to be the basis upon which our Pedagogical Toolkit for Youth Workers is built.

The following structure has then been designed to best accommodate this objective, presenting the collected results in a way that would suit the design of educational activities targeting youth workers.

LAB RESULT

Based on the interviews and the focus group, it was possible to list the following competencies:

1. Communication and Cross-Sector Collaboration

Enhanced outreach skills to engage diverse partners (including private-sector organizations) and build community partnerships.

2. Digital and Technical Skills

Ability to effectively use digital tools for project planning, communication, and implementation.

3. Motivating and Engaging Young People

Capacity to design programs that sustain youth interest, understand their motivations, and encourage long-term involvement.

4. Resource Development and Sustainability

Skills in fundraising, securing local government support (especially in rural areas), and establishing financially sustainable strategies.

5. Needs Analysis and Local Adaptation

Proficiency in conducting location-specific needs assessments and tailoring approaches to regional spatial practices and youth demographics.

6. Technical Knowledge in Placemaking

Expertise in physically transforming spaces, including understanding urban dynamics (e.g., spatial division, leveraging assets) for improved functionality and accessibility.

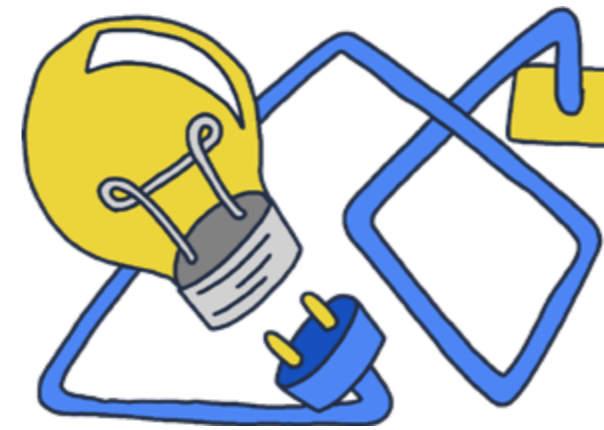
7. Theoretical and Conceptual Application

Ability to apply urban anthropology theories and sensory anthropology insights to create psychologically engaging, inclusive public spaces.

8. Social Construction and Inclusion

Competence in developing participatory frameworks to design socially inclusive spaces and prevent reinforcement of regressive social roles in community projects.

As aforementioned, these results were elaborated following the inputs provided by the people who were interviewed and that participated in the dedicated focus group and are therefore expressed summarising their direct words and inputs.



METHODOLOGY

In order to produce the Toolkit however, and to make a product that could be easily used by a wider community of youth workers across Europe, the consortium decided to associate these competencies to the one listed within the **ETS Competence model** for Youth Workers working internationally, since it had already been used for the team's internal learning process through the YOCOMO Self-Assessment Tool.

The reason for choosing this particular model above others, is that it considers competencies as the synthesis between **Knowledge, Skills and Attitudes/Behaviours**, which is used among all the partners and that is particularly beneficial for the design of non-formal education activities.

Following this principle, ETS includes 9 main areas of competences:

1. Facilitating individual and group learning in an enriching environment

Creating inclusive spaces for youth development through non-formal education methods.

2. Designing programmes

Structuring youth-centered activities aligned with European values (e.g., inclusion, democracy).

3. Organising and managing resources

Practical skills in budgeting, logistics, and risk assessment for international projects.

4. Collaborating successfully in teams

Interpersonal skills for multicultural teamwork and conflict resolution.

5. Communicating meaningfully with others

Adapting communication styles across languages and cultural contexts.

6. Displaying intercultural competence

Addressing power dynamics and fostering equity in diverse settings.

7. Networking and advocating

Building partnerships with stakeholders (NGOs, policymakers) to amplify youth voices.

8. Developing evaluative practices

Implementing feedback loops to assess and improve program impacts.

9. Being civically engaged

Being aware of and taking a principled stance on political and societal issues affecting young people, challenging power dynamics, encouraging their critical civic engagement in their communities, in Europe and beyond

Each of these areas is then composed of various knowledge, skills and attitudes/behaviours that together concur to form the specific competence. In the same manner, it's possible to unpack the competences identified through the LAB activities, to understand the specific components that can concur to their developments.

Since it was also decided to adopt the ETS model to present our work in an existing framework, it was first necessary to identify how our results could match the existing ETS areas, understanding that we had to develop ad hoc models for more specific competences instead, such as those related to placemaking, as well as for those connected with digital literacy, which is present across several of the 9 areas of ETS but with different focuses.

This operation resulted in the following scheme:

LAB RESULT

ETS COMPETENCES

MATCHING FEATURE

Communication & Cross-Sector Collaboration	Networking & Collaboration	ETS stresses partnership-building across sectors, matching the need for finding allies and supporters
Motivating/ Engaging Young People	Being Civically Engaged	Aligns with ETS's focus on sustaining youth involvement through participatory methods but also with being aware of the most pressing political issues for young people
Resource Development and Sustainability	Managing Resources	Both address fundraising and financial sustainability strategies
Needs Analysis and Local Adaptation	Displaying intercultural sensitivity	Shared focus on analyzing contextual/local youth requirements taking into account specific characteristics
Theoretical and Conceptual Application	Designing Programmes	Involves a good understanding of the different groups and environments that a youth worker works with, applying non-formal learning values and principles to address political, societal and cultural issues
Social Construction and Inclusion	Displaying intercultural sensitivity + Being Civically Engaged	Having a clear understanding of the context and of its structural problems to design activities and spaces that wouldn't reinforce them

After this matching exercise we then went into the details of the specific competences for the purpose of this framework, specifying for each the relative knowledge, skill and attitude/behavior.

To make this approach more practical, we then proceeded with compiling a list of "suggested actions" for each of the competencies, posing them as the ideal base for the Tools to be developed by our consortium.

The final results confirmed how the listed competences are profoundly interconnected, meaning that there are several suggested actions that can benefit some of them at the same time, especially when they imply a direct involvement with people of the community (e.g organising meet-ups,

meetings and mapping local talents).

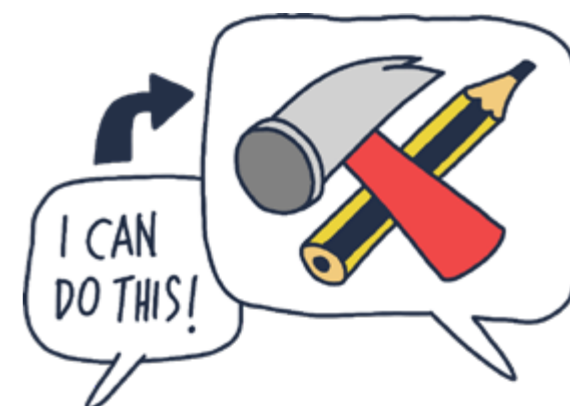
This causes the repetition of some of the suggested actions, and that can therefore be considered of primary importance for the objectives of the project and for the compilation of the Toolkit according to the views of the people constituting our data sample.

Also the expertise and resources of the project's consortium were a prominent factor in the selection of the best tools and activities they can provide for the benefit of other European Youth Workers through the means of this project, to ensure its impact on a wider group of people.

TRANSLATING THE COMPETENCE FRAMEWORK INTO THE TOOLS

Overall, thanks to this framework it was possible for us to affirm that for the compilation of the toolkit we had to focus on the following suggested actions, which became the 4 pillars of our Toolkits. These were then the guiding criteria that helped us generate the Tools you will discover.

More specifically and as you can see in the Synoptic Table of Activities:



Research & Mapping

- Conduct desk research (including best practices, local heritage, resources)
- Map community (stakeholders, territory, local experts and artists)
- Conduct needs assessments (periodic)

Tools

- Young Perspectives
- Mapping Our Communities

Learning & Development

- Find and use resources (online manuals, courses, successful case studies)
- Practice and develop activities (including self-reflection)
- Track and document initiatives

Tools

- Planting Your Skill Tree
- Reimagine Your Space (Photogrammetry)

Community Engagement

- Hold regular meetings and meet-ups (bilateral and group)
- Maintain continuous dialogue with young people
- Connect different community groups (including intergenerational connections)

Tools

- Participatory Budgeting "R:evolution"
- The Case Studies from Germany, Italy, Lithuania and Turkey

Expert Engagement

- Identify and connect with local expertise (professionals, knowledgeable community members, competent young people)
- Build partnerships
- Knowledge of fundraising and advocating for resources

Tools

- Nurturing Local Expertise for Good
- Advocacy in Action: A Roadmap

SYNOPTIC TABLE OF TOOLS

TITLE	OVERVIEW	THEMES	COMPETENCE	TARGETED ACTION	NUMBER OF PARTICIPANTS	DURATION	COMPLEXITY	PAGE
Young Perspectives	Photography-based community dialogue & exhibition	Participatory design, youth engagement, civic awareness, public art	Networking & Collaboration, Civic Engagement, Communication, Critical Thinking	Research & Mapping	5–30 participants	Multi-session (3–4 sessions over 2–3 weeks)	Medium	57
Mapping Our Community	Hand-drawn mapping, group discussion & action planning	Urban planning, youth engagement, civic awareness	Critical Thinking, Collaboration, Civic Engagement, Planning	Research & Mapping	6–30 participants	Half-day	Medium	24
Nurturing Local Expertise for Good	Stakeholder dialogue event with facilitation techniques	Networking, stakeholder engagement, local development	Networking & Collaboration	Expert Engagement	15–20 participants	Half-day + up to 6 months preparation	Advanced	40
Advocacy in Action: A Roadmap	Strategic communication & advocacy planning	Advocacy, collaboration, community mobilization	Networking, Advocacy, Communication	Expert Engagement	5–10 participants	1 month planning + 4 months implementation	Advanced	59
Participatory Budgeting “R:evolution”	Youth-led participatory budgeting competition	Youth participation, civic engagement	Project Development, Civic Engagement, Networking	Community Engagement	20+ participants	2.5+ months	Medium	28
Reimagine Your Space (Photogrammetry)	3D scanning & collaborative space redesign	Digital placemaking, community co-creation, spatial equity	Digital Competence, Civic Engagement, Managing Resources	Learning and Development	5–30 participants	Full day (ideal)	Medium-High	62
Planting Your Skill Tree	Personal goal setting and skill progression using gamified “skill tree”	Participatory learning, gamification, personal growth	Reflective Learning, Skill Development, Empowerment	Learning and Development	5–10 participants	2 hours followed by mentoring or recurring self-paced reflection	Low-Medium	34

PART III
EMBARKING THE JOURNEY





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7:30 am. I turned off the alarm and got up.

I was having my usual breakfast when I looked outside the window. Something was off. Maybe it was the weather, I thought. The light seemed different in the room. I looked outside the window and couldn't see the Tree.

How was it possible? The Tree had always been there. Me, my parents, my grandparents, and great grandparents; everyone in town had always seen it there, in that same place, where it would provide shadow in the summer days, juicy fruits, amazing flowers, nests for birds... the perfect hideout and playground for all the kids, the symbol on our flag... where was it?

I decided to go out and check with my own eyes, and as soon as I walked out, I saw other people with puzzled expressions moving in the same direction. Everyone looked confused, everyone wanted to understand what had happened to the Tree.

My heart was pounding, I felt anxious, worried... I wished I could walk faster even though the square with the Tree was just 10 minutes away from my house.

When I finally arrived, I felt like I had walked for hours. Why was I feeling this way? Anyway, I was in the square, and I could see it, so it was still there!

I immediately felt a slight relief; the Tree was not dead! Nonetheless, it wasn't a good view... It was (literally) the shadow of itself, 20 times smaller... that's why I couldn't see it from my window. Grey and lifeless, like it was about to die... how was it possible?

I hadn't come to check on it for a while, that was true, but it was because I could never have imagined something could happen to it! I looked around and saw many people with sad, worried faces, and I imagined I looked the same to them. But why was nobody doing anything? Where was the Mayor, the Police?

I turned my head and saw two police agents, so I approached them to ask if there was any news on the cause of that tragedy. The agents shrugged their shoulders and said that nobody knew anything... Maybe the Tree was so old that it was just naturally dying... It was sad, but that's how things went.

I was shocked. How could they be so apathetic? It was the Tree, our Tree! I hadn't realized how much I'd cared about it before, but now I couldn't accept it wasn't there!

Still shocked, I moved away from the agents and found a group of people who were more or less my age and whom I had never spoken to, but I didn't care. The situation was urgent, and I couldn't be shy. So I asked them the same questions. Did anybody know anything about the cause? Was anybody doing anything?

They lowered their heads and shook them to say no... at least they looked sad though... one of them raised their head to say:

"We feel the same," one replied, meeting my eyes, "I haven't visited the Tree in ages, but I don't want it to die. If you find a solution, we'll help."

Well, I was actually going around asking questions because I was hoping somebody could tell me what to do, how to react. That's when it hit me that I could be the one looking for the solution! Somebody had to do it, but nobody was moving. At least I was walking around, so maybe it was a sign I should keep wandering around to find answers.

But where to look? The Tree was so old, it wasn't like you could find the person who had put it there... but wait, the Museum!

In the Museum, there was a section dedicated to the foundation of the town that told the story of the Tree. Maybe if I went there, they could tell me something!

It took me 3 minutes to get there, it was like I was flying.. I had never run like that before! When I arrived, the Museum was open but deserted... only one guard at the entrance, so I rushed to ask questions about the Tree, and it seemed they didn't even know what had happened, they were just there doing their job.

I felt demotivated, but then the guard looked at me and it seemed like they felt sorry too, so they brought me to the section about the Tree. They actually knew many things about it, but nobody really asked.

In less than 30 minutes, I learned that the Tree was not from there but that it had been brought to the town more than 2,000 years ago by an explorer!

The name had been lost with time and nobody knew much about them, just that they had planted the seed of the tree and stayed there for a while to show how to take care of it, watching it grow and contributing to everyone's richness, then nothing else. More like a legend rather than an actual story, if it weren't for the rocket ship with which they arrived and that was still there...

A rocket ship?? Here? In the Museum? How come I didn't know! I HAD TO SEE IT!

The guard laughed and said that probably nobody knew nor cared about it anymore, so they would be happy to show it to me.

When we arrived in the room, there it was: a magnificent and still shiny red space rocket! Like the ones from the movies! I couldn't believe it! And it didn't look old at all! How was it possible that it had been there for more than two thousand years?

The guard told me that was a real mystery and that everyone accepted it as a sort of dogma, so while they couldn't be of much help in looking for an explanation or solutions for the Tree, they could let me see the inside of the rocket, where there were some old papers on display that maybe I could check for answers.

I felt hopeful and excited, so excited that I ran into the rocket without waiting for the guard, Falling into it! My weight triggered something—the hatch sealed shut behind me. I heard the guard pounding frantically as the vessel powered up, shattering the structure of the roof and walls all around until I could no longer hear their shouting.

Suddenly, I was hundreds of meters above ground! Rather than panic, I was filled with wonder as a robotic voice announced: "Welcome on board! The safety protocol for the Tree has been activated. We'll be reaching our destination in 10 Earth hours, so I suggest you sit comfortably and relax, getting ready for your mission."

I was speechless, but the rocket's voice mentioned the Tree; it knew about it! It knew I wanted to save it! Coming to the Museum was the right choice! Then I figured I needed to go for it and just follow the voice's advice. Also, looking around, I could see there was no steering wheel, no buttons, nothing... no way I could actually do something. There were 6 armchairs like the ones from airplanes, what looked like a kitchen and a bathroom, then a separate area with 6 beds—nothing more.

I didn't feel scared at all, though, so with nothing else to do, I decided to enjoy the trip. I was in outer space, after all! Plus, for the first time in my life, I had a mission: to save our Tree!

”

Chapter 2

PLANET A: MAPPING OUR COMMUNITY



“

The feeling that the rocket and I now shared a common purpose was somehow palpable and somehow this sense of purpose propelled us forward into the unknown. As the light of the earth's atmosphere faded beneath us, the only thing was to surrender to this fateful trip. The beating of my heart, the rocket's propulsion, the mission, it all seemed to unify into a single seamless agency that was acting to save The Tree.

Somehow, out of the never-ending nothingness through which we had been hurtling, a form appeared before us. A small planet emitting the dimmest of lights. A chalky grey-green which we approached with a succession of downward shifts of gears followed by the activation of the rocket's breaking system. Upon entering the planet's atmosphere, the space around the rocket was suddenly transformed from a benign emptiness into a raging storm that attacked the rocket's exterior with a barrage of jagged elements. The noise alone was overwhelming as the rocket eventually managed to land on the planet's lumpy surface.

"What are we doing here?"

"Without community, The Tree is as good as dead." the voice spoke in a more sombre tone as the old rocket hatch stuttered open. "Find the light in the midst of the storm and find the first tool. Your mission will protect you against the elements."

I was assailed by relentless storm-force winds, dust and debris as I staggered blindly here and there searching for the way forward. To my horror I began to ascertain that the storm was filled with a million voices. Almost impossible to decipher but clearly hostile in nature and like a sort of propaganda whose purpose was to sow division and hatred among whichever group of people heard it.

Apart from the unbearable noise, I felt physically sick as my stomach turned. Nauseous, I felt weighed down and drained of all strength and vitality to the point of almost succumbing entirely and collapsing there on the lumpy dirt.

The rocket's voice returned in my mind, "your mission will protect you, without community the tree is as good as dead."

Of course! This storm of hatred and division, here on this planet, was fully manifest and tangible. So much so that I was physically attacked by it, but on earth it had disguised itself and was living among us doing its evil deed.

I lifted my face from the chalky soil to look once more for the way forward... there it

was! The light up ahead and an opening into a cave! I crawled, shielding my head as I made my way painfully but steadily to the light.

Inside the entrance, there was silence, then trickling water. The perfect antidote for my senses. My strength was returning, the sick feeling subsided and I was able to find my way along some corridors, up and down a succession of steps that led me deeper into the cavern before it finally opened to my amazement. A vast space with a high ceiling like a dome, magically lit everywhere by natural light, archways, ponds, glistening fountains, feathered birds perched and flying from one perch to another, plants stretching upwards and vines hanging down, benches and tables and trees, trees like our Tree! But full of life and fruit and lush green leaves and people everywhere talking and listening to one another intently. People of all ages, creeds, colour and status. Playing, working, discussing, resting, eating and enjoying their activities. In one corner, a group appeared to be sharing notes on some project or studies of some sort, in another, artists working together on a sculpture, then a group of musicians and so on without end.

I stood for a moment, as if bathing in the hum of life-giving activity that was going on all around me, forgetting what I was there for until I caught the eyes of a woman summoning me towards a low archway where she stood. I followed her to where a kind of gathering was taking place through the arch.

On one side of the room were rows of seats full of grown ups who were watching and observing what was taking place on the other side of the room. There, young people lay stretched out on recliners as if sleeping. But that's when I saw it, the reason the rocket had brought me here. Out of the young people's bodies flowed colourful streams of rainbow light that ascended upwards and projected a mosaic of vivid images onto the ceiling. Places, visions of places, existing places, outdoor and indoor community spaces, places with potential, black and white forgotten spaces, neglected, abandoned, ugly, run-down spaces and colourful visions for these spaces, transformed, functioning, inclusive, working, thriving, living spaces! Just like the space I had just come from. That's when I understood. This was a sort of dialogue, a communication between the young people and the elders that were sitting in their seats. They were sharing their needs and visions and the elders were receiving them. That's when I noticed a corresponding flow of thin streams of light descending from the images on the ceiling into the minds of the elders.

The woman who had somehow facilitated this transference turned to me,

"This is what is needed..."

"The beautiful piazza?" I asked, "is that a result of...?"

"Yes," she said before I could articulate my question. "You're ready to go now."

Outside, there was something different about the storm. The wind was still blowing but I felt empowered to proceed through it, upright and with more confidence. I made it back to the rocket.

"Where to?" I asked as I strapped myself in.

"The next planet", the voice replied, "take some rest now."

I had a final look at the small light being emitted from the cave in the distance and shut my eyes.

”

YOUTH PERSPECTIVES ON PUBLIC SPACES

COMPLEXITY
MEDIUM

GROUP SIZE
6-30

DURATION
3-4H

METHOD

Participants create a large-scale hand-drawn map of their community, identifying key places where young people gather. They then engage in a structured discussion about improvements and develop an action plan to enhance selected locations.

KEY THEMES

Participatory urban planning, youth engagement, community development, civic awareness, public space improvement

OBJECTIVES

To map and analyze public spaces from a youth perspective; To foster discussion about the accessibility, inclusivity, and functionality of community spaces; To engage young people in imagining and designing improvements to public spaces; To encourage youth-led community action by identifying concrete steps toward change.

PROBLEMS TO BE ADDRESSED

Lack of youth involvement in urban planning; Limited youth-friendly spaces in the community; Disconnection between young people and local decision-makers; Lack of structured opportunities for youth civic engagement.

COMPETENCE

Critical thinking, networking and collaboration, being civically engaged, planning and problem-solving, communication skills

PRE-WORKSHOP

PREPARATIONS

Look for examples of youth-led urban improvement projects; Research for information on placemaking and youth participation; Get familiar with handouts materials.

MATERIALS

Large sheets of paper (flipchart-sized or taped together); Markers in different colors; Sticky notes; Flipcharts for brainstorming; Projector (optional, for presenting maps or case studies).

FACILITATION GUIDELINES

Step 1 Introduction to the activity – facilitators explain the importance of public spaces and youth involvement in community planning and why youth participation is important. Participants reflect on their use of public spaces.

Step 2 Mapping the community: participants draw a large map of their local area, identifying and marking locations where young people commonly gather. Facilitators encourage them to go beyond obvious places (schools, youth centers) and include informal spaces like benches, riversides, or abandoned areas.

Step 3 Dreaming and designing: using a specific color, participants add ideas for new features that would improve youth spaces in their community. They discuss which ideas are feasible and which are more aspirational.

Step 4 Prioritization and voting: participants vote on two or three locations (existing or imagined) to focus on for more detailed planning and discussion (please check the checklist for evaluating public spaces provided in handouts).

Step 5 Action planning: for each selected location, participants brainstorm specific improvements (e.g., adding benches, creating a community mural, setting up a skate park). They identify key stakeholders who could help implement these ideas and discuss how to approach them (please check stakeholder engagement guide provided in handouts).

Step 6 Finalizing the action plan: participants develop clear next steps and reflect on the process. The facilitator ensures that goals are realistic and achievable, avoiding false promises (please check a template for action planning provided in handouts).

EVALUATION AND REFLECTION

Group discussion and lessons learned; Written reflection on how youth perceive their role in community development; Follow-up survey to assess progress on planned improvements.

TIPS FOR FACILITATORS

Encourage participants to think critically and creatively about their environment; Guide discussions to ensure inclusivity and diverse perspectives; Keep expectations realistic and ensure that young people leave with an achievable action plan; If possible, connect the group with relevant stakeholders (local decision makers or community leaders).

VARIATIONS

For smaller groups: focus on one specific area instead of mapping the entire community; For larger groups: split participants into teams, each working on different locations; Alternative approach: use digital mapping tools if resources allow; Rural adaptation: Focus discussions on accessibility, mobility, and shared community spaces.

HANDOUTS

Checklist for evaluating public spaces; Stakeholder engagement guide; Template for action planning



Chapter 3

2 PLANET I: R-EVOLUTION

“

A deep shudder, followed by an unnerving silence, pulled me from a dreamless sleep. The constant, gentle hum of the rocket was gone. A final, decisive thud vibrated through the floor. We had landed.

My heart hammered against my ribs, a mix of fear and exhilarating curiosity. The hatch hissed open, bathing the stark interior in a soft, green-gold light. I stepped out, and my breath caught in my throat.

It was a forest, but unlike any I could have imagined. Towering trees stretched towards an unseen sky, their branches heavy not with foliage, but with currency. Shimmering bills, and round, metallic coins of every conceivable nation hung from the twigs, rustling with a crisp, papery sound in the gentle breeze.

Cautiously, I approached the nearest tree. A brand new bill dangled just within reach. My fingers trembled as I reached out, my mind racing. If this was real, I could hire scientists, botanists... I could save the Tree!

Just as my fingertips brushed the note, a voice, warm and resonant, echoed not in my ears but directly in my mind. "And what would you do with that, little explorer?"

Startled, I stammered, "I... I just wanted to see if it was real."

"Oh, it is real," the voice replied. "But its form depends on your intention. This is a garden of potential, where resources are granted for the good of a community."

"But... what if you don't have an idea like that?"

"Try," the voice simply said.

My mind was still on my own town, my own mission. "But my community needs this!" I insisted, and with a surge of desperate hope, I plucked the bill from its branch. The moment my fingers closed around it, the crisp paper went limp. It withered, the vibrant green ink fading to a dull, veiny pattern. In my palm lay not a banknote, but a common elm leaf.

"You don't have a true community idea," the voice explained gently. "...yet."

”

PARTICIPATORY BUDGET / PROJECT COMPETITION



*Requires allocated budget and has long duration

METHOD

Public voting on youth project ideas as a long-term tool for participatory budgeting

KEY THEMES

Youth engagement, Civic Participation and Democratic Decision-Making, Community Building and Networking

OBJECTIVES

Main goals: increasing active youth participation, encouraging young people to take a proactive role in their communities.

Main objectives: Developing young people's skills in project creation and converting ideas to project descriptions; giving young people the voice and resources for creating and implementing their project ideas; Involving young people of the area in decision making processes, reshaping peer pressure into empowerment and learning process.

COMPETENCE

Being civically engaged (public voting, proposing and making a change); Finding and managing resources (defining project goals, planning implementation steps, and identify required resources); Designing programmes (going through a full project cycle, gaining practical experience in program development)

MATERIALS

Allocated budget that includes outreach events, project management costs and budget for implementation of young people's projects, team of 10 people that is responsible for project running; advertisement/promotion campaign

For the project FACK has formed several groups of team members. The **project committee** is about 10 people, who make a decision on the format, idea and process of the project every year. The other group is **Project Coaches** - a group of 5-6 young people with experience of project development, who play a role of mentors for young people, from converting ideas into project description to helping with implementation, when needed.

PROBLEMS TO BE ADDRESSED

Low Youth Participation in Civic Life: Many young people feel disconnected from decision-making processes. This tool provides a real, structured way for them to engage and see impact from their involvement.

Lack of Platforms for Youth Voices: Youth often lack access to spaces where their ideas are heard and supported. The tool creates a democratic platform for young people to express, shape, and implement their own initiatives.

Disconnection Between Youth and Institutions: Many young people feel alienated from formal political or institutional systems. This tool builds trust and communication channels between youth and local authorities, reducing institutional mistrust and giving an opportunity to be connected to institutions directly.

Fragmented Youth Communities: Youth from different backgrounds (e.g., schools, ethnicities, interests) may not naturally collaborate. By encouraging collective decision-making and community outreach, the tool helps to build bridges across diverse youth groups.

FACILITATION GUIDELINES

1.Preparation Phase Setting up the committee - Deciding on an idea and format, selection criteria - Developing strategies for outreach.

2.Execution phase The longest phase takes about 2 months - Advertisement and Promotion campaign: using social media (Instagram, Tiktok) and communication and News channels (WhatsApp group with all young people) to inform the youth about the competition. Printing flyers and posters, spreading them around the city. Note: need for permission from the city to put the posters - Organising outreach events and parties for young people. As the event usually happens in summer, visiting "Hot spots" where youth gathers to reach as many young people as possible and encourage them to take part in the competition - Mentorship: After collecting the ideas from young people, Project Coaches - a group of 5-6 young people - reach out to those who submitted their ideas and help them to convert their ideas into project. That means, setting clear objectives, developing a plan for implementation and identifying resources that are needed for that.

3.Decision Making Phase Voting: Setting up an online voting process using an online tool. Reaching out to everyone involved, announcing the start of the voting and encouraging people to share it in their communities and get as many people involved in voting process - Decision Making: Ideas with the most votes winning the competition and people are getting support with its implementation. Depending on the budget, there might be several winners - Main Announcement: organising a party event for all the people involved, their parents and friends and announcing the winners.

4.Winning project ideas implementation Young people implement their projects with the support of Project Coaches, when needed.

EVALUATION AND REFLECTION

Organisational level: When implementing a public voting campaign, it is important for the committee to reflect on the process and be flexible in adjusting their work to the needs of young people. Therefore, we recommend weekly check-ups, with a feedback and evaluation session at the end of the campaign.

Youth project level: Evaluation and reflection are incorporated into the work of the coaches who support the young people. Coaches meet with young people to check on the status of their projects and support them in reflecting on the implementation of their projects.

TIPS FOR FACILITATORS

Challenges faced: keeping the motivation of all young people involved throughout the whole process. While applicants have their motivation to be involved in order to get support with their projects, many young people are involved in the project as volunteers - as part of the committee and project coaches. From all the projects, parties and informal hang outs seem to be more attractive to young people than educational events.

Inclusion for young people who don't have a "strong voice" and a big support group by them: From the experience of FACK in 2024, only projects submitted by boys have won. It can be caused by the general societal tendency of men being encouraged to be more entrepreneurial, brave and having a bigger social support group. To fight that, there's a need for inclusion strategies for less privileged groups of people.

FACK's strategy:

- Identify the groups that want to be reached and identify their partners
- Organise events for these groups separately and directly invite them to participate and offer support on the way

The quotas for marginalised or less privileged groups' project ideas might be considered as one of the ways for better inclusion.

Chapter 4 PLANET VERIDIAN :



“

I looked at the elm leaf in my hand. It was a humble thing, stripped of its perceived value, yet perfectly formed. A silent understanding settled over me: this was not a loss, but a reminder that true worth wasn't found in what I could simply take, but in what I could cultivate. I carefully placed it between the pages of my notebook and tucked it into my pocket, a soft, papery promise against my chest while slowly walking back to the rocket.

My initial surge of hope had withered, just like the money-bill. It mirrored the feeling I'd had back in my town square: I was asking questions because I was hoping somebody could tell me what to do. I hadn't known how to react, what skills I needed, or how to even begin. I had been hoping for a quick fix, a simple transaction, but saving the Tree, truly nurturing a community, clearly required more than just desire or even resources. It required growth. My own growth.

The rocket, true to its purpose and attuned to my evolving mission, seemed to sense my shift in focus, my newfound understanding. As this thought solidified, the ground beneath me trembled again. The air around me distorted, shimmering like a heat haze. The towering, money-laden trees of 2Planet I seemed to recede into a soft, green-gold blur, their rustling currency fading into a distant whisper.

I blinked, taking a shaky breath. The rocket was landing on a vast, open woodland bathed in a multicoloured, emerald light. It was a serene, nurturing space. The air here was thick with the scent of rich earth and burgeoning life, a symphony of quiet blossoms.

I knelt, touching the rich soil. It felt alive, filled with potential. As I did, a figure emerged from the dappled light, seemingly woven from the very shadows and greens of the woodland. Their eyes, deep and knowing, held the calm wisdom of ancient earth. They were cloaked in natural fibers, adorned with subtle markings that echoed the patterns of leaves- the Veridians.

They knelt beside me, their gaze sweeping over the growing life around us.

"You see the life here," their voice was a soft murmur, like wind through leaves, "but do you feel its journey?"

I gestured to the surrounding plants, the tiny shoots and sturdy saplings. "It's like a diagram... of growth."

The Veridian nodded slowly. "Indeed. Every great purpose, like the healing you seek for your Tree, begins as a Seed. A flicker of desire, a vague notion. But what must a

seed do to take root?"

"It needs... nurturing. Knowledge of its needs," I mused, the words forming with a sudden clarity. "That's the Sprout – learning how to make it grow."

"And then?" the Veridian prompted, their gaze gentle.

"Then comes the Branch," I continued, tracing an imaginary line in the soil, "trying out that knowledge, experimenting. And after that, the fully-formed Tree, mastering the skills to apply them, to lead."

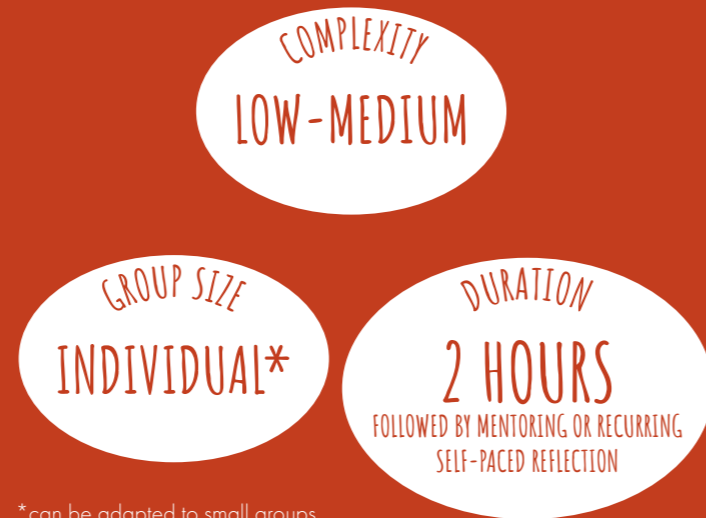
My gaze widened, sweeping over the vast grove.

"And the ultimate Forest... that's when my individual growth contributes to something far larger, when I can not only help our Tree flourish but also inspire and support others to cultivate their own contributions, creating a vibrant, interconnected network of empowered individuals."

The air around me shimmered, and a faint, almost invisible current moved through the grove, no longer mysterious but resonant with a newfound meaning. This wasn't about finding a magic solution out there; it was about what I could cultivate within.

”

PLANTING YOUR SKILL TREE



*can be adapted to small groups
- up to 5 people for peer-supported reflection

METHOD

Reflective goal-setting and micro-achievements through skill progression

KEY THEMES

Participatory learning, inclusive facilitation, personal growth, gamification, skill development, youth empowerment

OBJECTIVES

Participants will identify and select a personal development goal based on existing competence frameworks; Participants will break down their goal into 5 achievable levels: Seed, Sprout, Branch, Tree, and Forest; Participants will define at least 3 tasks per level that represent growth and progression; Participants will create and maintain a visual skill tree tracker and engage in self-reward practices.

COMPETENCE

Reflective Learning; Skill Development; Empowerment.

PROBLEMS TO BE ADDRESSED

Lack of structured personal development pathways in youth work; Difficulty recognizing and reflecting on skill progression; Limited practical understanding of what skills needed to implement placemaking; Youth feeling disengaged from processes that affect their spaces.

MATERIALS

Large paper or printed skill tree templates; Old magazines or printed visuals; Colored pens/markers; Scissors and glue sticks; Large A3 or A2 paper; Tree trunk and branch templates (optional).

PRE-WORKSHOP

PREPARATIONS

Going over Falling Into Place Competence Framework summary (print or digital)

FACILITATION GUIDELINES

The skill tree approach uses metaphor, imagination, and gamified progression to: Promote self-awareness and motivation, encourage young people to reflect on their interests and values, offer a creative space to express where they are and where they want to grow.

1. Getting to know the tree - 30 minutes

Introduce the 5-Level Structure visually:

- Forest (Innovation) - Leading an initiative and mentoring others.
- Tree (Leadership) - Applying the skill in real-life projects.
- Branch (Application) - Trying out the skill in a low-risk environment.
- Sprout (Knowing) - Getting to know the tools and the methods that are supportive to the skill
- Seed (Awareness) - selecting a concept or a skill and understanding it.

The skill tree follows a natural pathway of growth. It starts from seed and aims to end up in forest. The learner can go back to previous steps if needed. Each level includes at least 3 actions to improve selected skills/competences. When those actions are completed, the learner will achieve the level chest which contains one self-reward. Participants brainstorm what each level might look like for their selected skill.

Give sample skill trees as an inspiration and support individual planning

2. Define the Core Competency - 30 minutes

Provide a blank tree template with 5 levels marked (Seed to Forest) or encourage participants to draw their own.

- *What do you want to learn, try, or become better at?*
- *What excites you about developing new skills?*
- *How do you want to contribute to your community, school, or group?*

These questions help anchor the activity in the youth's lived experience and create a meaningful link to their personal and collective growth journeys. Falling Into Place Competence Framework summary could be used as an example to help participants to frame their skills. Participants should determine

- *Which skill they would like to work on*
- *What are the concrete actions they will take to develop those skills*
- *What would motivate them to keep exploring this skills (the rewards)*

Following sample starters can help forming their tree:

- Seed (Awareness): "I want to do... for this I wil need... skills "
- Sprout (Knowing): "I want to explore the concept of... by reading, watching, or asking questions about it."
- Branch (Application): "I will apply what I learned by organizing or joining a small activity where I can practice..."

- **Tree (Leadership):** "I will take the lead in a project or initiative where I guide others in using..."
- **Forest (Innovation):** "I will create my own version of... or mentor someone else in using this skill for a community goal."

Encourage participants to decorate their tree with creative visuals, could be emojis, old magazine cut outs, drawings. Ask participants to choose images that reflect their dreams, challenges, or desired skills to implement placemaking initiative in their community, youth house/centre etc.

3. Sharing and Feedback - 30 minutes

Participants present their skill trees in pairs or small groups. Peer feedback can include suggestions for rewards or clearer tasks.

4. Reflection - Please check the reflection section

EVALUATION AND REFLECTION

Reflection questions:

- Which part of your tree feels most exciting? Which part feels hardest?
- What strengths will help you grow through these levels?
- How will you celebrate each step you complete?
- How does your tree reflect your values or aspirations?
- In what ways could you use this tree to mentor or support others?

TIPS FOR FACILITATORS

If possible, create an environment for self-reflection in the first step with calm music, nice and calming scents and provide a space where the participants have their own working environment, yet they are together.

If programme allows, prior to this activity facilitator can plan a meditation activity to gather the attention and awareness of the participants to the moment and their learning pathway.

Provide support to clarify how placemaking can be applied even without urban design knowledge. Share local examples and use language focused on community, feelings, and shared space. Relevant tools: Falling Into Place Initiative Maps

HANDOUTS

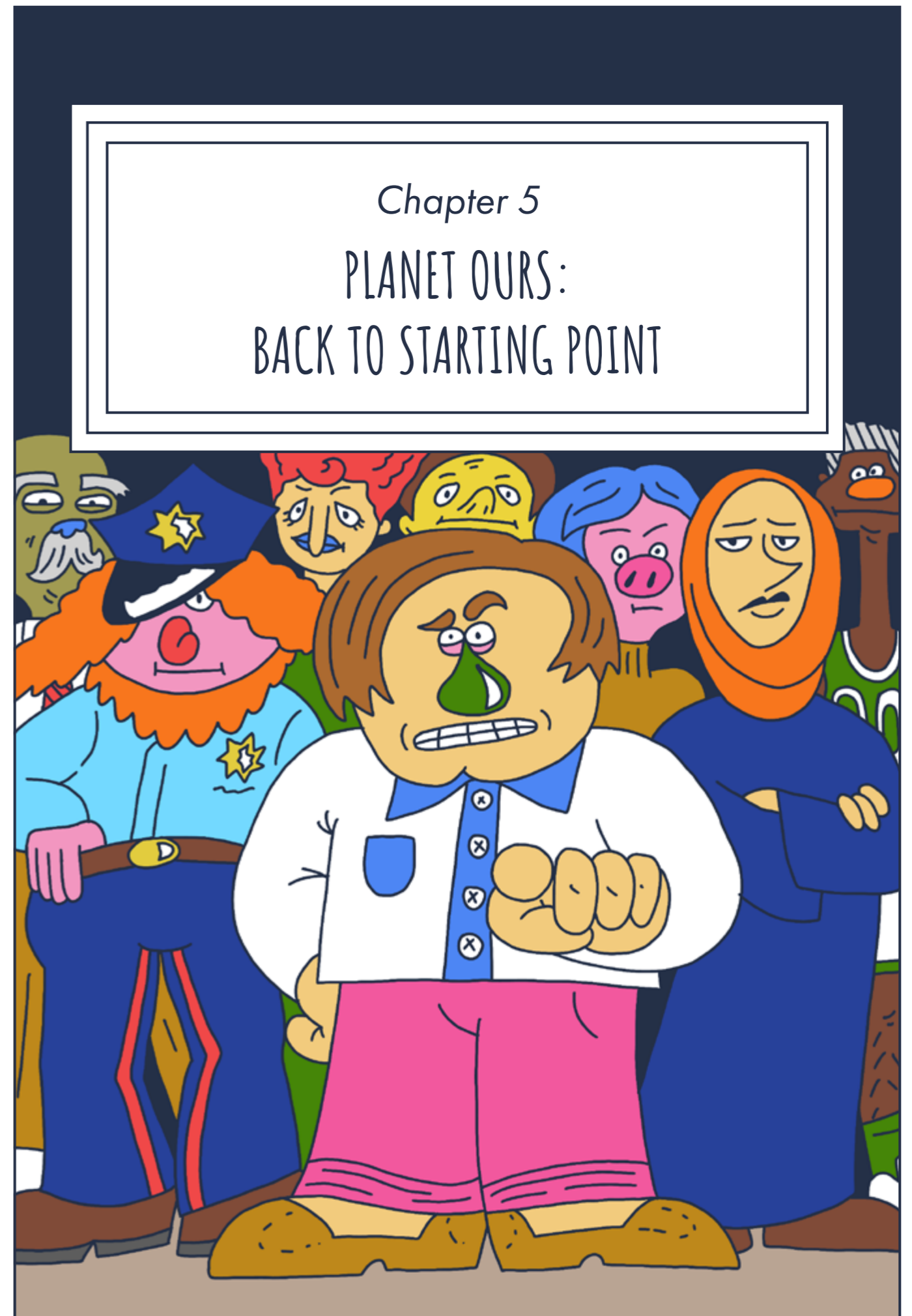
Example Skill Tree; Falling Into Place Competence Framework; Falling Into Place Initiative Maps.

VARIATIONS

Ongoing Follow-Up: Encourage tracking progress over time and revisiting the tree monthly. Optional: Monthly check-ins, community poster wall, or mentor review.

Youth Groups: Create a collective tree on a wall or flipchart where each participant contributes one branch representing their skill journey. This fosters a sense of shared growth and collaboration. Each branch can include drawings, sticky notes, or personal symbols.

Mentoring: Adapt the tree as a personal development map between a mentor and mentee. During one-on-one sessions, use the tree to set goals, check progress, and reflect. Encourage mentees to develop personal rewards for each stage.



“

After this epiphany, I boarded the Rocket with a heightened sense of awareness and the strongest will I had ever felt. I KNOW HOW TO SAVE THE TREE! I thought. Now, I had to rally the whole Town—to map neighborhoods, plant seeds, gather resources, and together save the Tree!

The Rocket sensed this surge of energy, and its robotic voice announced: “High level of energetic resolution and agency detected. Heading back to homebase.”

Even the Rocket could tell I was ready to return and share my discovery, to save the Tree and make the Town better for everyone.

The journey back felt longer this time. I was too eager to share my adventure, so I passed the time rehearsing the speech I wanted to deliver and organized the plan I’d crafted. When we finally landed, I didn’t wait for the hatch to fully open—I rushed out. But what greeted me was not what I expected. Police officers stood nearby, and a crowd watched with worried faces, demanding to know why I’d stolen the Rocket from the Museum, damaged rooftops, caused destruction, and landed in the middle of public grounds without any warning.

At that moment, I realized I’d never thought about communicating what was happening. I hadn’t checked if the Rocket had had any tools to connect with others. I had been so focused on the mission and the journey that I’d overlooked everything else. But what I bought was so important—surely bureaucracy and manners could wait; they’d understand. So, I began my speech:

“Fellow citizens, friends... I come to you with great news. Thanks to my discovery at the Museum, I traveled to distant planets where I gathered tools that can help us save our Tree. I want to share these tools and my stories with you...”

Before I can continue, a young voice interrupts, clearly upset: “Who are you? How can you claim to be our Town’s savior when many of us have never even seen you before? And we did—because you literally crushed our central square with this THING!”

I was stunned, embarrassed under so many watchful eyes. I’d never faced so many people at once. I was true—I wasn’t well-known there, I didn’t have many connections, and I had started this journey without thinking about others, assuming they weren’t doing much without me. But I couldn’t dwell on that now. My mission was too important. I needed to tell them about the tools.

Yet before I could speak again, another voice cut in: “Who do you think you are? If you want to save our Tree, where were you when we gathered every evening to

discuss and test solutions we found in archives and online? What did you actually do besides traveling and having fun?”

This time, I was speechless. I had never considered what others thought or knew. I had assumed my good intentions and this magical Rocket with its tools were enough. How wrong I had been! I remembered what they told me in the forest on Veridian: I needed the people—not just to follow me, but to share their ideas, discover their strengths, and work together for the Tree.

I had to apologize and make things right. I started again, humbly:

“You’re right. I’m just someone who had the chance to travel, but I am one of you. I care deeply about the Tree and our Town. I’m here to listen and to work together to make things better. I’m sorry for crashing in like this. I’d love to explain everything and hope what I bring can be useful...”

At that moment, the Museum guard who recognized me stepped forward and said, “Well, in that case, the best thing to do is have a great get-together. Let’s make it happen and see what we can do—as a real team, with no saviors, only allies!”

”

NURTURING LOCAL EXPERTISE FOR GOOD

METHOD

Event Planning, Non Formal education Facilitation Techniques, Structured Dialogue



KEY THEMES

Networking, Engaging with Experts

OBJECTIVES

Build stronger local networks and foster collaboration among diverse community stakeholders; **Engage local experts and community members in structured, inclusive dialogue**; Develop a shared vision and actionable plan for local placemaking or community improvement; **Enhance participants' skills in networking, facilitation, and collaborative problem-solving**; Enable participants to identify key local stakeholders and map community resources

PROBLEMS TO BE ADDRESSED

Challenges in engaging with stakeholders from other fields and getting different perspectives; **More cooperation and trust within the local community**; Shared plan of actions with defined roles

COMPETENCE

Networking and Collaboration

PRE-WORKSHOP PREPARATIONS

Mapping of existing stakeholders according to objectives. **THEY MUST BE LOCAL OR CONNECTED WITH THE LOCAL REALITY** e.g for placemaking they can be artists, NGOs, youth groups, schools, policy makers, local media, religious leaders, famous people with a connection with the territory or their families (descendants still living there), BE CREATIVE!

The mapping should include:

- Name and area of interest
- Specific Need
- Capacity (funding, time, expertise, connections,..)

Bilateral meeting with each of the stakeholder you want to involve, where you can present comprehensive data that speaks to each stakeholder's interests (according to what you collected before)

Templates for collecting inputs from the event

MATERIALS

Proper meeting venue; **Informative Materials on the scope of the initiative and on all the people intervening** (Ideally this should happen after a proper needs assessment in the community, with focus groups); Provide ample supplies: markers, sticky notes, large paper, maps of the area, images of successful placemaking examples, etc.

FACILITATION GUIDELINES

1.Registration and Welcome -15 min.

- Light refreshments and networking.
- Welcome remarks by you (Event Organizer + Supporters/founders/people from the venue) Express gratitude for everyone's participation. Explain the goals of the event and the importance of their input.

2.Icebreaker & Introductions - 15 min.

- Interactive Icebreaker: A quick activity to get everyone moving and talking. Examples: "Two Truths and a Lie" related to the town, or a quick poll about their favorite public space.
- Brief Introductions: Participants share their name, affiliation, and what they hope to achieve through this project. (Keep it brief - 15-20 seconds each).

3.Understanding the Place: Presentation & Discussion - 30 min.

- Overview of the target area (Specific Area, e.g., Town Square, Landmark, Building).
- Presentation: Highlight existing features, challenges, and opportunities. Include photos, maps, and relevant data (e.g., foot traffic, survey results, demographics, people feedbacks).
- Open Discussion: Facilitated conversation about the area's current strengths and weaknesses. What do people love about it? What needs improvement?

4.Working Together - 60 min.

Participants are asked to contribute to 4 main discussion topics (it's possible to use a World café format, 15 minutes per topic and each table is facilitated). The discussion question would be around the specific area of the city identified, and the following:

- "What activities would attract you to this space?"
- "If you could change one thing about this space, what would it be?"
- "What elements would make this space welcoming and inclusive?"
- "How can you see yourself in it"?

(Provide each discussion table with a set of prompts and materials (maps, markers, sticky notes, images of placemaking examples).Prompts should encourage creative thinking about uses for the space.)

5.Presentations & Prioritization - 30 min.

The Facilitators share the results from the table, highlighting:

- What are the common themes and ideas that emerged?
- What are the most promising concepts?
- Prioritization: Using a dot-voting system or similar method, have participants vote on their favorite ideas to identify priorities for the placemaking project.

6.Identifying Partners & Resources - 30 min.

The facilitator/s ask participants the following questions (if you have many participants considering dividing them into group according to different stakeholders represented, mixing those with similar

interests if necessary)

- Brainstorming session: Who can help make this vision a reality?

According to your participants, the following aspects can emerge:

- Local businesses: Potential sponsors, in-kind donations.
- Local Artists: Creative Support + Materials
- Community organizations: Volunteers, project support.
- Educational institutions: Design expertise, student involvement.
- Town government: Funding, permits, infrastructure support.
- Compile a list of potential partners and resources.
- (Think of using a Template form to be filled with what you need)

7. Next Steps & Closing - 15 min.

- Summarize key takeaways
- Outline the next steps in the process.
 - Will there be follow-up meetings?
 - How will community feedback be incorporated?
 - Timeline for the project.
 - Thank participants for their contributions and emphasize the importance of their continued involvement.
 - Distribute contact information and any relevant resources.
 - Encourage continued engagement via social media or a project website.

EVALUATION AND REFLECTION

An online form; *Non-formal Evaluation Technique*

VARIATIONS

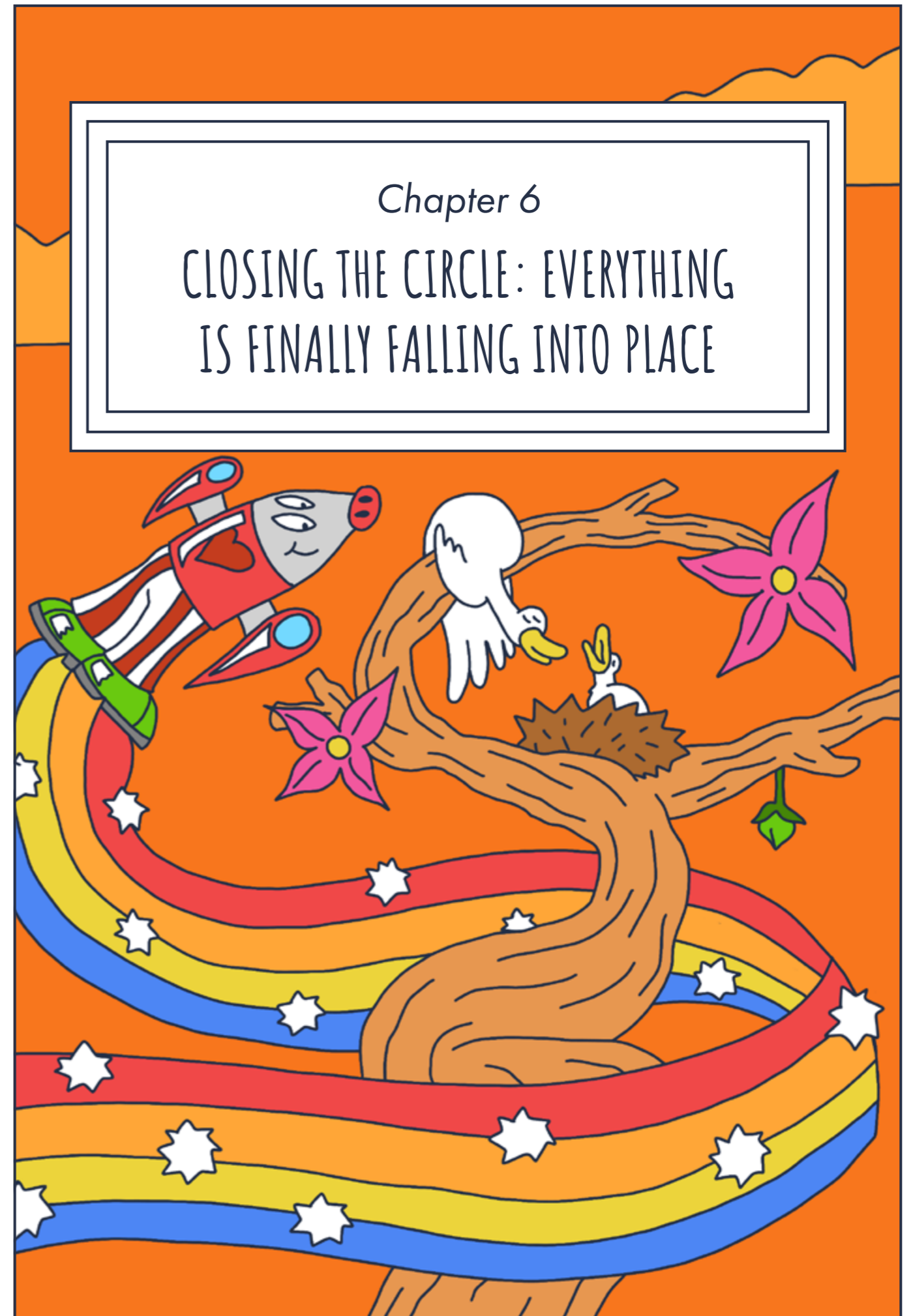
Take into great account the specific aspects of your local community

TIPS FOR FACILITATORS

Ensure the workshop is accessible to all community members (language, physical accessibility, childcare); *Provide a light lunch or snacks to keep participants energized*; Follow-up: Send a thank-you email with a summary of the event and the next steps

HANDOUTS

Email template for approaching a stakeholder; *Template for collecting ideas/inputs from participants*



“

The event was a success. I was amazed by the people of the Town—moved by their passion, their stories, and their incredible resourcefulness. When I shared the Tools from afar, they were eager to test them. With their input, we crafted a comprehensive plan—not only to save the Tree but to make the entire Town a better place for everyone.

I met many I'd never encountered before, each with something valuable to share. Some didn't show up, and a few members of the Council remained suspicious, yet our collective determination overcame every obstacle.

Questions poured in about the Planets and the Rocket. I admitted I didn't fully understand it myself, but that it was clear it was connected to the very essence of all of us—not just the Tree. The Rocket responds to my energy, not my words.

As I spoke, an idea sparked. Why not make this adventure truly ours? I proposed a vote to choose a name for the Rocket.

The younger crowd immediately lit up with enthusiasm. After a brief debate, the winning name emerged: ROCKETINO POSITIVO!

This triggered an explosion of laughter and some skeptical looks from the older crowd. Yet, the more we repeated the name, the more united and joyful we felt. We spilled out of the Town Hall, chanting "ROCKETINO POSITIVO!" together, laughing and bound as one community.

There was still so much to do—collecting resources, testing, monitoring, evaluating, and pushing forward. But it was okay. We were many, and we were in this together. WE HAD A COMMON MISSION!

After bidding everyone goodbye, I headed back to find a place to park the Rocket where it wouldn't bother anyone. But at the landing site, all that remained was a burnt mark from the propulsor—there was no sign of the glowing red Rocketino Positivo.

Confused, I wandered around, trying to understand how something so large could vanish. Then the Museum guard dashed up to me, shouting: "It's back! Rocketino Positivo is back in the Museum hall!"

Relieved, I listened as he explained. He'd been in the meeting but upon returning to close the Museum doors, he saw a light. There, in its usual place, sat the Rocket, quietly whistling as if it had just landed.

I thanked him and went inside. Rocketino Positivo stood silently — a museum exhibit

once again. I could still enter, but there was no life, no energy — just an empty shell filled with old papers, no trace of my journey. I was puzzled... until a sudden flash caught my eye on the control deck. A message appeared:

"MISSION COMPLETED. STANDBY MODE ON."

Then, nothing.

But no—it wasn't over! The Tree was still sick, and we weren't sure our plan would work. What if we needed the Rocket again?

I imagined I must have radiated anxiety and doubt, yet Rocketino Positivo remained still and silent. Deep down, I realized I was more confident than I thought. It has always worked like this: inspiring us, but leaving the real work to us.

With new resolve, I thanked the guard, apologized for the commotion, and promised to keep him informed of the next steps. Finally, I headed home, taking a detour through the park to see the Tree. Though still small and faded, there were drawings and objects decorating it, and people gathered beneath its branches, relaxing and chatting. I approached them and learned that they had kept coming every day despite its decline. After our Town Hall meeting, they witnessed a rainbow light sweeping across the Tree, and they were convinced it had grown just a little bit!

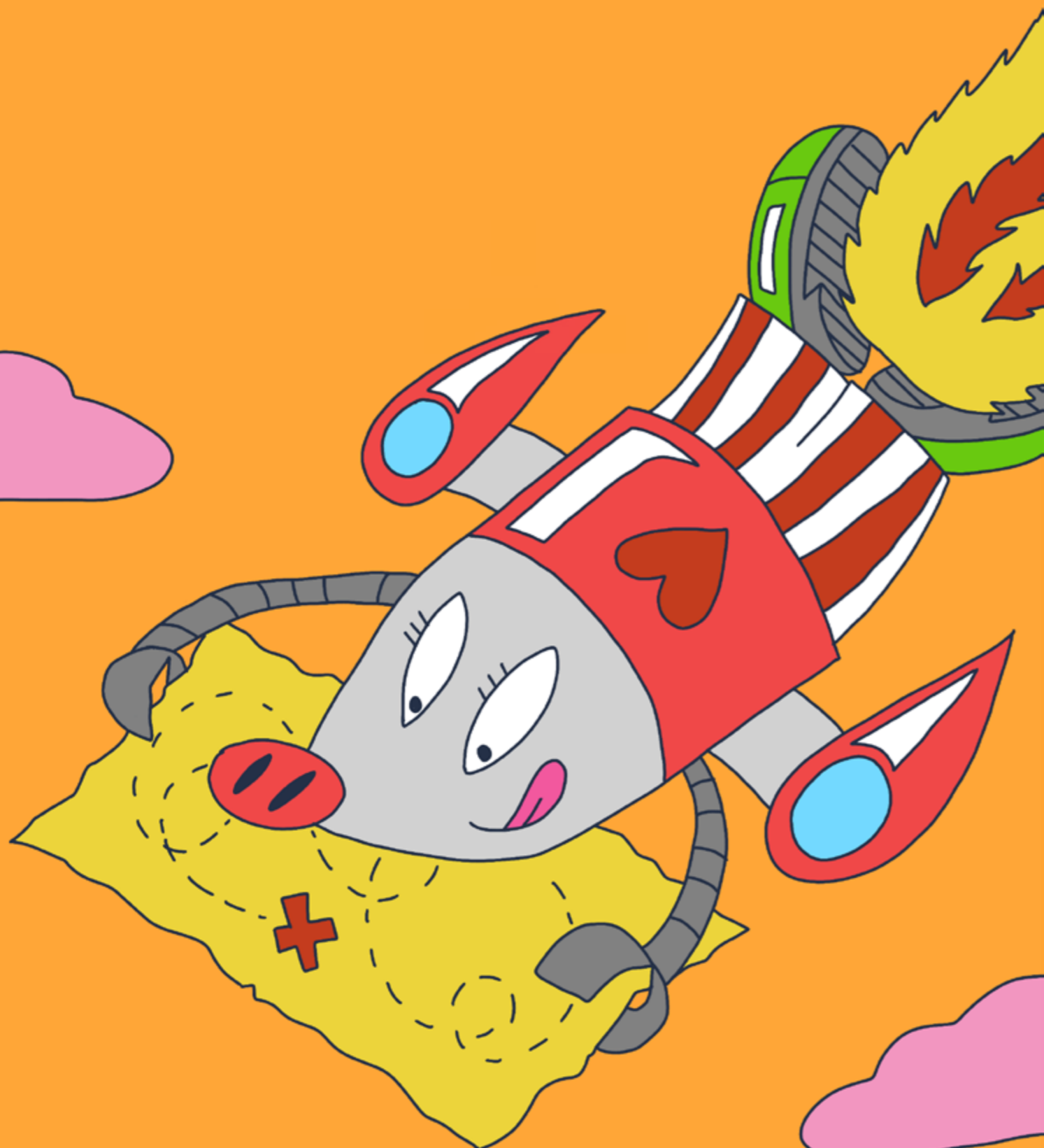
It was a sign we were on the right path. They were already planning their part of the mission, waiting for follow-ups from others.

I told them it was wonderful news and I looked forward to our next meetup in two days.

I couldn't stop smiling as I reached my doorstep. I still didn't know what the future held for me, for us, or for the Tree. But it didn't matter. I knew how I felt then—connected, hopeful, and ready. Ready to work with others, to keep growing, and to discover the next chapter of our story.

”

PART IV CONTINUE DISCOVERING



CASE STUDIES

To illustrate the practical application and impact of these principles, we've compiled three diverse case studies. These examples offer real-world insights into youth-led placemaking and co-creation, highlighting both successes and challenges encountered in various contexts. Each case study mainly touches upon the following questions:

- What is the initiative/center/project?
- What does it offer?
- Who is the target audience?
- How does it work/How was it made?
- What were the key challenges and lessons learned?

Each case study demonstrates how youth engagement can shape local environments and addresses different facets of community involvement and youth empowerment:

- **Case Study I: Community-Run Youth Center (FACKtory)** showcases a dynamic, youth-driven open center in Germany. FACKtory provides a free and accessible space where young people aged 10-18, particularly those from low educational and economic backgrounds or facing social difficulties, can connect, participate in workshops, and initiate

their own projects. This case study delves into FACKtory's unique operational model, including a "youth shift system" and "key license" for independent access, as well as the lessons learned in balancing freedom with responsibility and fostering long-term youth engagement.

- **Case Study II: Reggio Calabria Youth Centre** details the establishment of a groundbreaking youth facility in Reggio Calabria, Italy. Conceived as part of the "Giovani Fermenti per il Bene Comune" project and utilizing properties confiscated from organized crime, this center aims to provide a space for socialization, skill development, and community engagement for young people aged 16-35, with a particular focus on NEETs (Not in Education, Employment, or Training). This case study explores the challenges faced during its implementation, particularly regarding bureaucratic hurdles, and the perseverance required to create a lasting space for youth.
- **Case Study III: The Vision of Youth, Varena Region** highlights an Erasmus+ youth participation project in Lithuania's Varena region. This initiative focused on amplifying the voices of young people, who often feel unheard and neglected in their peripheral area, to local decision-makers. Through creative consultations and a structured dialogue process, the project aimed to encourage youth engagement in local decision-making, strengthen intergenerational communication, and contribute to the development of a regional youth strategy. This case study examines the process of bringing youth concerns to the forefront and fostering active citizenship.

WHAT IS FACKTORY?

FACKtory is an open youth center, it's accessible to young people during opening hours and provides space and peer-to-peer support to implement their own ideas. FACKtory is designed to be a meeting place for young people to connect with each other, participate in activities, and contribute to the space itself. It aims to empower young people to discover their talents, develop themselves personally and professionally, and actively shape their lives and environment.

WHAT FACKTORY OFFERS?

- **Free space and a meeting place:** It provides a physical space for young people to hang out, meet friends and spend their free time. One of the aims is to make young people feel welcome and supported, and it helps to unite young people from different backgrounds 'under one roof'.
- **Workshops:** FACKtory offers a variety of workshops and projects in different areas (arts, crafts, creative expression, media, technology, digital skills, DIY, practical skills, etc.).
- **Supporting youth projects:** Young people can initiate activities and explore their interests and talents, learn new skills through workshops and projects, and actively participate in shaping their environment.

WHO WAS THE TARGET AUDIENCE?

Young people 10-18 years old, low educational background, social difficulties, low economic background

HOW DOES FACKTORY WORK?

The opening hours are 13:00-19:00 from Monday to Saturday. The opening hours are managed by the youth shift system, where young people and some staff members take responsibility during this time. There is a detailed guide for shift workers at FACKtory outlining their responsibilities, which include daily tasks like room checks, trash collection, and engaging with visitors. The guide explains procedures for issuing keys to different rooms and using a digital logbook to manage visitor tickets (day, week, and helper tickets). Shift workers are expected to be approachable, start

conversations with visitors, and follow specific protocols for shift absences and problem-solving, ensuring smooth operation of the youth center. The handbook ultimately aims to equip shift workers with the necessary information to maintain a welcoming and functional environment at FACKtory.

FACKtory also offers a special key license that grants young people independent access to the building via a digital key, even without a staff member on shift. To obtain this license, individuals must contact the organization's legal representative, complete training on legal responsibilities and organizational values, pass digital tests, and successfully complete a 7-day leadership trial period. Maintaining key access requires weekly reactivation, which is contingent upon attending team meetings; failure to attend results in key deactivation.

Another part of the FACKtory is the youth project support structure. It consists of the working group led by youth workers and young volunteers who engage, encourage and support others to implement their own mini-projects.

The total outreach of the FACK in 2024 was 1175 unique users, for a total of 6018 FACKtory visits.

The building was made available to FACK e.V. by the municipality, with the agreement that FACK would cover the municipal costs. This was possible because the organisation had previously held public discussions to gain the support of the local community and had clearly communicated the needs of the community and the vision for the centre.

To effectively coordinate its volunteer group (comprising approximately 30 individuals, with 13 actively managing shifts), FACKtory utilizes the following tools:

- Admin system: The process to become an active member "admin".
- Shifts system: Volunteers manage their shifts through creating a sign-up link with available dates, allowing volunteers to select shifts (main and backup) and automated reminders are integrated to ensure shift coverage.
- Weekly meetings with a clear structure.
- Motivation system for young people: System providing different benefits for those who take more responsibilities.
- Technical support of the house from youth workers, technical staff.
- Documented procedures for the space access and responsibilities communicated clearly to the youth.

LESSONS LEARNT AND WHAT TO CONSIDER

- **Balance between freedom and boundaries for young people.** It took a lot of experimentation to establish the current FACKtory system and to find balance of freedom of space usage and accountability for taking care of the space.
- **Taking risks to give responsibility and space to young people to explore.** In this approach it is crucial to encourage young people to take responsibility, despite the risks of them creating dangerous or damaging situations. It could happen that someone breaks equipment or situations of vandalism occur, but the opportunity of growth for young people is much bigger, as they can take leadership roles, responsibility for other young people and learn from experience together with other peers.
- **We use the space to communicate values.** In FACKtory a lot of organisational values are communicated through the posters on the walls. The space promotes equality for different community members, the value of being an active member in your local environment and the history of the organisation, etc. The young people who are responsible for shifts need to actively outreach and engage new communities, through the communities we already connect with, however we need more professionals to engage in this youth work. A long-term motivation system is used by the organisation, based on past experience. It does not work just to engage young people once, as motivation is transient. Rather, a long-term process is needed based on relationship building. This is still being explored by FACK e.V.
- **Balance between openness and safe space.** As the space is open for young people with different views, such as those who may support radical or extremist ideologies, it is a challenge to keep this openness, communicate organisational value and establish a safe space for those who need a safe space.

CASE STUDY THE VISION OF YOUTH, VARENA REGION

WHAT IS THE VISION OF YOUTH PROJECT?

The “Vision of Youth” is a youth participation project implemented in the Varena region under the Erasmus+ program. The initiative is financed by the Lithuanian National Agency and is designed to bring the voices of young people to decision-makers, create intergenerational dialogue, involve youth in place-making initiatives, and support democratic values.

HOW WAS IT MADE?

The project was implemented over 14 months with a clear plan to ensure youth participation and tangible outcomes. It began with creative half-day consultations in eight towns across the Varena region, where young people shared their needs, identified local issues, and proposed community improvements. A regional consultation in Varena then brought together youth representatives to discuss shared challenges and priorities. The insights gathered were used to draft a regional youth strategy, outlining key development areas and actions for greater youth involvement. The project concluded with an Open Day at the municipality, where young participants presented their proposals to local leaders, fostering dialogue and community spirit.

WHAT DOES IT OFFER?

The project aimed to encourage youth engagement in local decision-making by actively involving young people in discussions about their communities. It provided a platform for youth to express their needs and concerns, ensuring their voices were heard and taken into account. A key goal was to strengthen intergenerational dialogue by fostering open communication between young people and decision-makers, helping to build mutual understanding and trust. Through these efforts, the project sought to enhance democratic participation and empower youth to take an active role in shaping their future. Ultimately, these contributions supported the development of a regional youth strategy, grounded in the real experiences and aspirations of young people in the Varena region.

WHO WAS THE TARGET AUDIENCE?

The primary beneficiaries of this project are the young people who engaged in the consultations. Furthermore, local decision-makers and policy makers who participated in the dialogues with youth and received direct input from young people on community needs. Additionally, municipal administration and local authorities play an important role in providing support for implementation of the youth strategy points proposed by youth. Nevertheless, youth, cultural or civic society organisations could use the outcomes to advocate for youth engagement within the scope of their activities.

HOW DOES IT WORK?

Creative Half-Day Consultations in Eight Towns

- Youth consultations were organized in eight different towns within the Varena region.
- Discussions focused on understanding the needs of young people, identifying pressing issues, and mapping key gathering spaces.
- Young people were encouraged to suggest improvements and propose initiatives that could enhance their communities.

Regional Consultation in the Center of Varena

- A one-day event brought together representatives from all towns.
- The gathered insights were analyzed to identify common challenges and priorities for youth development. Participants engaged in deeper discussions on the changes they wished to achieve.

Drafting a Youth Strategy for the Region

- Findings from the consultations were compiled into a preliminary draft.
- The draft highlighted key areas for improvement and proposed action plans for youth engagement.
- It served as a foundation for discussions with policymakers.

Final Event – Open Day at the Local Municipality

- Young participants met with the mayor and municipal administration to present their draft findings. Decision-makers had the opportunity to engage in discussions with youth representatives. The event concluded with a concert and informal activities, fostering a sense of community and celebration.

LESSON LEARNED AND WHAT TO CONSIDER

The project significantly strengthened youth involvement in municipal decision-making by creating a space where young people could share their views and contribute to shaping their communities. A key success was establishing a structured dialogue between youth and local authorities, helping both sides to better understand each other.

The process also increased awareness among policymakers about the real issues and needs faced by young people. A regional youth strategy was drafted based on the consultation outcomes, offering a valuable tool to guide future development. Additionally, the project helped foster a culture of active citizenship and democratic participation, encouraging young people to take a more active role in public life.

However, one critical lesson is that you cannot promise the implementation of all proposed ideas. It's essential to be transparent with youth, emphasizing that the project acts as a bridge between them and decision-makers. To ensure that authorities take their input seriously, additional efforts may be needed—such as sustained advocacy, follow-up meetings, and public accountability measures. Achieving a long-term impact requires both continued youth engagement and persistent efforts to hold decision-makers accountable.

WHAT IS THE YOUTH CENTRE?

The Youth Centre in Reggio Calabria is a facility designed to provide young people with a space for socialization, skill development, and community engagement. It was established as part of the “Giovani Fermenti per il Bene Comune - Young Ferments for the Common Good” project, aiming to offer a supportive environment where youth can access resources, participate in activities, and contribute to community initiatives.

HOW WAS IT MADE?

During 2020, APICE in coordination with Reggio Calabria City Council applied for a national grant to launch a project dedicated to young people of the city and that was eventually approved and funded between 2022 and 2023.

The project called “Giovani Fermenti per il Bene Comune - Young Ferments for the Common Good” had at its forefront the creation of a Youth Centre, the first of its kind in the city and shaped following the model of the European Youth Centres of Strasbourg and Budapest and of the Impact Hub of Madrid, Matera and Siracusa.

The project identified two adjacent properties, confiscated from organised crime and located in a very central area of the city, near the main station of Reggio Calabria, close to bike-sharing and car-sharing platforms. The idea was to finally give to the youth of Reggio Calabria an open and accessible space to use as they wish, with the guidance and support from professional youth workers and an opportunity to develop competences and connections that would serve their vision for the future.

This vision was especially reinforced by a dedicated section of the project which foresaw the participatory programming of the activities to be held in the centre, with the involvement of different youth groups who could use the space and propose their ideas.

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WHO WAS THE TARGET AUDIENCE?

The centre caters to young people aged 16-35, particularly those classified as NEETs (Not in Education, Employment, or Training), from both the city and the broader metropolitan area, including peripheral and rural suburbs.

HOW DOES IT WORK?

Initially designed to be always open with dedicated personnel managing bookings and space usage, the centre has faced operational challenges. Since its inauguration, it has been closed to the general public and only accessible upon request and with City Council permission since December 2024. APICE is among the organizations that hold monthly activities/meetings there, but they must submit a request each month.

LESSONS LEARNT AND WHAT TO CONSIDER

The project “Giovani Fermenti per il Bene Comune - Young Ferments for the Common Good” had the ambition to introduce a huge impact and a swift turn for the youth of the metropolitan area of Reggio Calabria, despite the many difficulties and the post-Covid 19 reality.

The results were surely affected by the contingent scenario and even more so by the attitude and the bureaucracy of the City Council, which very often acted more as an obstacle than a partner.

Nonetheless it wouldn't be fair to look for guilt, but rather acknowledge the inadequacy of Italian institutions, especially in the South, to introduce structural and effective change, due to lack of competence but also of resources, that are very rarely dedicated to young people and their needs.

Considering the situation then, it's fair to affirm that we still had a victory since we do have a space now that was designed for youth and that, despite its limits, it is there and that can be used to introduce positive change and facilitate initiatives by helping young people meet and plan together.

This has certainly taught us to persevere and to advocate for young people, by being present and by posing relevant questions to those who hold the power, coming up with practical proposals, so that even in the worst case scenario it would always be possible to get something and put it to use, obtaining a change that can benefit the society as a whole.

Concerning the bureaucratic issues, there isn't much to be done, but it's surely possible to limit its effects by looking for as many allies as possible and by looking at alternative solutions. For this reason it's crucial to identify competent and interested individuals within institutions who can assist us in achieving our goals.

OTHER TOOLS

YOUNG PERSPECTIVES: A PHOTOGRAPHY-BASED PUBLIC ART AND COMMUNITY DIALOGUE INITIATIVE

COMPLEXITY
MEDIUM

GROUP SIZE
15-30

DURATION
MULTI-SESSION
PROGRAM*

METHOD

Participants take photographs of their local environment, selecting one picture of something they appreciate and one of something they would like to improve. The images are then curated into a public art exhibition, followed by a moderated discussion with stakeholders on possible community improvements.

KEY THEMES

Participatory design, youth engagement, civic awareness, community development, public art, democratic participation

* approximately 3-4 sessions over two-three weeks

OBJECTIVES

To encourage young people to critically engage with their local environment; To develop visual storytelling skills through photography; To foster dialogue between youth and community stakeholders on urban and social improvements; To empower youth to take an active role in civic engagement; To provide a platform for youth voices through public art.

PROBLEMS TO BE ADDRESSED

Lack of youth involvement in local decision-making; Limited platforms for youth expression and dialogue; Disconnection between young people and local governance; Need for inclusive community development strategies.

COMPETENCE

Networking and collaboration, being civically engaged, visual, communication, critical thinking, public speaking, activating youth participation.

PRE-WORKSHOP PREPARATIONS

Basic guidelines on photography (provided in handouts section); [Overview of placemaking and youth participation](#); Research some case studies on public art as a tool for change.

MATERIALS

Cameras or smartphones; [Printed photos \(A4 or larger\)](#); Exhibition space (public hall, library, school, etc.); [Flipcharts, markers, sticky notes](#); Projector (if digital presentation is included).

EVALUATION AND REFLECTION

Post-event survey to gather participant feedback; [Reflection session with youth on what they learned and how they felt](#); Social media engagement metrics if discussion results are shared online.

TIPS FOR FACILITATORS

Encourage participants to think critically about their environment; [Ensure inclusivity by allowing diverse perspectives](#); Foster a safe space for discussion; [Prepare guiding questions for stakeholder discussion](#); Follow up with local authorities to track potential commitments made.

FACILITATION GUIDELINES

Step 1 Introduction to the activity – discussion on community, public spaces, and youth participation.

Step 2 Participants take photos of their local environment and select two pictures: one showing something they love, another showing something they want to improve.

Step 3 Group discussion and reflection on the chosen photos. Participants describe their perspectives and possible changes.

Step 4 Preparation of the public exhibition – printing, arranging, and curating the display.

Step 5 Official launch event: inviting community members, stakeholders, and local authorities. Moderated discussion on possible community improvements.

VARIATIONS

You can use a classroom setting with a digital presentation instead of a physical exhibition; [Organize multiple exhibitions in different community spaces](#); Alternative themes: adapt the activity to focus on specific urban issues (e.g., sustainability, accessibility, cultural heritage).

HANDOUTS

Photography tips; [Example questions for stakeholder discussion](#); Resources for youth participation in decision-making processes; [Exhibition planning checklist](#).

ADVOCACY IN ACTION: A ROADMAP

COMPLEXITY
ADVANCED

GROUP SIZE

5-10

DURATION

1 MONTH TO MAKE THE PLAN
+ 4 MONTHS FOR
IMPLEMENTATION

METHOD

Advocacy Technique and Strategic Communication

KEY THEMES

Gathering resources, collaboration in the community

OBJECTIVES

Mobilize human and material resources for community placemaking projects; [Develop and implement effective advocacy and strategic communication strategies](#); Build alliances and foster collaboration among local stakeholders; [Set and achieve clear, measurable advocacy goals \(SMART objectives\)](#); Conduct stakeholder and power analysis to target decision-makers and influencers.

PRE-WORKSHOP PREPARATIONS

Check the dedicated Handout

[Define the Context and Challenges](#); [Set Clear Objectives](#); [Conduct Power Analysis](#); [Identify Funding Opportunities](#); [Create a Timeline](#); [Assess Risks and Mitigation Strategies](#).

PROBLEMS TO BE ADDRESSED

Gathering resources (human and material ones); [Pushing for placemaking projects/policy changes](#).

COMPETENCE

Networking and Advocating, Communicating meaningfully with others

MATERIALS

Campaign Branding materials (development of a consistent visual identity (e.g., logos, colors) to enhance recognition and to build visibility and solidarity (ideally also some objects like T-shirts and pins); [Communication Tools \(newsletters, articles, press kits\)](#), digital assets (Social media graphics, videos, and presentation slides tailored to the audience).

FACILITATION GUIDELINES

1. Community Engagement Kickoff (1st Month)

- *Host a Placemaking Workshop:* Organize an interactive workshop to gather ideas from community members about their vision for public spaces. Include activities like brainstorming sessions and site visits to foster collaboration.
- *Survey Distribution:* Launch surveys (online and offline) to collect broader input from residents who may not attend the workshop

2. Stakeholder Outreach (2nd Month)

- *Personal Meetings:* Conduct one-on-one meetings with influential stakeholders (e.g., local government officials, community leaders) to discuss the project's goals and benefits.
- *Form a Placemaking Committee:* Establish a committee representing diverse segments of the community, including residents, businesses, and cultural organizations, to drive advocacy efforts.
- *Create Advocacy Materials:* Develop brochures, presentations, and infographics summarizing the project's vision and potential impact.
- *Collaborate with Local Organizations:* Partner with schools, churches, or business associations to broaden outreach and gain additional support.
- *Secure Endorsements:* Request letters of support from influential community figures or organizations to strengthen credibility.

3. Public Awareness Campaign (3rd Month)

- *Launch Social Media Campaign:* Share engaging content about the project's objectives, including visuals and testimonials from the workshop.
- *Community Event:* Host an open house or informal gathering to showcase ideas collected during the workshop and build excitement around the project.
- *Engage Local Media:* Issue press releases or pitch stories to local newspapers and radio stations to amplify awareness.

4. Advocacy Meetings (4th Month)

- *Present to Decision-Makers:* Schedule meetings with local government officials or funding bodies to formally present the project proposal using advocacy materials created earlier.
- *Stakeholder Follow-Up:* Provide updates to stakeholders involved in earlier meetings or workshops to maintain momentum and engagement.

5. Expand Outreach-Final Push (5th Month)

- *Pop-Up Engagement Events:* Organize pop-up events in high-traffic areas (e.g., shopping centers or local festivals) to reach more community members.
- *Newsletter Launch:* Send out regular newsletters updating stakeholders on progress and upcoming activities.
- *Media Outreach Intensification:* Publish opinion pieces or interviews with project advocates in local media outlets.
- *Crowdfunding Preparation:* Begin planning a crowdfunding campaign by creating promotional materials and identifying target contributors. *(optional if you need to increase your*

budget at this stage)

6. Consolidate Support (6th Month)

- *Community Feedback Session:* Hold a session to review progress and gather additional input from residents and stakeholders.
- *Showcase Public Backing:* Share testimonials, survey results, and endorsements publicly via social media or newsletters.
- *Evaluate Advocacy Impact:* Assess engagement levels and refine strategies for ongoing advocacy efforts.

EVALUATION AND REFLECTION

Use the indicators you set to measure success; *Establish periodic checks and calls with all the people involved;* Make a Report

VARIATIONS

The length of the advocacy plan should vary according to the complexity of the goals

TIPS FOR FACILITATORS

Advocacy can be a long and challenging effort so it's vital to gather allies and resources well in advance. At the same time you may be able to reach your objectives in a shorter time if you have already accessed/worked on some of the preparation phases; *Always include monitoring in each phase of the plan*

HANDOUTS

Pre-workshop preparations Checklist

REIMAGINE YOUR SPACE: PHOTOGRAMMETRY FOR PARTICIPATORY PLACEMAKING

METHOD

Hands-on 3D scanning/photogrammetry scanning, collaborative design, and reflective dialogue

OBJECTIVES

To analyze and represent spaces through digital models; Identify how architecture, accessibility, and usability impact placemaking; Use 3D scanning to tell stories about selected community spaces; Encourage youth and community members to reimagine public spaces; Foster collaborative design thinking

COMPETENCE

Digital Competence (Scanning, editing, and publishing 3D models); Being Civically Engaged (Using technology for co-designing public spaces); Managing Resources (Optimizing scanning tools for best results); Placemaking Competence (Understanding spatial representation).

COMPLEXITY
MEDIUM-HIGH

GROUP SIZE

5-30

DURATION

4-6 H MIN.

IDEALLY: FULL DAY

KEY THEMES

Digital placemaking, community co-creation, spatial equity, youth engagement, Virtual Space Representation

PROBLEMS TO BE ADDRESSED

The tool aims to **address following problems and needs** highlighted in the LAB report findings of the project:

- limited digital and technical skills among youth workers and young people in placemaking.
- youth lack engagement tools to document, represent, and improve their spaces.
- youth feel unheard and lack spaces designed for their needs.

FACILITATION GUIDELINES

1.Framing - 20 min. This step engages participants in small group discussions on key questions related to architecture, accessibility, usability, and digital placemaking. Through structured conversations, participants will brainstorm on how digital tools democratize placemaking, enhance accessibility, and foster civic participation.

- Set up five “conver-stations”, each with a printed discussion prompt and a flipchart or sticky notes for recording key ideas.
- Divide participants into small teams (3-5 people per group), ensuring a mix of perspectives
- Every 2-3 minutes, two participants from each group rotate to the next station while the rest stay behind to summarize the discussion so far.(Depending on the pace of the groups you can decrease the frequency of rotation)
- Suggested prompts:
 - *Think about places in our community where young people gather, or places you wish you could gather. Who do you see feeling really comfortable and ‘at home’ there? Are there groups of young people who might feel left out, and why?*
 - *Picture a public space that’s designed for everyone. What specific features or changes would make it welcoming and useful for people with different needs, interests, and backgrounds?*
 - *Imagine using your phone to capture our local spaces. What could photos or videos show us about who can easily get to certain places, and who might have a harder time? How can digital tools help to understand if the spaces are fair and accessible to everyone, no matter their abilities or background?*
 - *How could we use digital tools to show people what’s unfair about access to certain places in our community? What kind of digital content would make people really pay attention and want to make a change?*
- After the rotations, each group presents one key takeaway from their discussions.
- Facilitator summarizes ideas on a whiteboard to connect themes and insights.

2.Live Demo - 40 min. Showing how to scan a small object, ensuring participants understand camera movement, lighting, and model export. (For the details of these steps please check out the scanning guide in the handouts)

- **Scanning Demo - 15 min.** Use Polycam or KIRI engine on a smartphone if you did not share the sign-up process with the participants.

PRE-WORKSHOP

PREPARATIONS

All software mentioned above requires sign-up. If the training/workshop participants are known prior to the day of scanning, inform them about the tools for signup ahead or plan enough time for each group to sign up during the session; **Optional:** Pre-scan the workshop site to troubleshoot lighting/angles.

MATERIALS

Sticky notes, markers, flipcharts (discussion part); Projector and screen (discussion part); Smartphones or tablets (for scanning); Laptop or PC and Stable Internet connection (for modeling).

Software required:

- **Scanning:** Polycam Free, Wildar or KIRI Engine (All options are available for iOS and Android)
- **Editing:** Blender (for refining models)
- **Hosting sharing:** Sketchfab

- **Editing Demo - 15 min.** Introduce participants to basic 3D model editing so they can refine their scanned models.
- **Q&A - 10 min.** Allow participants to clarify any doubts before they start their own scanning session.

3. Selecting a space - 20 min. Facilitate the teams to select their scan areas. Encourage teams to plan their scan before starting – deciding angles, lighting, and coverage. Guide them technically (e.g. provide feedback on lighting, ask them the significance of their scan area etc.) Share the following guiding questions to the groups to brainstorm on their space selection:

What barriers exist in space? (E.g., lack of ramps, poor lighting, no seating, gender-exclusionary design) ,Who currently uses or avoids the space, and why? How does the history or culture of space impact its inclusivity? How can small, community-driven interventions make a big impact? How can this space better serve marginalized groups? Could a virtual tour make this space more accessible?

Remind the teams after their scan and edit teams will share their short story or pitch about how their space can be reclaimed and transformed.

4. Scanning and Editing Session - 3.5 hours Participants experience scanning, editing and formulating their storytelling on reclaiming the spaces. It is advised to spend around 1.5 hours in scanning and around 2 hours in editing stages.

Each team uses Polycam or KIRI Engine to scan their assigned space. Teams export their scanned models and transfer them to laptops. Open Blender for basic cleaning and texture adjustments. Encourage peer feedback – have teams compare their models and discuss challenges.

This session encourages teams to reimagine their scanned public spaces, focusing on accessibility, inclusivity, and reclaiming underutilized areas. Each team will present their scanned model and tell a story of transformation, proposing design changes that make the space more equitable and welcoming.

5. Reclaiming Spaces, Group presentations - 40 min. Each team presents their scanned model, proposed changes, and storytelling narrative. Encourage creative and engaging presentations.

6. Reflection - 30 min. Check following section

EVALUATION AND REFLECTION

Reflection Questions:

- *What was the most challenging step in the scanning or editing process?*
- *Did you discover anything new about your community, its history, or its accessibility through this process?*
- *What steps could be taken to ensure that marginalized voices are included in placemaking efforts?*
- *If you could present your scanned model to a local government official, what changes would you advocate for?*

TIPS FOR FACILITATORS

Aim small spaces: instead of the whole youth center focus on parts of a space e.g. a room, a park -this will reduce the size of scanning; **Ensure participants have enough space to move while scanning;** Use natural lighting or soft artificial lights to prevent shadows and improve texture details; **Encourage teams to plan their scans before starting—decide which angles and paths to cover;** In large spaces, consider stitching multiple scans together. Rooms bigger than 10m² may need multiple scans per section.

HANDOUTS

Photogrammetry Scanning Guide; [Scanning Checklist](#); Blender Quick Editing Guide

VARIATIONS

Scanning Objects Instead of Spaces: Participants can scan small objects with cultural or historical significance to their communities to create a virtual exhibit where each object tells a story. Object options for scanning:

- Public art, murals, statues, or urban sculptures to preserve community identity or critical thinking about the symbolism of those pieces of art.
- Document benches, kiosks, or handcrafted structures that are part of shared spaces. Starting a discussion on the use, aim, and improvements on these structures.
- Scan broken or abandoned objects to spark discussion on restoration & reuse in placemaking.

Matching with other activities - Civic Engagement Role-Play:

- Assign roles such as youth representatives, policymakers, and community members.
- Have participants debate improvements based on the scanned models.
- Simulate a local council meeting where participants propose policy changes based on scan findings.

PART V HANDOUTS

MAPPING OUR COMMUNITY: YOUTH PERSPECTIVES ON PUBLIC SPACES HANDOUTS

1. CHECKLIST FOR EVALUATING PUBLIC SPACES

Accessibility

- Is the space easy for young people to reach (by walking, bike, or public transport)?
- Is the space physically accessible to people of all abilities?
- Are there barriers (e.g., cost, location, safety concerns) that prevent access?

Inclusivity and safety

- Do young people from diverse backgrounds feel welcome in this space?
- Is the space free from discrimination, harassment, or exclusion?
- Are there features that promote safety (lighting, visibility, presence of adults/guardians)?

Functionality

- Is the space being actively used by young people?
- Does it support a variety of activities (sports, socializing, studying, resting)?
- Are there enough amenities (benches, bins, toilets, water fountains)?
- Is the design youth-friendly (not overly regulated or unwelcoming)?

Youth engagement and ownership

- Do young people feel a sense of ownership in this space.
- Have youth been involved in designing or maintaining the space?
- Are there opportunities for young people to leave a mark (e.g., art, gardens, murals)?

Community values

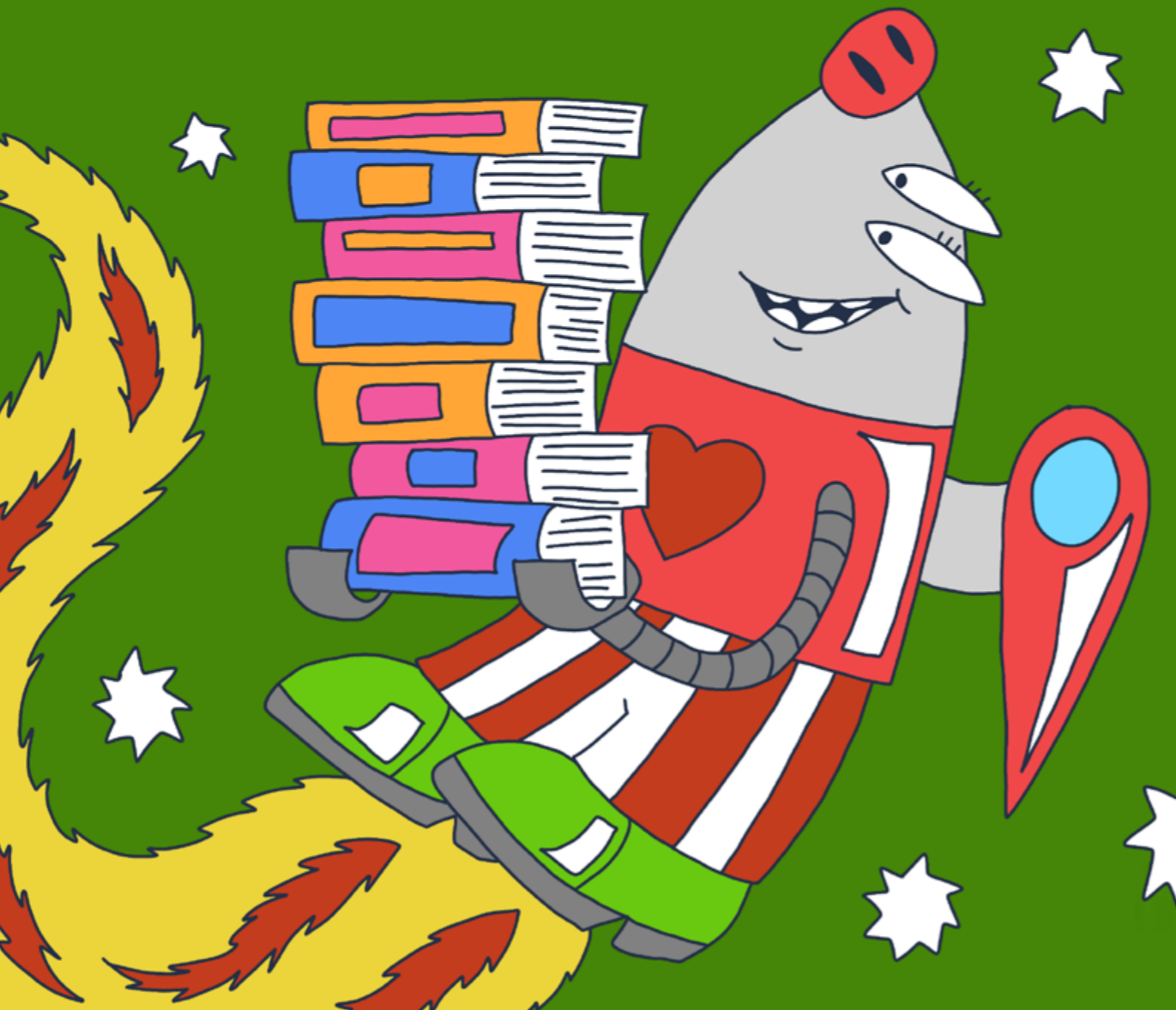
- Does the space encourage positive social interaction?
- Is the space used for events, gatherings, or community projects?
- Does it help connect youth with others in the community?

Potential for improvement

- Are there obvious improvements that could make the space more youth-friendly?
- Are there underused areas that could be reimagined for better use?
- Are stakeholders (e.g., local government, organizations) willing to support changes?

Feasibility of youth-led actions

- Can youth realistically propose or lead changes here?
- Are there existing programs or policies that support youth involvement?
- Is there a pathway for youth to connect with decision-makers?



2. STAKEHOLDER ENGAGEMENT GUIDE

Why stakeholder engagement matters? Stakeholders are people or groups who are affected by or have influence over community spaces. Engaging them is essential for: getting permission or resources for changes; gaining support and legitimacy for youth-led ideas; creating sustainable, long-term improvements.

1. IDENTIFY KEY STAKEHOLDERS

Use the table below to brainstorm people or groups who might have a role in supporting or approving your ideas:

TYPE	EXAMPLE	RELEVANT TO US? (YES/NO)
Local government	Mayor, city council, parks and recreation dept., urban planners	
Community leaders	Elders, neighborhood association representatives, activists, community activators	
Schools and educators	Principals, teachers, school boards	
Local businesses	Store owners, cafe owners, other possible sponsors	
Youth organizations	Youth clubs, sports teams, NGOs	
Cultural groups	Cultural centers, arts councils, local artists, heritage organizations	
Media and other influencers	Local journalists, bloggers, social media creators	

2. PLAN YOUR APPROACH

Before reaching out to the relevant stakeholders answer these questions: what do we want from this stakeholder? (e.g., funding, permission, mentorship, promotion) How can we explain our ideas clearly? Who from our team will contact them?

3. MATCH STAKEHOLDERS TO ACTIONS

When planning your action steps link each improvement idea to possible stakeholders who could help make it happen.

IMPROVEMENT IDEA	POSSIBLE STAKEHOLDER PARTNERS	HOW CAN THEY HELP?
Add benches to park	Parks department, local woodworkers	Access to materials, permissions
Create a community mural	Local artist, art teacher, city council	Helping with design, possible funding
Install lights	City engineer, neighborhood association	Safety regulations, budget

4. FURTHER TIPS FOR ENGAGEMENT WITH RELEVANT STAKEHOLDERS

Tips for reaching out:

- Be respectful and confident.
- Explain that this is a youth-led project to improve the community
- Be specific about what you're asking for
- Share visuals (maps, sketches, photos) if possible
- Keep communication clear and short
- Follow up if you don't get a response

Tips for build relationships

Once you've made contact:

- Be professional and appreciative.
- Invite them to participate in the project part and to attend presentations.
- Keep them updated on your progress.
- Acknowledge their help publicly (e.g., social media, posters and during public events).

Tips for follow up and reflection

- Did the stakeholder respond? Did they help move your idea forward?
- What worked well? What could you do differently next time?

Final Tips

- Always prepare your message before meetings.
- Celebrate small wins — even a helpful email is a step forward!
- Keep records of conversations and commitments.

3. TEMPLATE FOR ACTION PLANNING

(for improving public spaces in our community)

1. LOCATION WE'RE FOCUSING ON

Name of the place: _____

Why this place matters to youth: _____

2. OUR IDEAS FOR IMPROVEMENT

List your group's ideas to make this space better for young people.

IDEA	WHAT IT WOULD CHANGE/IMPROVE	YOUTH NEED LEVEL (1-5 STARS)

3. TOP 1-2 IDEAS WE WILL FOCUS ON

Selected idea(s): _____

Why we chose this: _____

4. WHO CAN HELP?

(use stakeholder engagement guide provided above)

5. WHAT NEEDS TO BE DONE? (STEPS BY STEP)

Break down your action into smaller steps.

STEP	WHO'S RESPONSIBLE	BY WHEN	RESOURCES NEEDED

6. CHALLENGES AND SOLUTIONS

What could get in the way, and how might we overcome it? What are possible challenges and what could be possible solutions or back up plan?

7. SUCCESS LOOKS LIKE...

How will we know our project is working or making a difference?

- More young people use the space.
- Stakeholders support our project.
- The improvement is visible in the community.
- Other: _____

8. FINAL NOTES AND NEXT CHECK-IN DATE

- What's next? _____

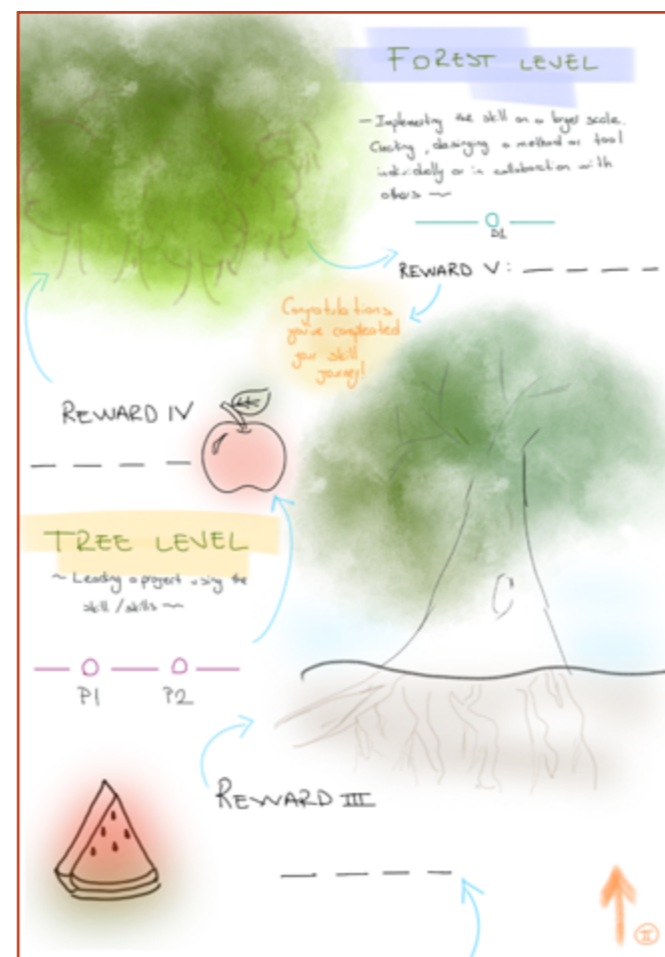
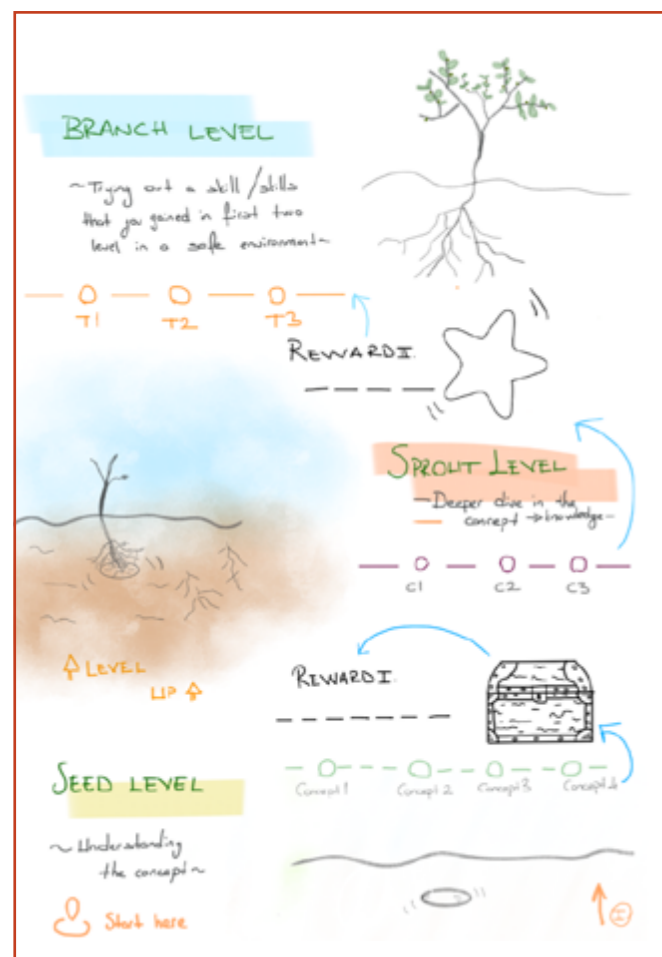
- When will we check progress again? _____

PLANTING YOUR SKILL TREE

HANDOUTS

1. EXAMPLE SKILL TREE

This handout serves as your visual inspiration. It illustrates how a complex skill—in this case, inspired by [Trejayne's approach to Glass Blowing](#)—can be broken down into progressive levels: Seed, Sprout, Branch, Tree, and Forest.



2. FALLING INTO PLACE INITIATIVE MAPS

The Mapping Tool of Initiatives is a resource for discovering amazing placemaking projects happening all over partner countries.

We've gathered inspiring examples to show youth workers, NGOs, and decision-makers how real communities are being transformed.

It's designed to help:

- Discover successful placemaking initiatives that can spark your own creativity.
- Learn from innovative approaches that you can adapt and replicate in your own community.
- Increase the visibility of fantastic placemaking efforts happening across Europe.

Link: <https://padlet.com/cekaag/mapping-tool-of-initiatives-215vbt22lv6eqm>

NURTURING LOCAL EXPERTISE FOR GOOD

HANDOUTS

1. EMAIL TEMPLATE FOR APPROACHING A STAKEHOLDER

To	Person Person Person
Cc	Person
Bcc	Person
Subject	Invitation to Collaborate on Community Placemaking Initiative

Dear **[Stakeholder Name/Title]**,
I hope this message finds you well.

My name is **[Your Name]**, and I am reaching out on behalf of **[Your Organization]** for the project **Falling Into Place**. We are currently working on an initiative focused on enhancing our community through collaborative placemaking and advocacy efforts.

We believe your expertise and perspective as **[describe stakeholder's role, e.g., a key local institution, community leader, or civil society organization]** would be invaluable to the success of this project. Our aim is to bring together diverse voices to co-create solutions that address local needs and foster a stronger, more connected community.

We would be honored to invite you (or a representative from your organization) to:

- Participate in upcoming workshops and planning sessions
- Share insights on local challenges and opportunities
- Explore potential avenues for collaboration and resource-sharing

Key details:

- Initiative Focus: **[Briefly describe the main goal, e.g., revitalizing public spaces, supporting youth engagement, etc.]**
- Expected Outcomes: **[List anticipated benefits, e.g., improved community spaces, stronger partnerships, increased civic engagement]**
- Opportunities for Involvement: **[e.g., advisory role, event participation, co-designing activities]**

We are committed to making this process inclusive and impactful, and we would greatly value your input. Please let us know if you would be available for a brief meeting (in-person or virtual) to discuss this further at your convenience.

Thank you for considering this opportunity. We look forward to the possibility of working together for the benefit of our community.

Best regards,
[Your Name]
[Your Title/Role]
[Your Organization/Project]
[Contact Information]
[Website or Social Media, if applicable]

2. TEMPLATE FOR COLLECTING IDEAS/INPUTS FROM PARTICIPANTS

TITLE IDEA	Give your idea a short, descriptive title.
WHAT ACTIVITIES WOULD ATTRACT YOU TO THIS SPACE?	Please describe the types of activities or events that would encourage you to visit or use this space.
IF YOU COULD CHANGE ONE THING ABOUT THIS SPACE, WHAT WOULD IT BE?	What is one specific improvement or change you would like to see in this space?
WHAT ELEMENTS WOULD MAKE THIS SPACE WELCOMING AND INCLUSIVE?	Share your ideas on features or qualities that would make everyone feel comfortable and included in this space.
HOW CAN YOU SEE YOURSELF IN THIS SPACE?	Describe how you imagine yourself or your community engaging with or benefiting from this space.
WHAT PROBLEM OR NEED DOES YOUR IDEA ADDRESS?	Explain which community challenge or opportunity your idea targets.
HOW WOULD YOUR IDEA BENEFIT THE COMMUNITY OR PROJECT?	Describe the positive impact or outcome you expect.
WHAT RESOURCES OR SUPPORT WOULD BE NEEDED TO IMPLEMENT YOUR IDEA?	List any people, materials, funding, or partnerships required.
WHO SHOULD BE INVOLVED OR RESPONSIBLE?	Suggest individuals, groups, or organizations that could lead or support your idea.
ADDITIONAL COMMENTS OR SUGGESTIONS	Any other thoughts or ideas related to this space or project.

PHOTOGRAPHY-BASED PUBLIC ART AND COMMUNITY DIALOGUE INITIATIVE HANDOUTS

1. PHOTOGRAPHY TIPS

Your photos should tell a story about your community — what you love and what you'd like to see improved. Before taking a picture, think about why the subject matters to you and what message you want to share. Try to capture the feeling of a place, not just how it looks. Look for signs of life — people, art, nature, or everyday details that reflect your environment. When showing something that needs improvement, do so respectfully, without blaming or shaming. Use natural light, especially in the morning or late afternoon. Avoid harsh midday sun. Take several shots from different angles to find the best one. Ask yourself: What makes this place special? What needs to change? How does this photo reflect my community?

2. EXAMPLE QUESTIONS FOR STAKEHOLDER DISCUSSION

Questions for discussion with stakeholders will be embedded in the context of your local community, however, we have some general suggestions that can help to stimulate discussions:

- What surprised, resonated, or challenged you in the photographs or stories presented by young people?

- How do these perspectives align or conflict with your current understanding of the community's strengths and challenges?
- What are the barriers preventing youth from being more involved in local decision-making in your community?
- How can we better integrate young people into civic processes on a regular basis—not just through one-time projects?
- Are there existing structures, such as youth councils or advisory boards, that could include these participants? If not, how might we create one?
- The photos highlighted areas in need of improvement, such as safety, public spaces, or environmental concerns. Which of these issues can realistically be addressed in the short and medium term?
- How might the youth-identified areas of concern be included in future planning, budgeting, or policy discussions?
- Can youth be meaningfully involved in co-designing solutions to the challenges they raised?
- What role can youth-led public art play in building more inclusive, reflective, and engaged communities?
- Would your department or organization be open to supporting future youth art initiatives?
- What concrete steps will be taken in response to the ideas shared in this workshop?

- Who will be responsible for maintaining communication with the youth participants moving forward?
- Can any specific commitments or indicators be shared today to show that these youth voices will influence future decisions?

3. RESOURCES FOR YOUTH PARTICIPATION IN DECISION-MAKING PROCESSES

New and innovative form of youth participation in decision-making processes.

Study by Ann Crowley and Dan Moxon (2017)

This study of new and innovative form of youth participation was commissioned by the Council of Europe's Youth Department. The study focuses on young people's participation in decision-making processes at national, regional and local levels. ([ES197739_PREMS_135517_GBR_2602_Forms_youth_participation_A4.pdf](#)).

Revised European Charter on the Participation of Young People in Local and Regional Life.

Charter adopted by the Congress of Local and Regional Authorities of Europe on 21 May 2003

The active participation of young people in decisions and actions at local and regional level is essential if we are to build more democratic, inclusive and prosperous societies. [...] Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society. (<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168071b4d6>).

3. RESOURCES FOR YOUTH PARTICIPATION IN DECISION-MAKING PROCESSES

Pre-Exhibition preparations

- Share basic photography guidelines with young people.
- Discuss about placemaking and youth participation in local decision making processes.
- Ensure all participants have access to cameras or smartphones.
- Set timeline and deadlines for photo submission and selection.

Photo collection and selection

- Confirm each participant submits two photos: one of something they appreciate, one of something they want to improve.
- Collect photo titles and brief written descriptions from participants.
- Facilitate group discussion and reflection to inform exhibition themes.
- Select photos for the final exhibition (ensure diversity and representation).

Printing

- Print selected photos (recommended A4 size or larger if possible).
- Prepare labels with participant names, titles of the photos and descriptions.
- Print photos and information about the photos.

Exhibition space setup

- Secure and confirm the venue (e.g., library, school, community hall)
- Arrange layout to support easy flow and accessibility.
- Set up photo displays with clear labeling.

Launch Event & Dialogue

- Invite stakeholders, local authorities, community members, and media.
- Prepare and rehearse opening remarks (by facilitator or youth).
- Assign a moderator for the community discussion.
- Use guiding questions to encourage dialogue around photos and local issues and to encourage commitments or action points from stakeholders.
- Document the event (photos, video, notes) for sharing and evaluation.

Post-Exhibition

- Host a reflection session with youth participants.
- Share photos, outcomes, and quotes on social media (with permissions).
- Follow up with stakeholders regarding any promised actions or next steps.
- It can be beneficial to rotate the exhibition display in other community spaces.

ADVOCACY IN ACTION: A ROADMAP HANDOUTS

1. PRE-WORKSHOP PREPARATIONS CHECKLIST

<input type="checkbox"/> DEFINE THE CONTEXT AND CHALLENGES	<ul style="list-style-type: none"> • Understand the Community Needs: Assess the specific challenges your community faces, such as lack of public spaces or underutilized areas. • Identify Opportunities: Highlight potential benefits of placemaking, such as improved quality of life, economic growth, and stronger social bonds.
<input type="checkbox"/> SET CLEAR OBJECTIVES	<ul style="list-style-type: none"> • Develop SMART Objectives (Specific, Measurable, Achievable, Realistic, Time-bound): Example: "Secure 15,000 EUR in funding for a community park by December 2026." • Include sub-objectives to track progress, such as securing initial stakeholder support or identifying funding sources
<input type="checkbox"/> CONDUCT POWER ANALYSIS	<ul style="list-style-type: none"> • Identify decision-makers who control funding (e.g., local government officials, grant committees). Categorize them into: <ul style="list-style-type: none"> • <i>Primary Targets</i>: Key decision-makers who can allocate resources. • <i>Secondary Targets</i>: Influencers who can sway primary targets (e.g., local business leaders or community organizations). • <i>Build Alliances</i>: Engage key allies like nonprofits, local businesses, and advocacy groups. Leverage collective voices to increase credibility and influence.
<input type="checkbox"/> IDENTIFY FUNDING OPPORTUNITIES	<ul style="list-style-type: none"> • EU Funding Programs <ul style="list-style-type: none"> • European Union's Cohesion Policy: Includes funds like the European Regional Development Fund (ERDF) and the European Social Fund (ESF), which can support urban regeneration and community development projects. • Just Transition Fund (JTF): Focuses on regions transitioning away from fossil fuels, supporting projects that enhance local economies and environments, such as regenerative tourism and placemaking initiatives. • LIFE Programme: Offers grants for environmental and climate action projects, which can include aspects of sustainable placemaking.

REIMAGINE YOUR SPACE: PHOTOGRAMMETRY FOR PARTICIPATORY PLACEMAKING HANDOUTS

<input type="checkbox"/> IDENTIFY FUNDING OPPORTUNITIES	<ul style="list-style-type: none"> • Nonprofit Organizations <ul style="list-style-type: none"> • Placemaking Europe: A non-profit foundation that shares knowledge and supports placemaking initiatives across Europe. • Crowdfunding Platforms: You can discover some here • National and Local Funding <ul style="list-style-type: none"> • National Governments: Many EU countries offer specific grants for urban development, community projects, or cultural initiatives that can be leveraged for placemaking. • Local Authorities: Municipalities often have their own funding programs for community projects, public spaces, and local economic development. • Cultural and Creative Sectors Funding <ul style="list-style-type: none"> • CulturEU Funding Guide: Provides interactive guidance on EU funding opportunities for cultural and creative projects, which can include placemaking initiatives with a cultural focus. • Creative Europe Programme: Supports projects in the cultural and creative sectors, potentially applicable to placemaking projects with cultural components. • Urban Development Initiatives <ul style="list-style-type: none"> • Joint Programming Initiative Urban Europe: Funds projects which aims to advance placemaking as a tool for urban renewal across Europe. • Horizon Europe: While primarily focused on research and innovation, it can support urban planning and development projects that incorporate placemaking strategies.
<input type="checkbox"/> CREATE A TIMELINE	Develop a timeline with milestones for each activity
<input type="checkbox"/> ASSESS RISKS AND MITIGATION STRATEGIES	<ul style="list-style-type: none"> • Identify potential risks (e.g., opposition from stakeholders) and create contingency plans. e.g. address concerns by involving skeptics early in the planning process. • Set clear Indicators for success/failure, e.g Number of stakeholders engaged, Amount of funding secured, community participation

1. PHOTOGRAMMETRY SCANNING GUIDE

1. PHOTOGRAMMETRY IN A NUTSHELL

Photogrammetry is a powerful technique that allows your smartphone to “see” and reconstruct objects in 3D. It works by taking a series of overlapping photos of an object or space from various angles. Specialized software then analyzes these photos, looking for unique features that are visible in multiple images. By identifying these common points and understanding the camera’s position for each shot, the software can triangulate their 3D coordinates, effectively “guessing” from which point each picture was taken. This process allows it to “stitch photos together at the correct scale” 1 and build a comprehensive 3D model.

Understanding this underlying mechanism empowers users to troubleshoot and optimize their scans. When participants grasp that photogrammetry relies on identifying features and stitching photos, they naturally understand why consistent lighting, overlapping photos, and stationary objects are crucial, rather than simply following instructions blindly. This deeper comprehension supports independent problem-solving during hands-on sessions, making the learning experience more robust.

2. CHOOSING YOUR SCANNING APP: POLYCAM, WIDAR, KIRI ENGINE

The choice of scanning app can significantly impact the workflow and the level of detail achievable, aligning with the workshop’s objectives of balancing accessibility with meaningful output. For participants with limited digital skills, understanding the strengths of each app helps them make informed decisions based on their device capabilities and the specific scanning task. In designing this toolkit, we prioritized free tools to ensure accessibility for youth workers, young people, and resource-limited youth centers. Many youth-led initiatives and community spaces lack the financial means to invest in professional-grade scanning equipment or premium software.

Software selection and Pricing concerns: Start with free tools, upgrade only if needed.

- **Polycam:** This app offers a free version and supports photogrammetry mode (converting photos to 3D models) on both Android and iOS devices. Its LiDAR scanning capabilities, which offer faster but generally lower mesh quality scans, are limited to iOS devices (iPhone Pro/iPad Pro). Polycam’s photogrammetry mode, while slower, often yields higher quality results. It simplifies the entire scanning process, from setup to data handling, and includes an alignment feature to seamlessly fuse multiple smaller scans into a larger, coherent model. Polycam supports exporting models in over 15 formats, including OBJ, FBX, STL, and DXF,

making them compatible with various 3D software.

- **Widar:** Widar is a free and user-friendly app available for both iOS and Android, designed to be accessible to everyone, regardless of professional editing experience. A key feature of Widar is its in-app editing tools, allowing users to quickly customize colors, backgrounds, textures, and orientation. It also includes a “collage” mode for creating 3D compositions. Like Polycam, Widar utilizes LiDAR scanning on compatible iOS devices for faster capture of larger areas like rooms. Its workflow is straightforward, typically involving three steps: scan, preview, and process to the cloud.
- **KIRI Engine:** KIRI Engine also offers a free version and is available on Android, iOS, and even PC web browsers. It provides various scanning methods, including Photo Scan (for detailed mesh and textures using photogrammetry), LiDAR Scan (on iOS), and a unique Featureless Object Scan mode that uses a NeRF-derived method to capture challenging surfaces like shiny, reflective, or transparent objects. It also includes advanced features like preprocessing (reducing manual cleanup) and intelligent 3D segmentation, and supports export in major formats like OBJ, STL, GLTF, and FBX.

This comparison helps facilitators guide teams to the most appropriate tool for their chosen space or object, enhancing the participatory aspect of the workshop. For example, if a team is scanning a large room with a LiDAR-enabled iPhone, Polycam or Widar might offer faster initial capture. If they are scanning a tricky, reflective object, KIRI Engine’s Featureless Object Scan could be ideal.

3.YOUR FIRST SCAN: A STEP-BY-STEP WALKTHROUGH

The process for creating your first 3D scan using these apps generally follows a similar pattern:

Setting Up Your App

1. **Open the App:** Launch Polycam, Widar, or KIRI Engine on your smartphone or tablet.
2. **Start a New Project:** Look for a “Create New Project” or similar button to begin. Adjust Settings (Optional): Some apps like Polycam allow you to tweak settings to customize your scanning experience. Widar may prompt you to choose an object and find good lighting. KIRI Engine will ask you to select a scanning method, such as “Photo Scan”.

Capturing Your Photos

1. **Position Yourself:** Stand in an area with enough room to walk around your object or space.
2. **Maintain Consistency:** Hold your device vertically and keep a steady hand. Try to maintain an equal distance from the object as you move.
3. **Capture in Layers:** Take photos in multiple “layers” or “bands.” Start with a circle around the object at a low angle, then repeat this process at a higher angle, ensuring you capture above and below the object. KIRI Engine recommends three distinct heights for comprehensive coverage.
4. **Ensure Overlap:** Aim for significant overlap between each photo, ideally 60-80%. KIRI Engine suggests around 70% overlap for detailed models. This is critical for the software to stitch images accurately.
5. **Capture Details:** Take at least 40-50 photos for one object. For finer details, take additional close-up photos. Remember, “more photos are always better” in photogrammetry.

Processing Your Scan

1. **Review Raw Data:** Once you’re satisfied with your capture, the app will begin processing. Review the raw scan for any obvious “noise or mistakes”.
2. **Utilize Correction Tools:** Polycam offers manual and automated correction tools to refine your scan. Widar allows you to preview the raw scan before sending it to the cloud for higher quality processing. KIRI Engine’s cloud-based processing often provides preprocessed 3D models, point clouds, and quad meshes that are ready to use.

Initial Export for Editing

1. **Select Export Option:** Choose the export function within your app.
2. **Choose Format:** Select a compatible format for Blender, such as OBJ, FBX, or STL. Widar also exports PLY files.
3. **Save Your Model:** Export your 3D model to a location accessible from your computer for editing in Blender. The workshop will use Sketchfab for hosting and sharing your final models [User Query].

4.PRO TIPS FOR BETTER SCANS

Patience and practice are key to mastering 3D scanning. The workshop targets youth who may have “limited digital/technical skills” and might feel “unheard/lacking spaces designed for their needs.” Initial attempts at photogrammetry can be challenging, potentially leading to frustration. By explicitly stating that “it’s okay if you can’t get a perfect 3D scan on your first try” and that “with a little practice you’ll create stunning... models” , the guide sets realistic expectations and encourages persistence. This approach aligns with fostering collaborative design thinking and empowering youth, transforming potential setbacks into valuable learning opportunities.

Maintain a steady hand throughout the capture process. Objects with rich textures, like wood or rock, are generally ideal for photogrammetry, while highly reflective or transparent objects are more challenging.

2. SCANNING CHECKLIST

CATEGORY	ITEM	CHECK (✓)	NOTES/TIPS
Environment/Space Preparation	Lighting		Consistent, diffuse, soft lighting is critical. Avoid direct sunlight or harsh shadows. A windowless room or overhead lighting is ideal.
	Clutter		Remove unnecessary objects, personal items, and tidy the space. This improves scan clarity and reduces post-processing.
	Movement		Ensure no moving objects, people, or pets are in the scan area during photo capture.
Object/Surface Preparation	Material		Avoid highly reflective, transparent, very dark, or completely featureless surfaces.
	Solution for Challenging Surfaces		If unavoidable, apply matte spray (e.g., AESUB blue), chalk, or powder to create a scannable surface.
	Stability		The object must be completely still. Prop it up if needed to minimize contact area with the table/ground.

3. BLENDER QUICK EDITING GUIDE

This guide covers essential Blender tools for refining your 3D scanned models, transforming raw data into polished, presentable assets for digital placemaking.

1. BLENDER BASICS: YOUR DIGITAL WORKSPACE

Blender is a powerful open-source 3D creation suite that can be initially daunting for new users. However, leveraging established beginner resources significantly accelerates learning and reduces this intimidation factor. Here are two video guides that use the steps detailed in this guide:

- 1. Getting Accustomed to blender:** [“Andrew Price Donut Tutorial”](#) provides a clear, accessible learning pathway.
- 2. Short and Semi-automated Version of Cleaning 3D Scans:** <https://www.youtube.com/watch?v=dKoOrWXXVAlc>
- 3. Polycam to Blender Tutorial:** <https://www.youtube.com/watch?v=1HxJiwihioG>

2. IMPORTING YOUR SCAN (FROM POLYCAM, WIDAR, KIRI ENGINE)

Seamless import and export are crucial for an integrated digital placemaking workflow, as the workshop involves multiple software tools (scanning apps, Blender, Sketchfab). If participants struggle with importing their scans, the entire editing phase can be halted. Highlighting compatible formats and basic import troubleshooting directly addresses potential bottlenecks, ensuring a fluid transition from scanning to editing and then to sharing.

- 1. Open Blender:** Launch the Blender application.
- 2. Delete Default Objects:** In the default workspace, you’ll usually see a cube, camera, and light. Select these (e.g., by right-clicking each in the “Scene” pane or selecting them in the 3D viewport and pressing X to delete).
- 3. Import Your Model:** Go to File > Import in the top-left corner.
- 4. Choose Format:** Select the format that matches your exported scan (e.g., .obj, .fbx, .stl, .glTF, .glb).
- 5. Navigate and Import:** A file browser will open. Navigate to where you saved your 3D scan, select the file, and click Import.
- 6. Locate Your Model:** If your model doesn’t immediately appear, it might be outside your current view. Press Numpad 0 to switch to camera view, or use the View menu to center your view on the selected object.
- 7. Check Textures:** If your scan included textures, switch to the ‘Shading’ workspace at the top of the Blender interface to ensure they are correctly applied. You may need to reassign them manually if they don’t appear.
- 8. Save Your Work:** Regularly save your Blender file (File > Save As) to prevent loss of progress.

3. CLEANING UP YOUR MODEL: ESSENTIAL TOOLS

Raw photogrammetry scans often contain “unwanted geometry from the surroundings” or “noise”. These imperfections hinder the model’s usability for collaborative design and storytelling. Providing clear methods for “removing unwanted parts” and “filling holes” empowers participants to refine their digital representations, making them more suitable for sharing and analysis, thus directly supporting the workshop’s objective of “analyzing and representing spaces through digital models.”

4.REMOVING UNWANTED PARTS (CROPPING & DELETING)

Scanned models often include parts of the background or floor that need to be removed.

- **Using the Boolean Modifier:**

1. Add a Plane object (Shift+A > Mesh > Plane).
2. Scale (S) and Extrude (E) this plane to create a cutting object that covers the unwanted parts of your scan.
3. Position the plane so it intersects the scan where you want to make the cut.
4. Select your scanned model. Go to the Modifier Properties tab (wrench icon) and Add Modifier > Boolean.
5. Set the Operation to Difference (to subtract the plane from your model).
6. Use the Eyedropper tool to select the cutting plane as the Object.
7. Click Apply on the modifier. You can now delete the cutting plane.
8. If the model is still one object, enter Edit Mode (Tab), hover over one of the separated parts, press L (to select linked geometry), then P > Selection to separate it into a new object.

- **Using the Bisect Tool:**

1. Enter Edit Mode (Tab) for your scanned model.
2. Select all vertices (A).
3. Go to Mesh > Bisect (or use the Bisect tool from the toolbar).
4. Drag your cursor across the model to define the cutting line. You can press X, Y, or Z to constrain the cut to an axis, and C to enable "cut-through".
5. In the Adjust Last Operation panel (usually bottom-left), you can choose Clear Inner or Clear Outer to remove unwanted sections.

5.FILLING HOLES AND SMOOTHING SURFACES

Scans often have holes or uneven surfaces that need repair.

- **Filling Holes:**

1. Enter Edit Mode (Tab).
2. Select the edges around a hole. You can often select a loop of edges by holding Alt and clicking an edge.
3. Press F to fill the hole. For complex holes, you might need to build up new geometry using sculpting tools or by extruding edges (
4. E) and connecting faces (F).

- **Smoothing Unevenness:**

1. Switch to the Sculpting workspace (Sculpting tab at the top).
2. Ensure you are in Sculpt Mode (top-left dropdown).
3. Select the Flatten brush from the left toolbar. Adjust Radius (brush size) and Strength (brush effect).
4. Left-click and drag over uneven areas to smooth them out. For finer details, reduce the
5. Radius or experiment with other brushes.

6.READY TO SHARE: EXPORTING FOR SKETCHFAB

Once your model is cleaned and refined, it's ready to be shared. The workshop uses Sketchfab for hosting and sharing your 3D creations [User Query].

1. **Select Your Model:** In Object Mode, select the 3D model you wish to export.
2. **Export:** Go to File > Export in the top-left corner.
3. **Choose Format:** Select a widely compatible format like FBX (.fbx) or GLTF (.glb). These formats generally handle textures well.
4. **Export Settings:** In the export options, ensure that textures are embedded. For FBX, select Copy in Path Mode and check the adjacent icon to embed textures. You may also want to filter what to output, ensuring only mesh data is selected.
5. **Save File:** Choose a destination and save your exported 3D model. This file can then be uploaded to Sketchfab.

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Falling Into Place: The Toolkit

NAME OF THE PROJECT

Capacity-Building of Youth Workers in Participatory Placemaking & Creative Arts Methods in Rural Contexts, as a tool to build Democratic values at the local level

RELEVANT WORK PACKAGE AND ACTIVITY

Work package 2 Local Alliance Building & Initiatives Mapping -Activity 2: Pedagogical Tool Kit for Local Co-Creation Programs

CREDITS

PARTNER ASSOCIATIONS

FACK e.V.
Varėnos kultūros centras
Sürdürülebilir Kalkınma Derneği (SKD)
Agenzia Di Promozione Integrata
Per I Cittadini In Europa (APICE)

EDITOR

Ceren Kaval

DESIGNER

Antonio Spadaro


CONTRIBUTORS/WRITERS

Manus Boyle Tobin
Aiste Slajute
Ceren Kaval
Debora Barletta
Hanna Aheyeva
Sofia Prykop

DATE

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FALLING INTO PLACE



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