CONFERENCE

URBEXPLORERS

THE CITY AS A LEARNING SPACE

28-29 SEPTEMBER 2023
REFUGIO LENAUSTRASSE 3-4
12047 BERLIN

Urbexplorers is the final multiplier event of the Erasmus project UrbEX. The multidisciplinary conference will discuss and promote urban exploration as a methodology for empowering youths, overcoming their vulnerabilities and encouraging their participation in communal life. It intends to engage a conversation amongst youth workers, scholars, activists, and administrators about the potential of neighbourhoods as learning spaces. A particular emphasis will be placed on gaming and storytelling approaches for the education and involvement of disadvantaged youngsters. During the conference will be presented the tools and methodologies developed during the Urbex project, and a network of organisations interested in expanding the potential of spatial practice with youths will be launched.

> *How to increase the capacity of youths to learn from their urban environment?*
>
> *How can spatial exploration be used as an emancipatory practice?*
>
> *How may exploratory practice assist in counteracting segregation, school dropout, and unemployment?*
>
> *How can such practices support the inclusion of young migrants and refugees?*

To answer such questions, the conference adopts a practice-oriented, multidisciplinary and inclusive approach facilitating exchange about concrete experiences and open tools among the participants.

PROGRAM

THURSDAY, 28TH SEPTEMBER

08:30	REGISTRATION
09:00	WELCOME AND PROGRAM INTRODUCTION
09:30	SESSION 1: TOOLS AND METHODS FOR EXPLORATION
	EDULANDS MAPS AS COLLABORATIVE TOOLS FOR EDUCATION EDULANDS - MONICA GONZALEZ CANDELA
	LUDIC URBAN EXPERIENCE "CASSANDRA" TIAGO MINDRICO, FELIPE SALAZAR
	REDISCOVERING THE URBAN CANVAS BENEDIKT SCHLUND
10:45	COFFEE BREAK
11:00	SESSION 2: URBEX4YOUTH
	HANDBOOK OF URBAN EXPLORATION FOR YOUTHS
	URBEX LOCAL LABS IN LISBON, CAHORS, BERLIN, PALERMO, SEVILLA
	ITINERANTS: URBEX TOOLKIT ROSALIA GUTIERREZ, MARINA GODOY
13:00	LUNCH BREAK
14:15	SESSION 3: GAMING THE CITY
	FUORI BORDO CHE FARE
	STREET RADIO BLASTER GIÓ DI SERA
	ALTERNATE REALITY GAMES E CIVIC MEDIA FELIPE SALAZAR
16:00	INTERACTIVE SESSION
	ITINERANTS: CITY EXPLORATION GAME
	COCREATION OPEN SPACE
17:45	END OF DAY ACTIVITY

FRIDAY, 29TH SEPTEMBER

08:45	REGISTRATION
09:00	WELCOME, INSPIRATIONAL TALK + Q&A: ABANDONED BERLIN CIARAN FAHEY
09:45	SESSION 4: URBAN EXPLORATION FOR INCLUSION
	HYBRID SPACES AS A LEARNING TOOL FOR YOUNG PEOPLE RAFFAELE GIOVINE
	NEIGHBOURHOOD COSMONAUTS GUIDO BELLONI
	A COLLECTIVE STORY OF URBAN EXPLORATION TULINE GÜLGÖNEN, KITTI BARACSI
11:00	COFFEE BREAK
11:15	SESSION 5: URBAN EDUCATION AND CITIZEN PARTICIPATION
	LANDSCAPE AND HERITAGE EDUCATION IN URBAN AND PERIURBAN CONTEXT PAOLA BRANDUINI, CAMILLA CASONATO
	INTERLINKING MEDIA EDUCATION, YOUTH WORK AND URBAN PRACTICE ANTON SCHUNEMANN
	EMPOWERING YOUTH THROUGH EDUCATION: UNIVERSITY FIELD UNIT AND MUTUAL EMBODIED LEARNING JENS BRANDT
12:30	INTERACTIVE SESSION
	ITINERANTS: CITY EXPLORATION GAME
	COCREATION OPEN SPACE
13:45	LUNCH BREAK
14:45	SESSION 6: WEAVING THE URBEX NETWORK
16:00	CONCLUSIONS & REFLECTIONS
16:30	END OF DAY ACTIVITY

DAY 1

THURSDAY, 28TH SEPTEMBER

CASSANDRA WORKSHOP – Photo: Tiago Mindrico

SESSION 1: TOOLS AND METHODS FOR EXPLORATION
9.30-10.45

EDULANDS MAPS AS COLLABORATIVE TOOLS FOR EDUCATION

MONICA GONZALEZ CANDELA, UNIVERSIDAD DE MURCIA, SPAIN

Collaborative learning tools to connect school and landscape (eduLANDS) is a 2-year Erasmus+ project. It was born from the need to promote a change in the educational framework capable of generating social and environmental transformation. Our main objective is to connect the school with the surrounding landscape, understood as a biophysical, human (contemporary community and ancestors), and subjective dimension (sensory and emotional), through collaborative and adaptive methodologies that break down the traditional barriers of the closed classroom and generate spaces for contact both inside and outside the school. The need to interrelate eco-social contents and the local community, and to integrate them into the regulated educational contents of primary and secondary education, has allowed the development of methodological tools that are easy for teachers to implement. Among the methodologies and resources generated in eduLANDS, the creation of landscape maps in schools, of a library of open educational resources (OERs), and that of a digital tool based on a force-directed graph system as an interactive visual tool for browsing, searching and filtering the OERs hosted on the eduLANDS website, are worthy of note. The creation of this tool includes the use of taxonomic labels with which the OERs are identified, and which correlate educational projects, members of the nearby community and documentary resources.

In order to test the potential of these tags, we have worked in an experiential and collaborative way through the creation of a large physical map with information collected from the attendees of the eduLANDS_FEST' event (January 2023, Murcia, Spain). We used 3 content sources that together generated an initial database of 60 information resources from 15 eduLANDS educational projects. The taxonomic system used to categorise the resources was defined according to the eco-social and educational goals of eduLANDS. Participants filled in cards with their personal/institutional information. The main categories of the card contained various subcategories such as "theme/content of interest to the school", "spatiality", "type of community involved", "methodology or type of activity desired".

The installation was presented on the wall of the entrance and exhibition hall of the festival. The attendees' information cards were placed on the wall, and both the areas of work and the geographical origin of the attendees were identified. Finally, using coloured threads, the main categories were linked together with a local or international expert, two projects from the EDULANDS schools, and three attendees at the event. This project aims to raise awareness and value the importance of working through the community and the development of strategies that allow collaborative participation to generate new visions. We proposed the creation of an eduLANDS Shared Map for those attending UrbeXplorers.

LUDIC URBAN EXPERIENCE "CASSANDRA". CASE STUDY OF A COMMUNITY MAPPING WORKSHOP FRAMEWORK

TIAGO MINDRICO, PH.D. STUDENT AT FACULTY OF FINE ARTS UNIVERSITY OF LISBON (FBAUL), INTERACTIVE TECHNOLOGIES INSTITUTE BELONGING TO LARSYS LISBON, PORTUGAL
FELIPE SALAZAR, MASTER'S STUDENT AT FACULTY OF FINE ARTS UNIVERSITY OF LISBON (FBAUL) LISBON, PORTUGAL

Henri Lefebvre's concept of "right to the city" centres around the idea that urban spaces should be designed in a way that allows for inclusive participation by all citizens from any age in shaping and utilising them (1968). This could be achieved by encouraging a playful and ludic approach to urban space, a "ludic city" (Stevens, 2007). One of the key elements is the notion of the dérive, wandering through urban spaces that allow individuals to interact with and experience the city in a way that is not dictated by predetermined routes or destinations. This allows for a deeper and more diverse understanding of the city and the people who inhabit it.

We propose a constructed situation, a playful framework workshop for community mapping, based on the concepts of the dérive and art/design-based action research methodology. "Cassandra" is a playful urban experience that proposes a rediscovery of the city through multiple senses. Aiming to foster a critical look at the socio-environmental conditions we experience in our everyday places.

This rediscovery in a playful way culminates in individual maps, mental and physical, followed by a collective debate on sustainability, about the present and the future of our cities. As such, this case study deals specifically with the experience carried out on 12 November 2022 in the library of Belém in Lisbon, where a group of inhabitants experienced the city from a social and environmental point of view through a playful experience, that integrated storytelling and RPG (Role Playing Game) concepts. Three characters were developed, composed of a kit, each with a different associated story, relating relevant socio-environmental issues that could be observed locality. People were recording visual cues, thoughts, and objects from the route, and at the end, there was a shared discussion about their individual or family experience.

The discussion was fuelled with general questions from all the characters, to understand the different perspectives of the place. The story and the adjacent experiment were designed for Belém in Lisbon, but the methodology can easily be adapted to other cities, demonstrating its replicability component. By using an active approach, participants have shown themselves to be more driven to share their ideas, try new things, and explore different perspectives while involved in unitary urbanism. It helped to create a positive and supportive learning environment, which led to effective community mapping outcomes.

REDISCOVERING THE URBAN CANVAS

BENEDIKT SCHLUND, AM BREMER DAMM

In urban areas filled with buildings, roads, and barriers, there are often vacant lots and empty spaces in between - potential that usually remains unseen. By taking different paths and observing our surroundings, we can rediscover our environment, explore its potential and challenge the status quo. Unusual approaches can help to give residents and other stakeholders the opportunity to share their ideas and engage with the urban environment. Performative audiowalks, gamification or using bicycles, wheelchairs and boats as vehicles of exploration create a broader understanding of the neighborhood and the needs and wishes of individuals. Various forms of participatory actions can lead to innovative solutions and a sense of ownership in the community. Combined with communicative formats to exchange ideas and transformative concepts to try out different ideas, we can transform our environment in temporary or lasting actions.

This experimental transformation of space can turn parking spaces into urban art galleries, traffic islands into picnic spots and highways into roofs for table tennis tournaments. It also promotes a more sustainable approach to urban planning, as it helps to create valuable spaces for the community that reflect the needs and desires of the people who use them. This approach empowers citizens to reclaim their city and make real changes in space. This form of visualisation can inspire others to take action. We have the power to create the livable city that we envision by rediscovering and reimagining our environment - so let us repaint our urban canvas.

URBEX Workshop – Berlin

SESSION 2: URBEX4YOUTH
11.00-13.00

URBEX HANDBOOK
LORENZO TRIPODI, FRANZISKA FÜLLER, TESSERAE

The UrbEX handbook is the result of pooling ideas and methods for urban exploration coming from the experiences of the five organisations partnering in the UrbEX Erasmus+ project. They draw on different backgrounds in education, urbanism, social work, participatory practice, art and design. It is directed at youth workers, educators and civil servants who work with youths and / or in disadvantaged urban contexts in processes of social inclusion, empowerment, contrast to school drop-out etc. It aims at providing ideas and tools to employ spatial exploration methods with youths. The overall objective is to connect and provide tools to different organisations and individuals who share an interest in this innovative field of action/research. The handbook is structured in three sections. The first introduces the idea of urban exploration as an educational method and proposes a few pillars for the UrbEX approach. The second, conceived as a set of questions, examines in five chapters the essential steps necessary to realise an educational project of urban exploration with youth, and is completed by examples of good practices, methods and resources. The third section proposes a collection of tools and exercises for designing, facilitating and evaluating urban exploration in different moments of the process.

URBEX LOCAL LABS IN LISBON, CAHORS, BERLIN, PALERMO, SEVILLA

PARALLEL PRESENTATIONS

In this slot the five partner organisations will present the results of the application of the UrbEX method in five local labs with youths. Short presentations will be done in five separate tables, and the participants will have the possibility to rotate among them or stay for a longer discussion of some of the activities realised in Lisbon, Palermo, Cahors, Sevilla and Berlin with different associated partners and target groups.

ITINERANTS - URBEX TOOLKIT

ROSALIA GUTIERREZ, MARINA GODOY, ZEMOS98

The URBEX Toolkit supports groups of youngsters in the process of urban exploration of their neighbourhoods. It consists of itinerants, a modular game that can be adapted and implemented to different spaces and needs; and an annex with methodologies, games and ideas to find inspiration or experiment in your local space.

itinerants is an adventure game to explore, imagine and propose transformations for the cities we live in. Your neighbourhood is the board for this game, and a series of steps will make you rediscover it from different perspectives in order to imagine alternative more sustainable and liveable urban spaces, and propose them to your neighbours.

Ant colonies are complex societies that have been cooperating for over a hundred million years, much longer than human societies – and they hold basic functions in most urban ecosystems: they pollinate plants by coming and going, they spread seeds, clean our streets from waste and air the soil, among other things. itinerants turns to ants as one of the companion species that are present in almost any neighbourhood across the world. We are the ants in itinerants. Unnoticed, we explore our surrounding areas, digging invisible tunnels between the current urban spaces and the imagined ones to pollinize and spread seeds of more sustainable cities.
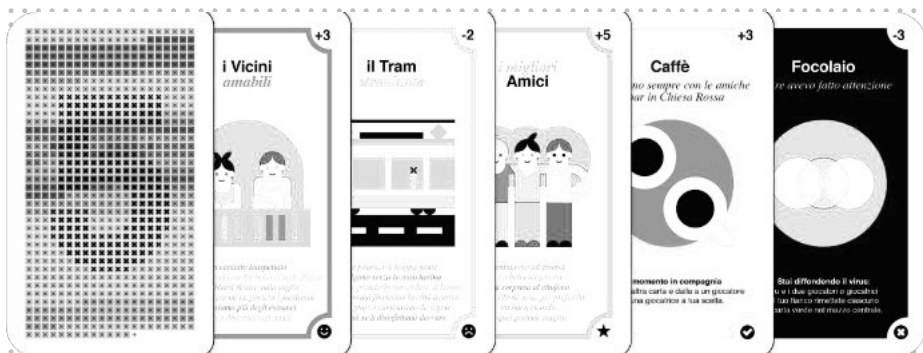
SESSION 3: GAMING THE CITY
14.15-16.00

FUORI BORDO
CHEFARE

Fuori Bordo is a project developed by Codici Ricerca e Intervento – a social research and intervention cooperative – in collaboration with cheFare – an agency for cultural transformation– and co-funded by Fondazione di Comunità Milano. It was launched in September 2020 and completed in September 2022. The project operates in Milan's Municipality 5 and in the municipality of Rozzano (or Southern Area of Milan) to achieve its expected result: to set up a system of prevention and connection to community ties, in the face of the risks of social exclusion in emergency cases, as occurred with the pandemic.

The area of intervention encompasses an area in which, in recent years, there have been complex redevelopment projects financed with public and private resources. In this context, all these social interventions and cultural offerings have not always been well spread and polycentric. Indeed, along the entire axis of Municipality 5, up to the neighbouring municipality of Rozzano, there have been several fracture points: these marks have highlighted a tendency towards marginalisation and social disintegration, despite the fact that there was a fair distribution of social housing and residential homes in the area. This led to the area being perceived as remote and isolated from the centre, a feeling that was further exacerbated during the pandemic.

Fuori Bordo planned two actions, a research and a workshop stage:

• A research phase on four clusters - school, socio-educational services, cultural associationism, solidarity voluntary work - to understand who has 'gone off the radar' of the services, aiming at investigating the reasons and mechanisms of exclusion.

• A series of participatory workshops through which - thanks to the involvement of an artist - a collective and interactive device was developed, capable of evoking the experience of the pandemic in a symbolic and playful form.

These are separate actions but related closely to each other. The final target groups were the most vulnerable individuals and families, the referees and operators of the service organisations of the four strands.

STREET RADIO BLASTER

GIÒ DI SERA, STREETUNIVERCITY BERLIN

The StreetUniverCity Berlin StreetBlaster is a mobile audio unit that runs self-sufficiently and is battery and solar powered, providing us with the climate friendly power we need for our open mike sessions and musical performances. The Street Blaster as a youth work Mobile Station (from the street for the street) is not only suitable for out door workshops, as the open radio-podcast workshop invites young people to discover the medium of radio themselves and to participate: as a spontaneous or returning visitors, everyone - even without prior knowledge - can get a taste of digital radio podcast and post-production, moderation and interview techniques. In addition to the radio workshop team hereby also make you want to discover the hip hop subculture in regular Rap-FreeStyle-Jams.

The "Rap & Radio Speech Corner" built by Di Sera Media is a mobile music station in the optical style of a modern organ grinder and equipped with the latest technology - becomes the associated "mouthpiece" of Berlin's street past as well as current stories and sounds around the central and peripheral Berlin urban areas.

ALTERNATE REALITY GAMES E CIVIC MEDIA. DIGITAL AND PSYCHO-GEOGRAPHICAL INTERACTIONS IN URBAN SPACE

FELIPE FAILLACE SALAZAR, MASTER'S STUDENT AT FACULTY OF FINE ARTS UNIVERSITY OF LISBON (FBAUL) LISBON, PORTUGAL

The theme "PlayFul Cities" has already been used in participatory and collaborative projects for some years. Going beyond the virtual, it also uses collaborative games (alternate reality games), social dynamics and interactive sculptures to bring citizens together and transform them into engaged citizens. Similar to a game, it transforms cities into a large board where, through playful and collective activities, it invites citizens to transform the spaces where they live and transit, into a participatory, collaborative and fun experience. At the same time, more and more contemporary cities are being designed for people and their well-being. Through urban strategies and smart sensors spread across cities, private and government initiatives have been focusing on the concept of smart cities that are more accessible to those who live in them.

In this paper I will present "Mapa Afetivo Colab" project held at the Belém Library in Lisbon. Relying on concepts such as affective mapping, psychogeography and wandering as an artistic practice, the project seeks to develop a collaborative and social methodology that involves residents of neighbourhoods in Lisbon. It encourages participants to develop a sensory diagnosis of the neighbourhoods' challenges and solutions through a playful, collective and interactive activity, in which playing becomes a civic engagement tool. It uses walking and wandering around the city as a sensory exercise, so that participants, in their multiple lenses, can perceive, register and experience the city in a deeper and more critical way. Thus, this project proposes an exploratory methodology, based on an investigation in arts and design (project-based research), in which theory and practice are interconnected, for the creation of a concrete project that can, in a playful and sensorial way, deepen how we perceive the cities where we live and move.

DAY 2

ABANDONED BERLIN
CIARÁN FAHEY

Empire, two world wars, the division of the city, Cold War, collapse of communism, and subsequent reunification have all left their mark on the German capital. All kinds of people have come and gone, continue to come and go, and waste has accompanied their every move. Though there are fewer abandoned buildings now as Berlin undergoes a money-fueled building boom, the city is still home to a litany of derelict ruins and failed enterprises, each with their own stories of unrequited love and neglect. Berliners are fickle animals. If you go outside the city limits, you'll find even more. Berlin is surrounded by old military camps that were vacated once the Red Army pulled out after the Cold War. Most of these were commandeered German camps. In the west of the city, American, British and French facilities set up to resist the "Soviet Bear" also fell into disrepair. There are factories abandoned after the fall of the Berlin Wall when the East German state wasn't around to support them anymore, hospitals, houses, breweries, restaurants, cinemas, and more.

Ciarán Fahey has been exploring them since 2009, when he first braved the fence warning people away at Spreepark, an old East German fun park that failed to survive for long in the post-reunified city. He was enthralled by what he found and felt it was too good not to share. Since then he has been advising other explorers how best to find these places and detailing their histories on his "Abandoned Berlin" site. Photographs illustrate every post. It has since become a documentation project – an attempt to discover the past from what remains in the present.

Ciarán will talk about the project, how he finds places to explore, what he looks for in those places and what he has learned from all his years of digging and snooping.

A COLLECTIVE STORY OF URBAN EXPLORATION - Kitti Baracsi, Tuline Gülgönen

SESSION 4: URBAN EXPLORATION FOR INCLUSION
09.45-11.00

HYBRID SPACES AS A LEARNING TOOL FOR YOUNG PEOPLE

RAFFAELE GIOVINE, MUNICIPALITY OF CASERTA/CITY COUNCILOR

In recent years hybrid spaces were born in many Italian cities where the desire for change of many young people under-34 has found a home. Many abandoned spaces, resulting from city transformations, have been recovered by communities in different ways in regard to the relation with the institutions. Some examples are: Pacts of Collaboration, civic uses, calls for reuse of assets confiscated from organized crime. In these places young people self-organize to offer community-services and thus the places themselves become real places of learning. Often those who act these actions of mutual care do not have a suitable educational background, but learn by doing, constantly putting themselves on the line. The people who go through these experiences combine alliances, professions and knowledge in an original way. The main capacity developed is that of the "bricoleur" that is the ability to design innovative public policies starting from what already exists, which is often barely rich and fragmented. Therefore it's clear that these places of experimentation are real schools of learning, where new expertises, professions and new attitudes are born. In some regions of Southern Italy, real incentives have been set up for the recovery of places, favoring youth participation in order to increase employment.

These processes often lead to the start-up of true social enterprises. Young people and their contagious enthusiasm, well regarded by Italian society, often are able to involve the local community (especially the elderly) in processes of increasing responsibility and comanagement of public space: in this way it's possible that an abandoned space becomes a place that a community begins to dwell again, endowing it with new meanings.

One of these experiences that we intend to describe is Villetta Giaquinto, a public park recovered in Caserta, where a group of young people joined together with the elderly and families of the neighborhood and created a garden community through a Pact of Collaboration, stipulated with the Municipality. The main activities include: maintenance and custody of the park, urban gardens, street art, production of jams, outdoor cinema, cultural initiatives that gave life to a "neighborhood house" where many activists work. This experience also produced a network of civic experiences that identified a candidate for the Mayor elections of the City in 2021. The people who took part in this experience became authentic community managers, learning to interface with institutional, academic, entrepreneurial, social and cultural innovation paths.

NEIGHBOURHOOD COSMONAUTS. A GROUP OF YOUTHS EXPLORING SEVERAL DIFFERENT CITIES INTO ONE SINGLE NEIGHBOURHOOD

GUIDO BELLONI, CODICI

What effects do the misleading narratives of some neighbourhoods produce in the empowerment paths of its inhabitants, especially young people, children and adolescents? How can misleading narratives about the hostility of some neighbourhoods be countered?

The contribution finds in the intersection between the condition of youth and the urban peripheral environment an interesting lens to read the complexity of the present. It moves from the theory of neighbourhood effects, partly rejecting the simplification for which the collective and media imagination of some neighbourhoods would have concrete effects on the reproduction of inequalities — we do not look here at all the determinants of socioeconomic inequality.

However, there are some areas in which this causal link appears more clearly. For example, at the educational level, the dynamics of exclusion and ghettoization of schools may have long-term effects on young people's educational paths and careers. Or on the cultural level, where the distance from the cultural infrastructures of the city centre (or centres) substantially reduces the possibilities to access the systems of opportunities for many youths. Or, again, on the social and relational level, the targeting and labelling of youngsters overlaps with the issue of urban security and the alleged social danger of some groups into some specific neighbourhoods. All these dynamics have a precise spatial component and are the consequence of profiling the most undesirable subjects, which very often coincide with young adolescents with migratory background.

The exploration of neighbourhoods involving youths is, according to the writers, a way to demolish prejudice, but also to resize the myth of social redemption. The methodology used are the immersive observation of the local urban environment; the independent exploration, without the mediation of an adult, aiming at the direct experience of what it means to move into of a neighbourhood which is considered and depicted as dangerous; the collection of direct testimonies of those who live in a neighbourhood, placing the groups of youth leading the exploration in a condition of suspension of judgment and active listening. These are, in our opinion, practices and attempts to build a more aware citizenship, but also to support youths to process their own empowerment.

The contribution aims to support a critical reflection on participatory methods in support of local policy making — in the case presented, we are working within the framework of a municipal program that address young people at local level. We will describe the experience of a urban exploration carried out in Milan with some classes of young people (ages 11-13 and 14-17 years) in the district of San Siro, a neighbourhood characterized by the presence of different fragilities that stratified over time, where an interesting rap / trap scene has been developing in recent years.

A COLLECTIVE STORY OF URBAN EXPLORATION

KITTI BARACSI, SENIOR ATLANTIC FELLOW FOR SOCIAL AND ECONOMIC EQUITY, LSE INTERNATIONAL INSTITUTE, PERIFERÍAS DIBUJADAS
TULINE GÜLGÖNEN, ORANGOTANGO//ECOLOGÍAS DEL FUTURO

As part of several collectives (periferías dibujadas, orangotango, ecologias del futuro), we've been working for 15 years on children and young people's perception of the city, using critical mapping, storytelling, video- and sound- experiments, among other methods. Our projects take place in academic and activist contexts in Mexico, Germany, Italy, Hungary, Spain and Portugal. They share a critical pedagogy and activist methods. They are inspired by popular education, and a long tradition of working with children to explore their environment.

At a time when interest in the integration of children in the city is growing in many urban contexts, in more or less official settings, we'd like to share some of the lessons we've learned through our own and other's work with children and young people exploring their environment, as well as the core principles that seem crucial to us. During our presentation, we will share some of our own action research projects and companion projects to open a dialog with the participants.

#2 Cosmonauti di quartiere
Tante città per un quartiere

NEIGHBOURHOOD COSMONAUTS – Guido Belloni

SESSION 5: URBAN EDUCATION AND CITIZEN PARTICIPATION
11.15-12.30

LANDSCAPE AND HERITAGE EDUCATION IN URBAN AND PERIURBAN CONTEXT

PAOLA BRANDUINI, CAMILLA CASONATO, POLITECNICO DI MILANO

National and European guidelines promote heritage education as a vehicle for the development of forms of active citizenship, sustainable lifestyles, appreciation of cultural diversity and protection of common goods. At the same time, European policies invite to connect the cultural value of landscape to the perception of populations and improve the landscape quality because it concerns all living places (ELC, 2000). In this framework, landscape as heritage education is configured as a transdisciplinary educational approach that can hopefully be applied in all kinds of physical and social contexts, even those characterised by aspects of marginality and fragility.

These premises make current a collective effort to build, both on a national and European scale, good practices and methodological indications that:
- effectively connect education to heritage and the cultural landscape;
- can address ordinary, marginal or degraded landscapes;
- are based on a transdisciplinary co-design effort involving universities, schools and institutions;
- they can build new shared representations of living contexts by rewriting the values recognised by one or more cultures;
- promote a participatory and inclusive approach and an innovative use of technologies;
- build effective synergies between heritage education, ecological transition and landscape protection.

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The contribution will present two different research experiences focused on the aforementioned topics: the first (concluded) focused on the theme of urban peripheries and funded within the framework of social and public engagement research at Italian universities (SCAR- School activates resources); the second (ongoing) dedicated to peri-urban and rural landscapes on a European scale and funded by an ERASMUS+ KA220-SCH call (EduLand for transition).

INTERLINKING MEDIA EDUCATION, YOUTH WORK AND URBAN PRACTICE. EXPERIMENTING WITH SOCIAL DESIGN TO DEVELOP AN INCLUSIVE ROSTOCK CITY PORT

ANTON SCHUNEMANN, MA ROSTOCK UNIVERSITY (+ SASCHA HOFMANN AND CRITICALFORM)

In spring and summer of 2023 the University of Rostock project open media node, the local port authorities and various NGOs experiment with urban practice methods on how to develop new ideas and educational setups for the old city port. Part of this process is to come up with creative usage ideas for how to develop shipping containers together with young people into spaces they can claim in the middle of the city. At the same time we promote co-design workshops dedicated to finding creative ideas on how to use the concrete wasteland of the historical port site. This process involves working with local kids, adolescents and students by thriving on interdisciplinary as well as creative approaches.

The historical port "Stadthafen" is situated in the heart of the Baltic city, pretty far from any beaches or intense tourism. In the GDR era it was forbidden for locals to walk around there because of its military usage. Nowadays it is mostly being used for weekend walks, jogging and casual events. Neighbours, especially young people and families, want to make use of all the precious space, turning it into a green lung. Over the years various political visions of shiny new buildings and events such as new theatres, museums, cruising ship docks, bridges, horticultural shows, shopping malls etc. have been promoted and then cancelled or forgotten. Together with the port authorities we try to develop the area through small scale changes by focusing on pilot projects, educational laboratories and a new sense of collaboration. The result of this process has been the creation of the initiative "MeinHafenDeinHafen/ #MHDH" (MyPortYourPort). We would like to contribute to the conference by sharing experiences made in our social design workshops with the collective criticalform, which will take place in May and June of this year.

The idea is to focus on spatial explorations as emancipatory practices to empower local youth by using innovative media tools and cocreation methods. In addition to researching the port background we use digital measurements, VR glasses and other media and design tools to develop models for usage ideas. We would like to share our experiences with the attendees of the conference, write more about the process that we have embarked on and profit from all of the input others can bring to all the challenges and opportunities we encounter. The form of the presentation will be derived from the results of the workshops.

EMPOWERING YOUTH THROUGH EDUCATION: UNIVERSITY FIELD UNIT AND MUTUAL EMBODIED LEARNING

JENS BRANDT, INURA

The paper is motivated by evidence showing that youth (millennials) have a historic low satisfaction with democracy especially driven by economic inequality and that the climate crisis will make this even worse. I will argue that this is also a social climate crisis: A widespread feeling of not being free or able to act - (or unaware of being) able to challenge the status quo. The social climate is here understood as socially produced spaces on a spectrum from informal settlements, urban public spaces over learning and working environments to online spaces such as social media. What is central for this paper is how the depletion of such spaces reduces the possibility for new forms of political engagement and democratic expression to emerge.

The paper will use this need for a social climate change to discuss how to empower youth through education. It will present two intertwined concepts: University Field Unit or UFU and "mutual embodied learning" to discuss how the concepts could be developed further and possibly form the basis for new collaborations:

- The backbone of the project is an "educational link" between higher educational institutions and local secondary schools. Based on the new curricula and learning methods it empowers hard to reach local youth and give university students a more hands-on learning experience.

- A local hub - a physical space for exchange of knowledge and catalysing new ideas, networks and initiatives. This allows for a longer term and deeper involvement of local communities including civil society.

- Co Research — develop new transdisciplinary research projects using the needs and possibilities that emerge during the initial work with youth and local communities. It allows for involving youth as co researchers as part of their learning process.

I will contextualise these concepts with the ideas of service learning or community engagement and show how they add new elements where the universities play a more proactive and independent role as catalyst of community development through the link to local secondary schools.

For this discussion I will give some examples of experiments that the concepts are based on: game based explorations, Sensory mapping of spaces of possibilities, using group dynamics to develop a common vocabulary, organising of interventions in public spaces. I will conclude by using the feedback from the students and the community involved, to locate new spaces of possibilities for empowering youth through education.

SESSION 6: WEAVING THE URBEX NETWORK

14.45 - 16.00

Are you an educator, youth worker, researcher, activist, urban explorer or all of that altogether? Are you part of a collective, association or educational institution that is interested in the same topic? Then, this invitation is for you. Become part of the UrbEX Network discovering, experimenting and implementing methods and tools to engage young people with their surroundings. Join our Network Session if you would like to take part in shaping the process of sharing and exchanging tools, skills and good practices of urban exploration with youths. During the interactive activity, you will meet like-minded people with whom you will be invited to plan the future of the network. This session will be connected with an exercise of mapping open to all the participants of the conference, visualising crossing trajectories and shared resources, and leading to the final conclusions and reflections about the two day event

PARALLEL SESSIONS

During the days of the conference we envisaged activities allowing decompression and exchange among the participants – one exploration exercise in the neighbourhood using the itinerants card game and one open discussion about the topic of UrbEXplorers using the **OST method**.
These activities will happen in parallel, but they are repeated two times giving the possibility to those interested to attend both.

🌟 COCREATION OPEN SPACE 🌟
DEAR URBEX NETWORK PIONEERS!

We are thrilled to invite you to an exciting and transformative event that will propose the power of **Open Space Technology** (**OST**)! Join us for a session of engaging conversations, collaboration, and collective wisdom as we explore the topic of Urban Exploration as a tool to engage and empower youth.

DATE	TIME	LOCATION
28-29 SEPTEMBER 2023	28/09 → 16H00 - 17H45 29/09 → 12H45 - 13H45	BERLIN, REFUGIO

ITINERANTS: CITY EXPLORATION GAME

Join us for a city exploration using Urbex Adventure Game – ItinerAnts: Discover hidden gems in the neighbourhood with resource and mission cards, and let your creativity flow as you share your experience with Narrative cards.

Join the fun!

FUNDAMENTAL RULES OF OST

🙌 WHOEVER COMES ARE THE RIGHT PEOPLE.

🌟 WHATEVER HAPPENS IS THE ONLY THING THAT COULD HAVE.

⌛ WHENEVER IT STARTS IS THE RIGHT TIME.

🏃 ♂ WHEN IT'S OVER, IT'S OVER.

👣 THE LAW OF TWO FEET - TAKE RESPONSIBILITY FOR YOUR LEARNING AND WELL-BEING.

Open Space Technology is a dynamic and inclusive facilitation method that empowers participants like you to take charge of the process, create your own agenda, and deepen into discussions that spark your passion. This unique approach fosters collaboration, creativity, and the discovery of collective intelligence. Here's what you can expect from the OST event:

🌍 SETTING THE THEME

Together, we will identify a broad theme or question that resonates with the group.
This theme will serve as our guiding focus, fueling insightful conversations throughout the day.

📝 CREATING THE MARKETPLACE

You will have the opportunity to share your ideas, questions, and topics related to the theme. Simply dot them down on individual sheets of paper. These vibrant ideas will come together to form our bustling marketplace, a hub of inspiring possibilities.

⏱️ SCHEDULING SESSIONS

Step into the marketplace and select the topics that intrigue you the most. With the freedom to self-organise, you can join small groups or sessions dedicated to exploring these topics further. Each session will have a designated time and space for engaging discussions.

💬 HOLDING DISCUSSIONS

During the sessions, you'll engage in open, lively, and collaborative discussions with fellow participants. Your passion and expertise will shape the conversations, encouraging diverse perspectives and insightful contributions from everyone.

🚀 SHARING OUTCOMES

At the end of each session, we'll gather to summarise the key ideas, insights, and actions that emerged. By sharing these outcomes with the larger group, we'll create a tapestry of collective knowledge and discoveries.

🌟 REFLECTING AND CLOSING

Towards the end of the event, we will come together in a closing circle. It's a time to reflect on the journey, share your thoughts, feelings, and learnings from the experience. Your valuable insights will contribute to the overall wisdom of our time together.

We are excited to have you join us in embracing the principles of openness, self-organisation, and participation. Together, let's create a vibrant and inclusive space where ideas flourish, collaboration thrives, and innovative solutions emerge. We look forward to embarking on this incredible OST journey with you.

Best regards,
UrbEx4Youth team

BIOGRAPHIES
(IN ALPHABETIC ORDER)

Kitti Baracsi
Senior Atlantic Fellow for Social and Economic Equity, LSE International Institute, periferías dibujadas

Educator, researcher, curator of collective learning-based community and cultural initiatives. She holds degrees in Pedagogy, Aesthetics and Communication. Her main focuses are urban inequalities, feminist collective practices and rethinking and changing knowledge production. With a background in critical pedagogies and ethnographic research, since 2006, she has been involved in education and community work with marginalised communities, including Roma and migrant communities -, and in research on education, housing, gender and migration in Hungary, Italy, Portugal and Spain. Since 2014, she has been working on collective research and creative interventions with children and young people in Hungary, Italy, Spain and Portugal (periferias dibujadas). Currently, she also co-coordinates a community initiative for intergenerational solidarity in Lisbon called Fazer do bairro a nossa casa.

Guido Belloni – Codici

He graduated with honours in Urban Planning and Territorial Policies in 2013 from the Politecnico of Milan and the HafenCity Universität in Hamburg, where he left his heart. In the spring of 2017, he joined Codici, where he works in the monitoring and evaluation of projects focusing on community welfare, social planning and territorial cohesion. His research focuses on reception policies and the integration of people seeking asylum and with refugee status. He has been a volunteer at Naga, in Milan, and a member of Escapes workshop. He listens to rap music because he likes it and sees it as an innovative window through which to look at society. A football fan, he investigates political, cultural and social aspects of sport. He was a member of Codici's board of directors from 2021 to 2022.

Jens Brandt – INURA project

He works with "the urban" on the borders between action research, process design and urban development. His present work is a "super site specific" method or active space that combines elements from participatory performance, pervasive games and psychogeography with his experience from work in vulnerable neighbourhoods.

Paola Branduini – Politecnico di Milano

She is assistant professor of Heritage Preservation at ABC Department. Her research focuses on the knowledge, conservation and management of rural landscapes as heritage. She is involved in landscape education at various school levels and is a partner of the EduLands ERASMUS + project, a collaborative tool for linking schools to landscape and transition.

Monica Candela – University of Murcia

Her research is focused on the epidemiology of wildlife species, and her work in multiple terrestrial and marine ecosystems has led her to the conviction that education and social dialogue are the best way for conservation and the future. She is a university professor who loves innovation in education and believes in significant learning as a fundamental tool for understanding. She loves art, cinema, architecture, and she believes that culture should be a cross-disciplinary subject in education, as it helps us to understand, to question the vital context and to express ourselves.

Camilla Casonato - Politecnico di Milano Dastu Department

She is associate Professor of Architectural Representation at Politecnico di Milano Dastu Department, in the role of project manager, coordinating the ScAR (School Activate Resources) research-action project on heritage education in ordinary landscapes. Her research focuses on cultural landscape representation and communication, heritage education methodologies, participatory public space design with kids, digital innovation for urban landscape enhancement, architectural representation history and theory.

cheFare

cheFare is a cultural transformation agency founded in 2012. Its first project was the cheFare prize, the first italian grant for cultural-based social innovation practices. In its 3 seasons (2012- 2015), the prize collected 1,800 proposals from all over Italy, granting a total of €350,000 to 5 winners. Currently, cheFare works to map, connect and support cultural innovative experiences in Italy and abroad. cheFare works nationally and internationally with public and private actors, policymakers, researchers, cultural institutions and grassroot organizations. It makes collaborative processes possible, producing live gatherings of practitioners in the social and cultural fields and editorially curating the national debate on culture, innovation and policies.

Laura Colini - Tesserae / IUAV, University of Venice

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

Giò Di Sera - StreetUniverCity Berlin

Born in Naples, he has lived in Berlin since 1986 and has been working as a multimedia artist since 1984 with numerous international solo and group exhibitions (including the Berlin Academy of Arts, Wewerka Gallery, Raab Gallery, Venice Biennale, Museo della Scienza, etc.). In 2006, Di Sera was the initiator and co-founder of StreetUniverCity Berlin eV in the heart of Kreuzberg, which he took over as artistic director in 2007 and has held to this day. In addition to artistic work and mediation, he has been involved in political and cultural education projects with children and young people since the 1990s. Di Sera has been active in the radio sector since 1993, first with his show "Radio Kanaka International" on Kiss FM, 1998-2008 on RadioMultikulti RBB and since 2009 on multicult.fm. In 1997 his project "X FM Eventure Radio" ran parallel to Documenta X.

Ciarán Fahey - Journalist, Abandoned Berlin

Ciarán Fahey, born in Ireland, works for an international news agency. Since moving to Berlin in 2009, he has been fascinated by the ruins and abandoned places in the city and its immediate surroundings. He publishes his photos and reports on the Internet at www.abandonedberlin.com — the "best city blog in Germany" (The Guardian).

Ilaria Fresa - Nomadways

Ilaria is a visual facilitator engaged in spreading the use of visual language as a tool to support the learning processes. Her mission is to help people explore their full potential and support groups to develop projects and focus on the implementation. As a social researcher, she graduated in Political Science with a Master of Art in communication and sociology of Migration, she conducted a number of researches concerning gender and refugees' empowerment - focused on financial education and family balance and savings - within European projects. As an expert in cooperative learning methods and visual facilitation, she designed, supervised and coordinated several non-formal education trainings for Italian local institutions, educational organisations, international agencies and NGOs.

Franziska Füller - Researcher, Tesserae

Urban and regional developer, focuses on developing new perspectives and perceptions on (urban) spaces. In doing so, she organizes low-threshold participation processes that use creative methods to address predominantly disadvantaged groups such as homeless people or marginalized young people. Her main topics are the use of public space and the socio-political participation in the city. She also makes potential analyzes on how existing offers and networks in urban areas can be more closely linked and used. She has developed and implemented projects in Italy and Germany.

Raffaele Giovine - Municipality of Caserta / Aste & Nodi

He graduated in Urban Planning at the Department of Architecture of Naples with top marks. Passionate about informal and collaborative practices, he writes about it in the specialist magazine "Labsus". He works in a social cooperative that manages assets confiscated from organised crime. He collaborates with "Aste&Nodi" – an informal local development agency. He is a member of the Staff of the Deputy Mayor of the City of Naples. He was president of the Committee for Villa Giaquinto. Candidate for Mayor for the City of Caserta in 2021, he is currently a city councilor.

Marina Godoy - Designer / Zemos98

She is an Andalusian designer with a master's degree in architectural communication from the Madrid School of Architecture (ETSAM). Her vocation for planning and the development of tools that favour cohesion between the territorial and urban spheres has favoured her participation as a mediator in different local, regional and European cultural and technical processes. At the local and regional level, she has participated as a cultural commissioner in the development of the "I Congress of philosophy and food" held in Seville in 2020, as well as facilitating creative workshops between the agricultural and cultural sector as a member of the "LaPlasita" study. In terms of territorial planning, Marina has experience in attracting European funds (ERDF) for the development of integrated cultural plans promoting the decentralisation of culture, local participation and inter-municipal cooperation as a member of U-Space SL. She has also participated in educational and academic initiatives, notably in the 1st Congress on Architecture and Care and in supporting the development of workshops aimed at strengthening the cultural industries between Spain and Portugal through the Interreg programme.

Tuline Gulgönen - Orangotango / Ecologías del futuro

Researcher, popular educator and filmmaker. She conducts multidisciplinary projects on the everyday spaces of children, and the inequalities that lie beyond them. The exploration of research methods that oscillate between the social sciences and artistic methods are central to her work. She currently lives in Berlin where she is part of the collectives ecologías del futuro and orangotango, together with which she develops popular education projects using, among other things, audiovisual methods and critical cartography. She teaches seminars and workshops in several institutions inside and outside the academy, in Latin America and Europe.

Rosalía Gutiérrez - Zemos98

A mediator, programmer and cultural manager interested in research, creation, dissemination and training around contemporary hybrid arts. She works in cultural projects of cooperation and non-formal education from communitarianism and the idea of art as a generator of meeting places. She is part of the cultural mediation cooperative ZEMOS98 from Seville, whose work is focused on the intersections of cultural processes, mediating for social transformation, promoting a culture of participation and a critical citizenship with the dominant narratives. She has investigated the transformative potential of creative artefacts like board game " Commonspoly" that works as an educational artefact supporting peer-learning and critical discussion about commons by collectively envisioning socio-economic systems based on collaboration, mutuality, and solidarity.

Tiago Mindrico - Lecturer at the School of Art and Design of Caldas da Rainha

His research project "Mod City - Transmedia projects for a sustainable and playful urbanism", addresses issues of playful culture, transmedia, civic media, and tactical urbanism. Lecturer at the School of Art and Design of Caldas da Rainha, Portugal, teaches user experience design in two master courses, Design for health and well-being and Graphic Design. He has developed several mobile guide applications for museums and tourism companies, focused on accessibility features, such as sign language.

Alexandra Nikolova - Nomadways

Ål Nik (Alexandra Nikolova) is a mixed-media artist, designer, and facilitator who experiments with various mediums such as visual, digital and sound art. She recently finished her Master's programme in Fine Art and Media Design: Experimental Publishing at the Piet Zwart Institute in Rotterdam. In the context of her master's research, she aimed at finding accessible entry points for other makers, practitioners, and educators to use sound in their research and artistic work. Her practice explores the relationship between visual, digital and sound arts and socially-loaded topics. As a facilitator and project designer at Nomadways, she's experimenting with creating space for educators and youth workers to expand their artistic toolset; and giving more pedagogical tools for artists and practitioners.

Felipe Salazar - Digital designer, Lisbon

Passionate about people, he is a digital designer and a facilitator of creative and collaborative processes. In recent years he has been designing art, technology and projects based on human-centered design using agile methodologies. He is currently co-founder of a digital agency and innovation lab based in Lisbon.

Benedikt Schlund - Am Bremer Damm

Based in Hannover with the project Am Bremer Damm, he is committed to environmentally friendly and collaborative development of public spaces; he would like to contribute in finding and implementing local and creative solutions to global challenges.

Anton Schünemann - Scientific assistant at the University of Rostock / S27

He is a researcher and urban practitioner working on the intersection between culture, media and education. He is co-initiator of Urban Practice Berlin and Haus der Materialisierung and has been a longtime member of S27 — Art and Education. Since 2021 he leads the development of open media nodes for the Rostock University and has joined the civic driven efforts around changing the Stadthafen.

Lorenzo Tripodi - Senior Researcher, Co-founder of Tesserae

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

Erasmus+

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ZEMOS98 MEDIATING
FOR SOCIAL
CHANGE

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