UP2NEB

D2.1 Living Labs report

EXECUTIVE SUMMARY

This report summarised the action undertaken by WP2 leader Materially (P3) that led to the successful execution of the UP2NEB Living Labs.

The document describes:

- the co-designing process applied by Materially to develop the methodology in collaboration with the consortium partners;

- the tools and guidelines made available to support the consortium partners in planning, executing and reporting the Living Labs;

- how the methodology was implemented in the different Living Labs;

- the outcomes of the Living Labs and how the gathered insights are going to be exploited to shape the UP2NEB Training Programme.

The quantitative outcomes are summarised as follows:

- a total of **10** Living Labs were held;

- a total of **153** external participants attended the Living Labs;

- a total of **58 people from** youth communities were involved in the Living Labs;

- on average **62%** of participants being young people (<29).

As part of D2.1 and in addition to this report, audiovisual footage produced by all partners is made available online via the UP2NEB social media and YouTube channel.

Overall, the UP2NEB Living Lab activities succeed in offering the context to boost active participation and engagement of youth from local areas, allowing to get insights about young people's experiences and views on the topics of sustainability, inclusion and aesthetics as well as understanding of their priorities. In this way, the consortium was able to collect the information needed to create a youth-tailor-made programme aimed to equip youth with suitable knowledge, skills and attitudes to enable them to get engaged with the New European Bauhaus initiative.

CONTENTS

2.1 Living Labs report

1. Methodology

The methodology was co-designed by all partners, aiming to create Living Labs that could be engaging and that would help the project partners define the needs of end users in the best possible way.

To define the **methodology for the Living Lab** (LL), Materially organised a workshop during the UP2NEB kick-off meeting using the [Miro platform](#). This interactive workshop facilitated collaborative inputs and diverse perspectives, forming the foundation for the Living Labs under Work Package 2 (WP2).

The Living Labs brought together a varied group of participants, including young people from rural areas, youth workers, project partners, and stakeholders. They came from different backgrounds, contributing to a rich and inclusive environment. Experienced facilitators, namely project partners holding a youth worker/trainer profile, guided the LL. They provided support, ensured the smooth flow of activities, and fostered meaningful discussions. The **LL content focused on topics related to sustainability, inclusion, and aesthetics: the New European Bauhaus pillars**. The collected data contributed to a bottom-up process toward the development of the Training Programme.

1.1 METHODOLOGY: WORKSHOP

During the UP2NEB kick-off meeting, a workshop was organised through the Miro platform to define:

- LLs **Content**
- LLs **Methodology**
- LLs **Activities**

The workshop was divided into several steps:

- Co-designing collective values - New European Bauhaus
- Define the skills that the consortium wants to develop in accordance with the principles of the New European Bauhaus
- Define a methodology that works for all partners
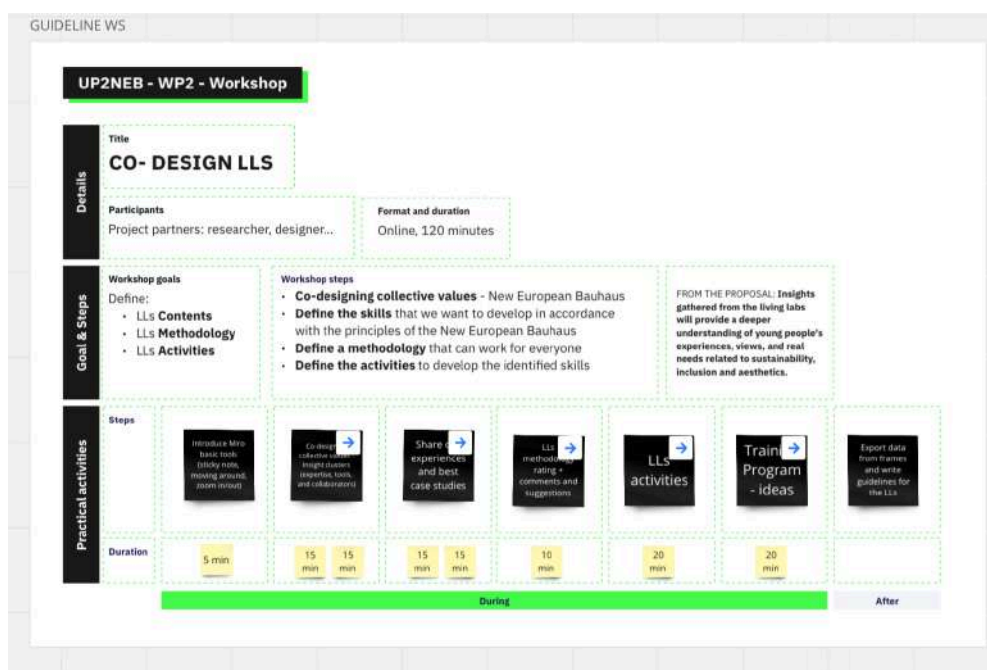- Define the activities to develop the identified skills

Fig 01: Workshop structure on Miro

1.1.1 CONTENT

To define the content of the Living Labs, 4 activities were designed. Since the partners have different experiences and backgrounds, we wanted to collect as much information as possible from everyone.

ACTIVITY 01

The first five minutes were dedicated to explain how the Miro open source platform works. After this, all the partners moved on to carry out the first activity which had the objective of co-designing the collective values - the content - to be shared during the LL (skills, tools and collaborators).
Each partner had some virtual post-its available to share which criteria - Sustainability / Inclusivity / Aesthetics - are important to them. To do this they had 15 minutes available.

ACTIVITY 02

During the second activity the following questions were asked: What are the skills to be developed?
And the participants had to define them for each topic (Sustainability / Inclusivity / Aesthetics). To do this they had 15 minutes available.

ACTIVITY 03 & ACTIVITY 04

The objective of the 3rd and 4th activity was to collect virtuous local and international case studies (projects/companies/associations).
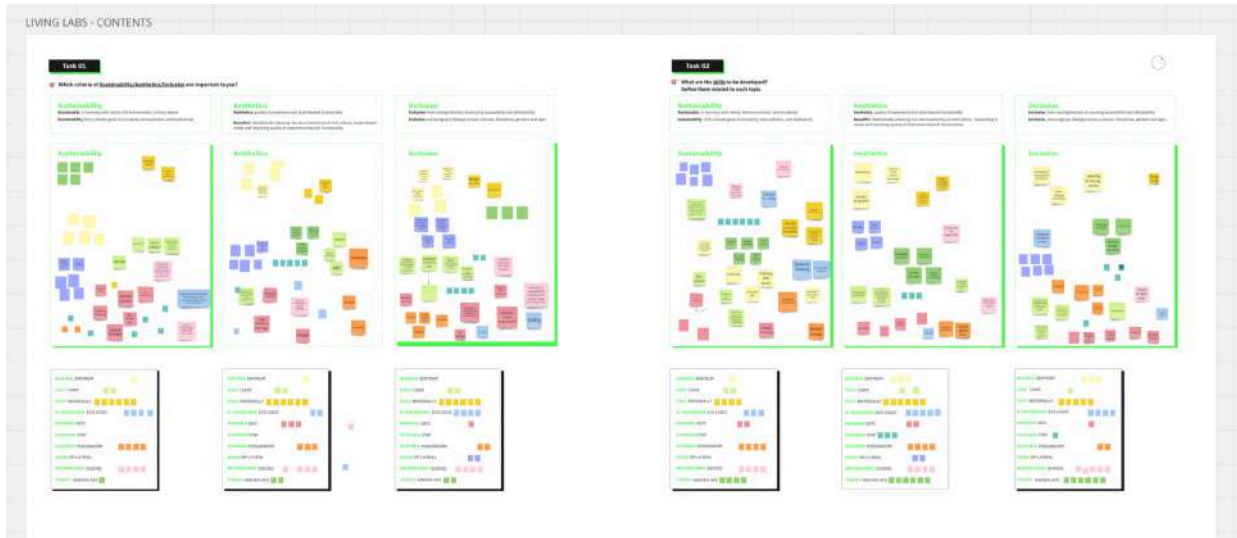
Fig 02: activities 01 and 02 on Miro

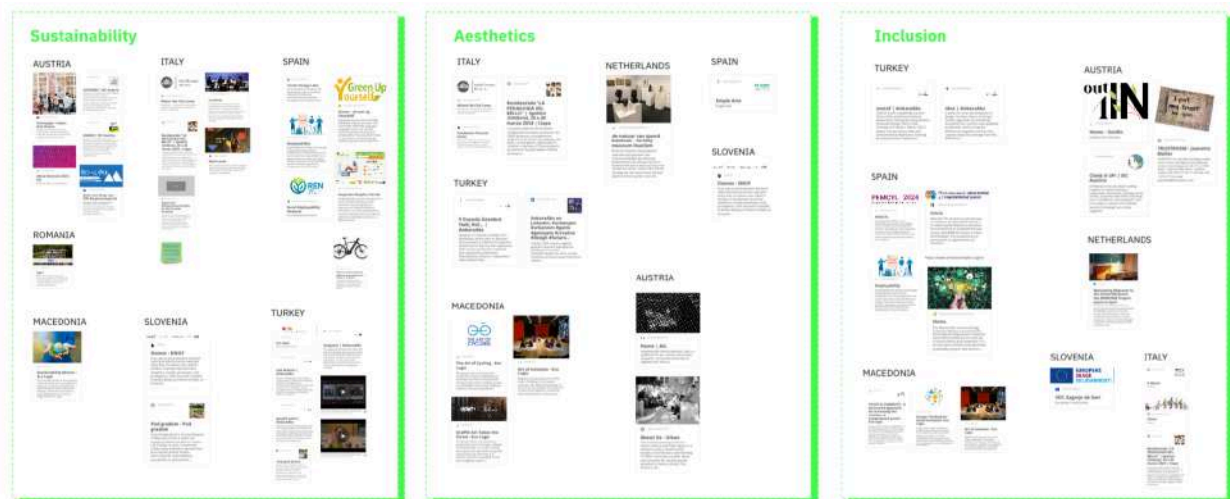*Fig 03: activities 03 and 04 on Miro*

Fig 04: activities 04 - final step- on Miro

1.1.2 METHODOLOGY

To co-design the approach with partners, Materially proposed 3 methodologies to start from.
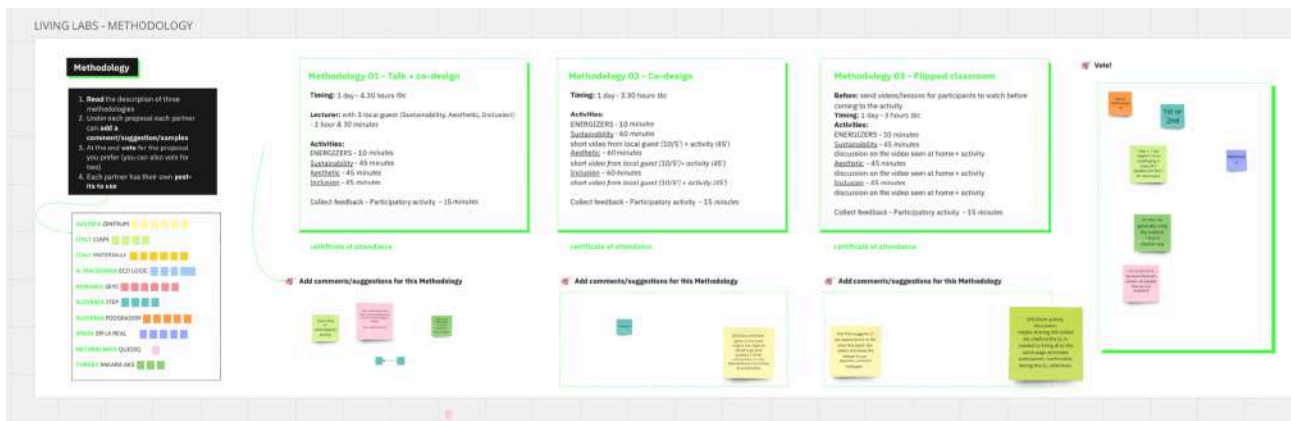
Fig 04: activity to co-design the methodology

1. **Talk + Co-design**
2. **Co-design**
3. **Flipped Classroom**

1. **Talk + Co-design methodology**

This methodology is developed in two phases; in the first phase three guests are invited (one for each topic: Sustainability / Inclusivity / Aesthetics) to introduce the topic to the participants and inspire them. During the second phase the partners (facilitators) co-design with the participants, asking them, through activities, for feedback, needs, visions of the future.

2. Co-design methodology

Using this methodology, participants will come to the LL to carry out activities together. With this methodology the partners (facilitators) co-design with the participants, asking them, through activities, for feedback, needs, visions of the future.

3. The **flipped classroom** methodology refers to inverting the traditional educational model. In a flipped classroom, students view lessons at home and further explore the material during the Living Lab in collaboration with their instructors.

In this case, workshop participants learn about the content of the workshop by delving into case studies, lessons and material prepared by the partners directly at home. And then participate in the LL to discuss with the LL facilitators and carry out the activities together.

1.1.3 ACTIVITIES

During the third phase of the consortium workshop, the activities to be carried out during the Living Lab were defined.

Materially defined 5 goals to be achieved, and therefore proposed 5 activities.

Goals:
1. **Activate** the participants - energizer
2. **Share** previous experiences from the participants and **create** a network
3. **Discover** real needs of participants
4. **Define** the skills that participants need
5. **Envision** of their future and wrap-up

Activities:
To reach goal 01, *Activate the participants - energizer*, the activity **Sync Claps** is suggested:

This circle exercise is simple, but challenging and very effective for generating focus and alignment in a group

Step 1: The group stands in a circle.
Step 2: One person starts (person A). They turn to the person next to them (person B) and the two clap at the same time, while making eye contact, as synced as possible. Person B then turns to person C and they clap at the same time. The clap continues like this around the circle. The group should try to pass the clap more and more quickly with as many perfectly synchronised claps as possible.
Step 3: When the group has mastered the above, introduce the double clap. When a pair claps twice, the direction of the clap reverses. This presents a

challenge, as pairs must non-verbally agree whether to clap once or twice. The group must be highly focused and attentive to each other for the clap to continue smoothly around the circle in this step.

TIME FRAME: 5-10 minutes
GROUP SIZE: 5-30

To reach goal 02, **Share** *previous experiences from the participants and* **create** *a network*, the activity **Reflection: Team** is suggested:

Team reflection is for members to express thoughts, feelings, and opinions about a shared experience, to build openness and trust in the team, and to draw out key learnings and insights to take forward to improve future application.

Decide on the context for this reflection session (one session for each topic). Introduce the following reflection questions. Capture them on a whiteboard, flipchart, or via a virtual method (i.e. virtual whiteboard) so the questions are easily visible:

1. What happened during the experience?
2. How did I feel?
3. How did I respond?
4. What was the impact on myself and others?
5. What insights or conclusions can I draw from the experience?
6. What did I learn? (About myself? About others? About groups?)
7. How can I apply what I learned to improve future experiences? What actions can I take based on what I learned?

TIME FRAME: 15 minutes

To reach goal 03, **Discover** *real needs of participants,* the activity **I Like | I Wish | I Wonder** is suggested:

Teams need to explore, experiment, and take risks to innovate, and early efforts require effective feedback exchanges

Step 0: Prepare a white board divided into 3 areas.
Step 1: Give each participant 3-5 minutes to fill out one sticky note for each heading.
Step 2: Give each person about a minute to provide their feedback.
Have each person verbalise their feedback one-by-one as they place it on the flip chart(s) or virtual whiteboard - under the appropriate heading.

TIME FRAME: 15 minutes

To reach goal 04, **Define** *the skills that participants need*, the activity **Priorities** is suggested:

With this activity, participants will understand which topics are important and will reflect on which are most important to them. Therefore also sharing personal experiences.

Step 1: For each topic (sustainability, aesthetics, inclusion) starting from 10 aspects defined by all partners, create 10 cards. E.G.
Step 2: Give the set of cards to each participant. Each participant will have to define the 1st, 2nd, 3rd place in importance for each topic.
Step 3: Define the podium and discuss it.

TIME FRAME: 15 minutes

To reach goal 05, **Envision** *of their future and wrap up*, the activity **Postcard from the future** is suggested:

Often done at the end of a workshop or program, the purpose of this exercise is to support participants in applying their insights and learnings, by writing a postcard and sending it to their future selves

Step 0: Briefly review the discussion made during the previous activities.
Step 1: Write a focus question or prompts on a flipchart/whiteboard. These can either be defined by the facilitator, or through discussion with the group. For example:

- What will I achieve by dd/mm/yyyy?
- What will I do tomorrow, next week, next month?
- How do I want my future self to feel?
- Dear future self: Don't forget…
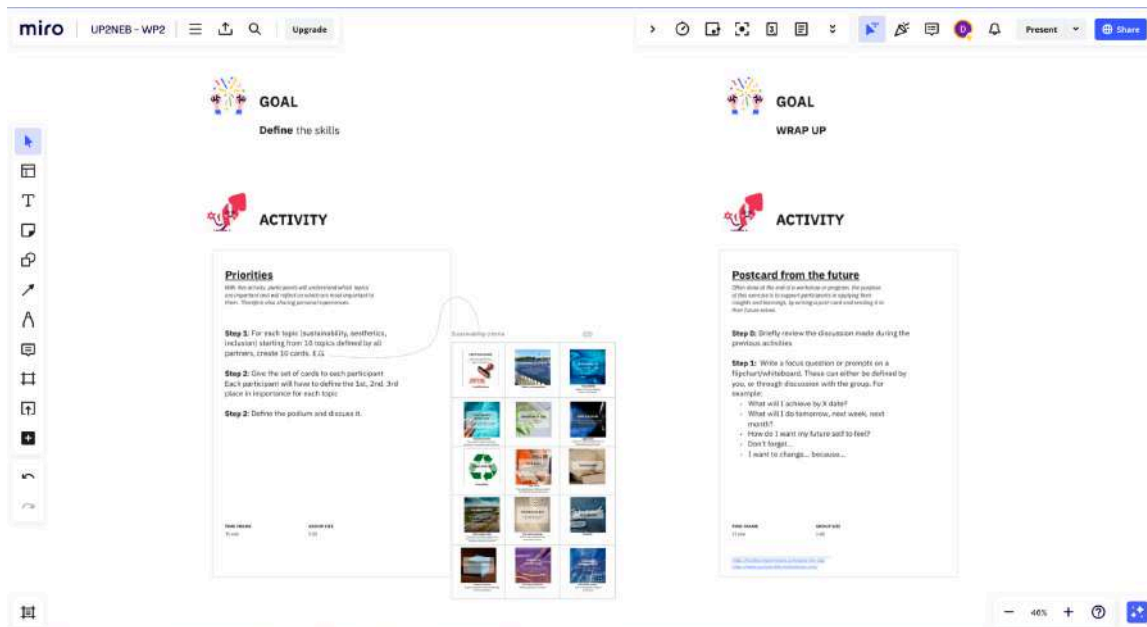- Dear future self: I want you to change… because…

Fig 05: Activities on Miro

Materially then asked the partners to comment on each activity and to propose new ones.

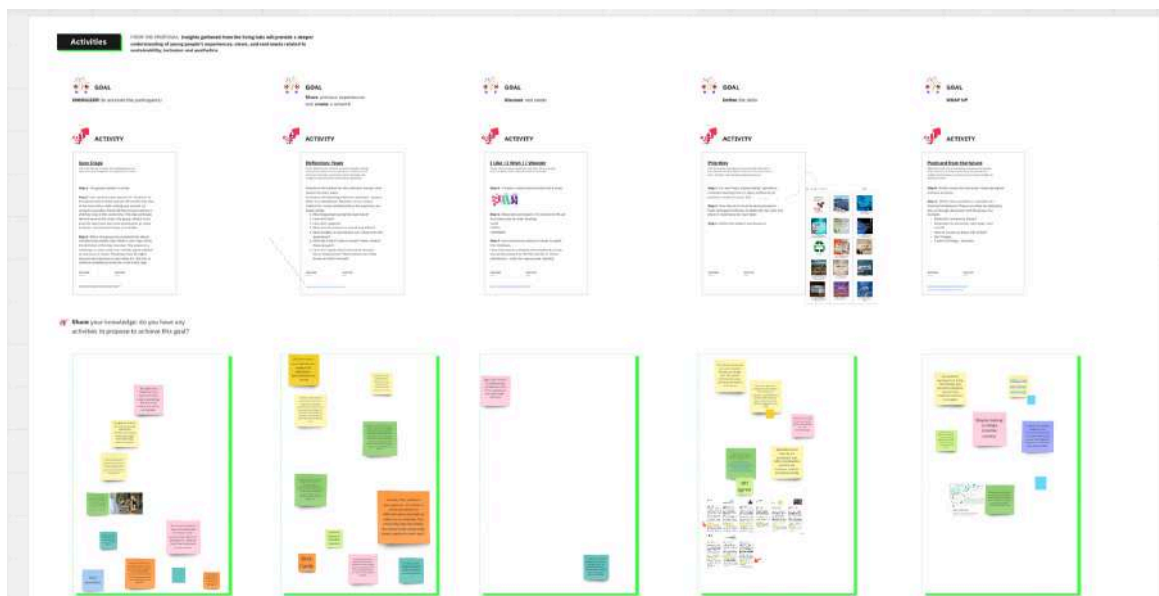*Fig 06: Activities and comments from partners*

At the end of the workshop Materially also presented virtuous case studies of other training programs since the final goal of the Living Lab activities is to define the content and design the structure of **3 UP2NEB training programme modules**: **a comprehensive guide** designed to empower youngsters by providing them with NEB related knowledge, skills and attitudes.
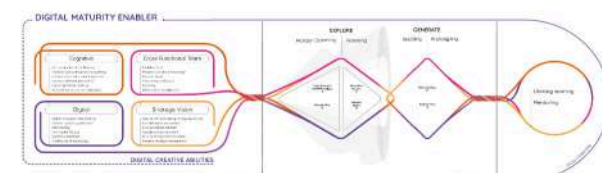
Fig 07: Sample n.01 of Training Program, from DCDM project

1.2 METHODOLOGY: TOOLS & PROCESS

After the workshop, Materially collected and analysed the results to define the LL methodology, tools and process.

The defined methodology combines different elements of the three proposals from Materially. So, the final methodology is made up of four phases:
1. **Digital toolkit** (from proposal 01: Flipped classroom)
2. **Guests/Talks** (from proposal 02: Talk + Co-design)
3. **Activities** (from proposal 03: Co-design)
4. **Final discussion**

As regards the first phase of the LLs - the digital toolkit (from the **flipped classroom methodology**) - is a toolkit that Materially prepared for sending to all LL participants beforehand.

This toolkit is the collection of virtuous case studies provided by the partners during the kick off meeting, and shared with the participants to introduce themselves on the proposed three pillars of the New European Bauhaus.
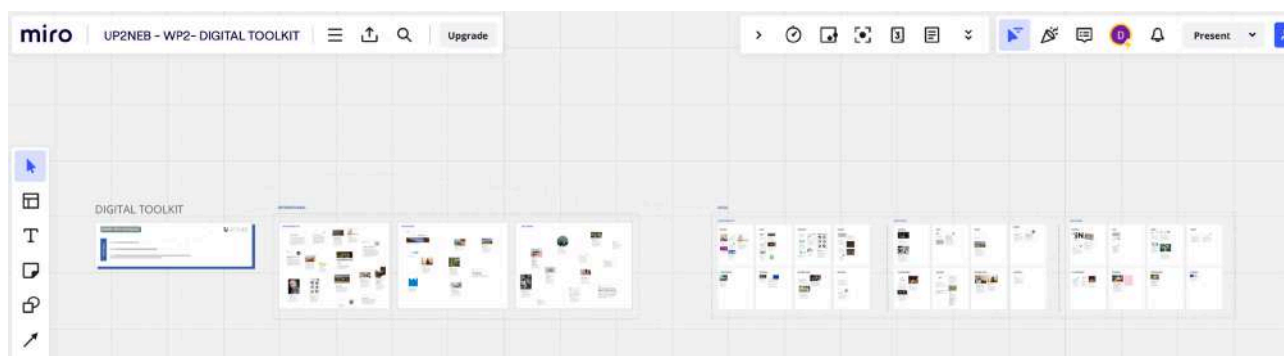
Fig 08: Digital toolkit

The second phase of the LLs is the intervention of three expert guests (one for each topic). Guests can be present in person or virtually. This phase is important since the experts introduce each topic and give additional information to the participants. Furthermore, the guests are directly involved in the territory.

The third phase of the LLs is the Activities phase. Starting from the previously defined goals, Materially collected feedback from the consortium partners and defined the activities to be carried out. In some cases leaving the partners free to slightly change the activities based on their territory.

1.2.1 Execution of the Living Lab:
Timing: 3 hours + networking drink (optional)

Plenary activities
1. Introduction
2. Talk/Video/Video call: with 3 local guests in person or on online (Sustainability, Aesthetics, Inclusion)

Group activities - Participants are divided into three groups of at least 5 people each, addressing one of the 3 topics executing the activities:
3. Energizer
4. Activities 01 - 02 - 03 on the different topics (Sustainability, Aesthetics, Inclusion)

Plenary activities
5. Sharing results
6. Wrap-up
7. Networking drink

To facilitate the carrying out of the Living Labs by all partners, Materially has prepared 1 word document and tools.

Materially has prepared a presentation to be used during the Living Lab.
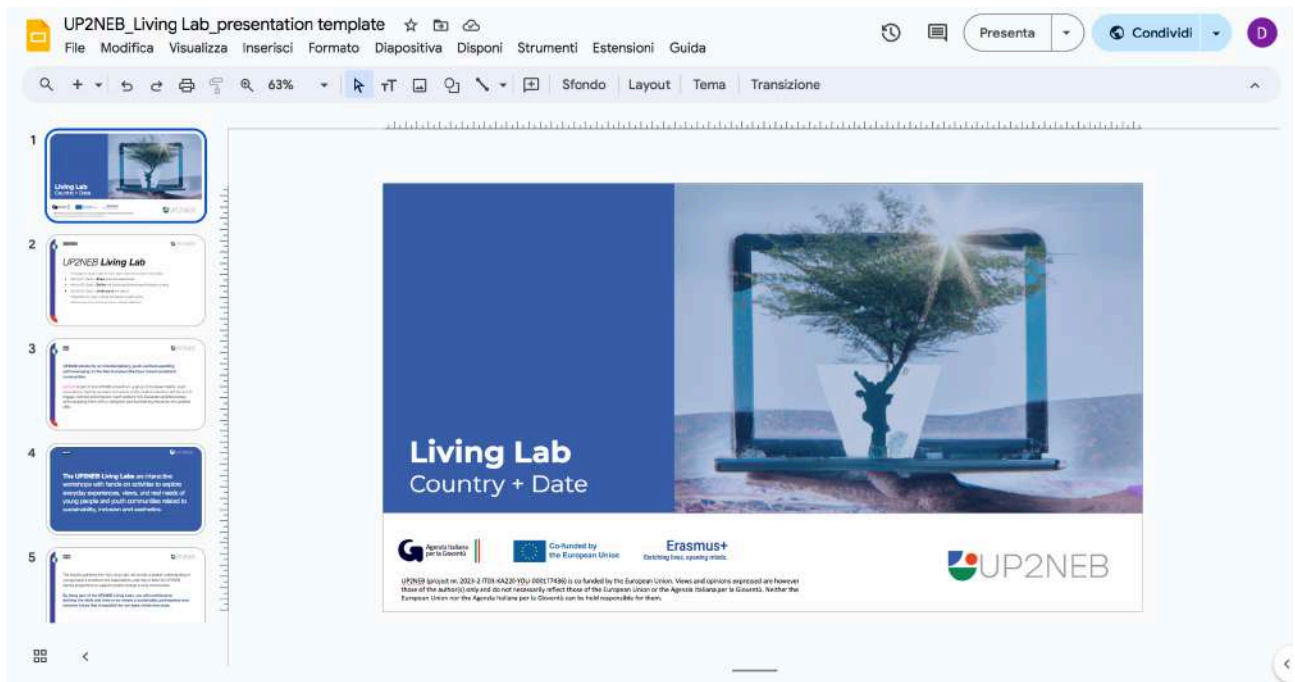
Fig 09: The presentation - The template to translate

Each partner translated the presentation into the local language for the Living Lab. The presentation helps partners to understand the chosen methodology, process and timing of the activities.

showing slides	topic	presenter (staff 1)	facilitator (staff 3)	time
slides 01 - 05	**Introduction** to the workshop session and the guidelines	presenting	-	10'

Fig 10: The presentation explained in the word document

1.2.2 Activities
The final selection of activities for the UP2NEB Living Labs are the following:

Activity 00: Energizer
Energizer should be very interactive. It should really be a 'whole body activity' because then the participants are anticipating what is coming and pay more attention. [have a look at this video]

Materially proposal, achievable anywhere:
Sync Claps
This circle exercise is simple, but challenging and very effective for generating focus and alignment in a group

Step 1: The group stands in a circle.
Step 2: One person starts (person A). They turn to the person next to them (person B) and the two clap at the same time, while making eye contact, as synced as possible. Person B then turns to person C and they clap at the same time. The clap continues like this around the circle. The group should try to pass the clap more and more quickly with as many perfectly synchronised claps as possible.
Step 3: When the group has mastered the above, introduce the double clap. When a pair claps twice, the direction of the clap reverses. This presents a challenge, as pairs must non-verbally agree whether to clap once or twice. The group must be highly focused and attentive to each other for the clap to continue smoothly around the circle in this step.

Time available for this activity : 5-10 minutes

Activity 01: Define the criteria
This first activity helps participants to begin reflecting on the presented topic. The participants are divided into groups, Materially has collected the consortium's suggestions and transformed them into 15 cards for each category.

Each group answers the question: *Which criteria are important to you?* Define your own top 5 list.
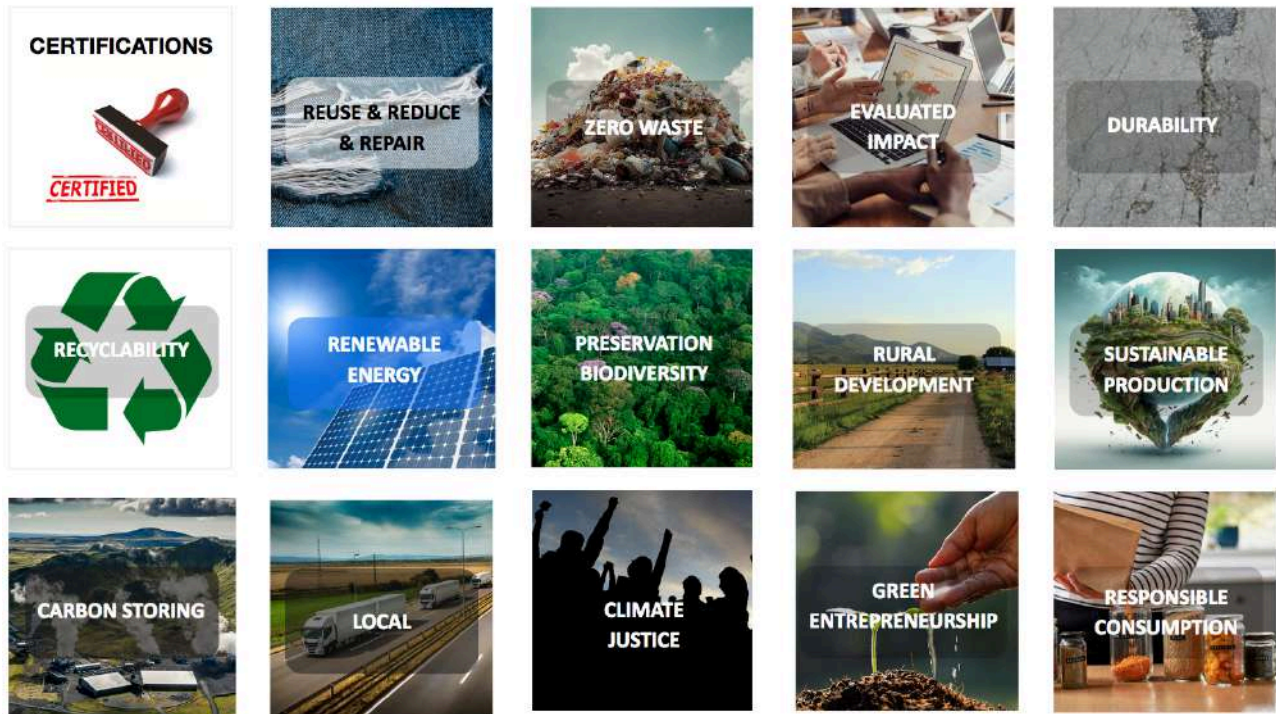
Execution of the Activity 01:
Step 1: The facilitator reads the cards aloud and then places them on the table.
Step 2: Participants think for a couple of minutes and begin to select the 5 criteria that they consider most important.

The facilitator guides this action by helping them to reflect and select the top 5 of criteria.

Time available for this activity: 20 minutes

Sustainability Criteria - cards

CERTIFICATIONS	REUSE & REDUCE & REPAIR	ZERO WASTE	EVALUATED IMPACT	DURABILITY
RECYCLABILITY	RENEWABLE ENERGY	PRESERVATION BIODIVERSITY	RURAL DEVELOPMENT	SUSTAINABLE PRODUCTION
CARBON STORING	LOCAL	CLIMATE JUSTICE	GREEN ENTREPRENEURSHIP	RESPONSIBLE CONSUMPTION

Aesthetics Criteria - cards

CULTURAL HERITAGE	AESTHETICS	COLLECTIVE EXPERIENCE	(G)LOCAL	SENSORY EXPERIENCE
ERGONOMICS	GESTALT PRINCIPLES	WELL BEING	NEW MATERIALS	CONNECTION ACROSS CONTEXTS
INTEGRATION	ART	TRENDS	CREATIVITY	BIOMIMICRY
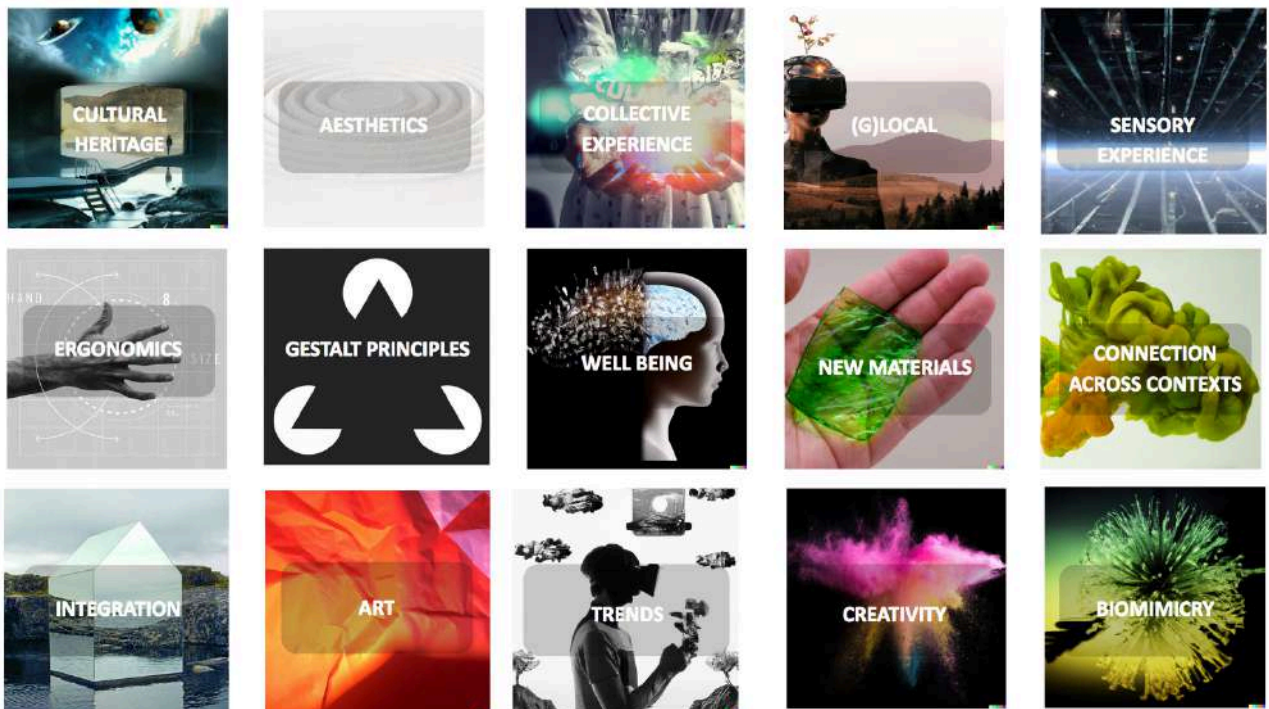
Inclusion Criteria - cards
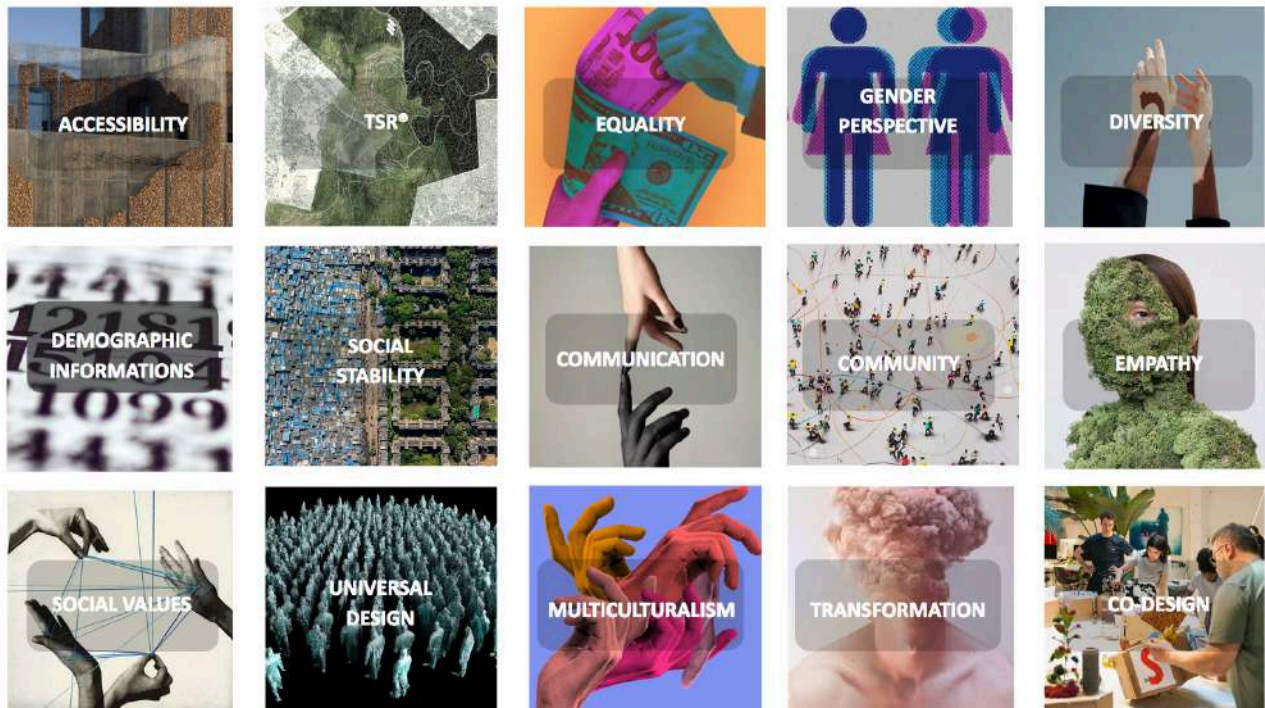
Activity 02 - Share your experience/Learning by doing

Thanks to the workshops held during the UP2NEB kick-off meeting, Materially decided to do an activity that actively involves the participants, using the methodology "Learning by doing".

The activity aims at creating a product, service, city, urban plan etc. that represents the needs and/or desires of the participants. The objective of this activity is not the final output itself but to help participants express their previous experiences and their future needs/desires through manual activities that foster unbiased sharing.

Execution of the Activity 02:
Step 1:

Materially selected a few questions for each category and suggested that the workshop facilitators read them aloud to engage the participants.

*Questions

To define the questions, Materially decided to use the *New European Bauhaus Compass* document. A guiding framework for decision and project makers wishing to apply the NEB principles and criteria to their activities.

Step 2:
Each team decides on the project they want to do, using a DIN A1 whiteboard to write, draw and think together. They have to design the project and plan the actions.
The facilitator helps in the process.

Example discussion:
Facilitator: Starting from your experiences and knowledge (activities you have done, lessons at school, books read, projects seen on social media...). Let's design a product, service, building, scenario that answers at least some of the questions we have just read.

Table 01 - eg. How do you imagine a building that meets the inclusion criteria?

Table 02 - eg. How do you imagine a product that meets the sustainability criteria?

Table 03 - eg. How do you imagine a city that reflects the criteria of beauty?

Step 3:
Together define the final idea. The facilitator reads aloud what emerged from the discussion and proposes the project starting from what emerged.

Step 4:
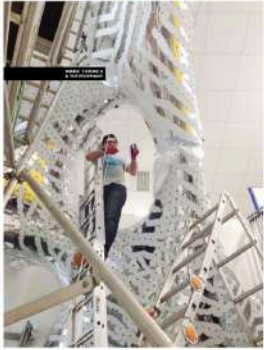Each group builds its own product, building, city, service (1:1 scale or smaller scale). Material is made available by the LL host for each group of participants to be used for this activity. The facilitator guides the actions and writes a short explanation of the idea, which will then be shared with everyone.

ACTIVITY 02

UP2NEB

Build

full scale or small scale, your product, city, scenario ...

Fig 12: Same sample from the pdf presentation

Activity 03 - Dear FutureMe

The last activity aims to ask participants to leave a message for their future selves. Materially, together with the partners, decided to use two versions, one on paper and a virtual one. For the paper version, Materially has prepared a template.

Execution of the Activity 03:

Step 1:

Briefly review the discussion made during the previous activities

Step 2:

Write a focus question or prompts on a flipchart/whiteboard.

* These can either be defined by the facilitator, or through discussion with the group.
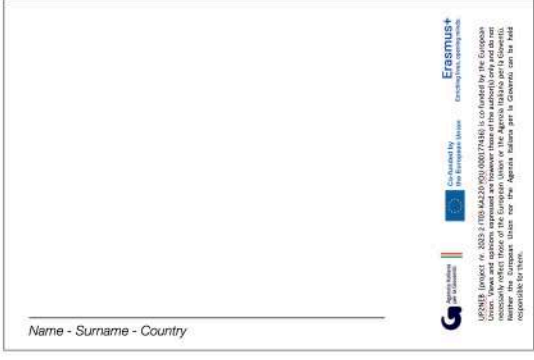
For example:

- What will I achieve by X (date)?
- What will I do tomorrow, next week, next month?
- How do I want my future self to feel?
- Don't forget…
- I want to change… because…

Fig 13: Cards from the pdf presentation

The last minutes instead are dedicated to the web version. For this the following website is used: www.futureme.org.
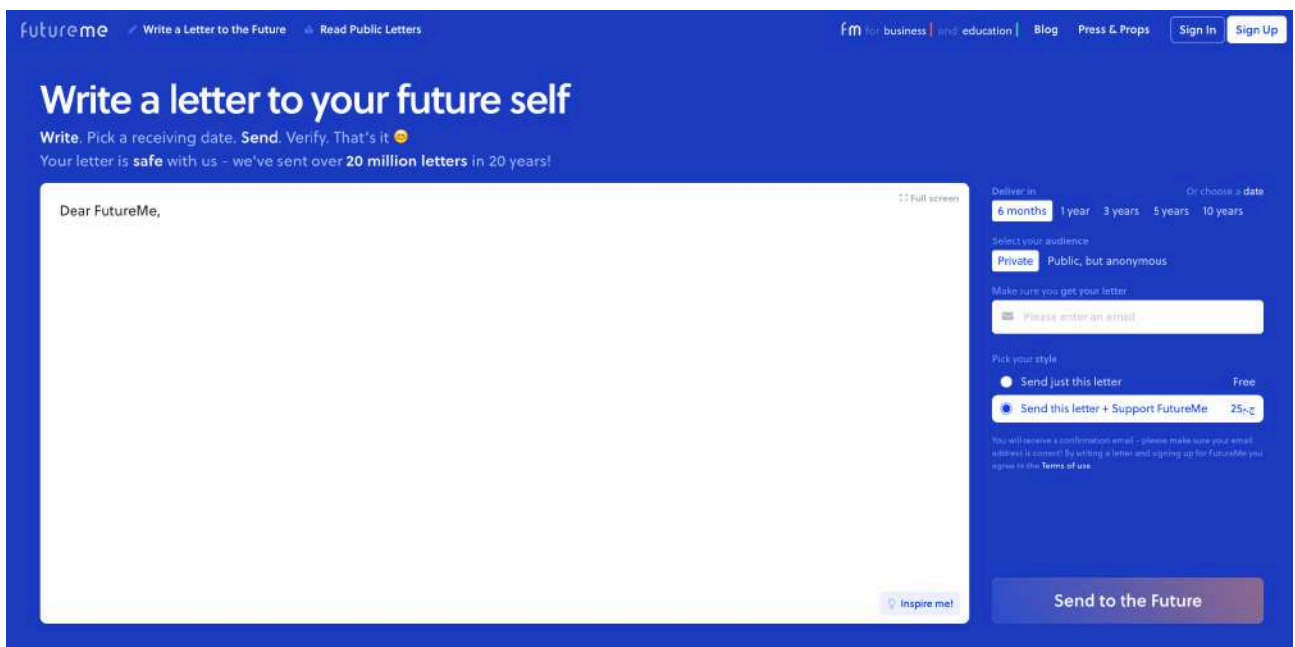
Fig 14: Homepage of website Futurme

Final Discussion

In the final plenary session of the workshop, each group presents the results of their discussions. This allows everyone to share ideas and engage in meaningful discussions, highlighting key outcomes. After each presentation, the hosting partners provide brief closing remarks, summarising the insights. Even in this phase the partners must keep track of what has emerged because it will all be useful data for defining the Training Programme.

Materially has prepared a certificate to be given to the participants of the Living Labs and an email to thank the participants. The email was provided in English and then each partner could use it in English or translate it.

2. Living Labs

Living Labs (LL) are workshops designed to engage young people, youth workers, and local stakeholders in a collaborative environment. To create this collaborative environment, Materially designed the activities. Each partner carried out the activities and had the freedom to add different micro activities depending on their knowledge and expertise. The purpose of the LLs was to explore pivotal topics for our society like sustainability, inclusion, and aesthetics, reflecting the pillars of the New European Bauhaus initiative. Through guided discussions led by experienced facilitators, participants from diverse backgrounds came together to share insights and experiences, helping to shape educational paths and address local needs.

In addition to this report, the outputs of the LL process include video-footage (Instagram Reels of each event and a comprehensive video of all LLs) capturing the discussions, while the outcomes will lead to the creation of a flexible training program that addresses real issues identified by young people. By fostering engagement and dialogue between youth and local communities, the Living Labs may contribute to a positive transformation of rural areas, offering a bottom-up approach to learning and community development. The following paragraphs summarises how Materially managed the planning and organisation of the various Living Labs, how they were carried out by the consortium partners and the insights gathered through the successful execution of the 10 UP2NEB Living Labs.

2.1 METHODOLOGY: PLANNING AND ORGANIZATION

To facilitate the planning and organisation of the LLs of all partners between June and August, Materially prepared the following materials:
1. The *Partner info* - an Excel file with a Gantt chart to check the timing of all LLs
2. A folder in Google drive for each partner to organise and collect the materials of all the partners (videos, photos, Google form for registrations, Excel doc with the results obtained in the working groups and feedback)
3. A Google form to be translated to collect participations for each LLs. The file is divided into 5 sections: 1/2/3 general information from the participants, 4/5 information on the project and the New European Bauhaus.
4. The *Attendance List template* - an Excel file to print on the day of the event and collect the signatures of the participants.
5. The *WS Report* - an Excel file where each partner indicates the feedback emerged during the individual LLs, tracking lessons learned and critical issues.

Fig 15: Gantt - timeline Living Labs

In the following paragraphs, the work carried out by each partner is presented. For each partner, there is a description of their contributions to each working group focused on different topics (sustainability, aesthetics, and inclusion). Finally, there is a photo gallery and a link to the Instagram reels.

2.2. ROMANIA - GEYC: RESULTS

Where - hosting partner: GEYC

When - Date: 03.06.2024

Who - Participants 16

Age: 41% under 18 - 35,3% between 18 and 24 - 23,5% over 30

Profession: 76,4% students - 11,8% employee - 5,9% director - 5,9% professor

Entity, Company/Association: 26,7% youth organisation - 46,7% high school -

6,7% high school institution - 20% private person

INSTAGRAM LINK

https://www.instagram.com/stories/highlights/18309281674157543/

Photo Gallery

Topic Sustainability

The cards were prioritised after small group reflection and discussions and the final order was established after some rounds of discussions and negotiations, during which participants shared their personal and community experiences as well regarding this topic. The group was formed randomly by using a spinning wheel. The participants were guided by a facilitator and they underwent a familiarisation activity, becoming aware of the characteristics of the three major themes of the concept New European Bauhaus. After ordering five cards for each theme: sustainability, esthetics and inclusion, one representative of the group presented their arguments for their choice. During the second workshop, the team was given a pre-set kit, containing various materials: wood, sticks, toothpicks, modelling clay, leaves, lego, etc and participants were invited to create a service. They chose to design a tourist resort complex. Throughout their process, the facilitator guided them, prompting them to consider key questions that their final product needed to address. Their design aligned with the main theme while also integrating two additional themes: aesthetics and inclusion. The product included clay-modelled huts with roofs covered with grass. Moreover the group designed a shopping centre built around the trees existent

on the field, tackling sustainability and nature protection. The design was evaluated by the other groups (peer-evaluation) and the feedback was positive.

Identified priorities: CLIMATE JUSTICE, PRESERVATION BIODIVERSITY, SUSTAINABLE PRODUCTION, RESPONSIBLE CONSUMPTION, GREEN ENTREPRENEURSHIP

Topic Aesthetics
The cards were prioritised after a small group reflection and discussions and the final order was established after some rounds of discussions and negotiations, when participants shared their personal and community experiences as well their experience regarding this topic. Participants of the group were selected randomly according to the spinning wheel. They were guided by facilitator Cristina Vasile. They got familiar with the concept and its three themes by taking part in the activity of ordering the cards. The group representative explained the reason for their ordering. The aesthetics group chose to design and build an urban plan, containing a hospital and different facilities that would combine aesthetics with inclusion and sustainability. The chromatic was varied and it contained both neutral colours and vivid colours in order to satisfy each desire of the inhabitants. Group members also designed a little house of happiness tackling the state of well-being. The design was according to the theme and the peer-evaluation concluded that the questions from the aesthetics sheet were tackled and answered.

Identified priorities: CULTURAL HERITAGE, CREATIVITY, COLLECTIVE EXPERIENCE, WELL BEING, ART

Topic Inclusion
The cards were prioritised after small group reflection and discussions and the final order was established after some rounds of discussions and negotiations, when participants shared their personal and community experiences as well regarding this topic. The Inclusion group was guided by Sarchizian Laura and its design was a one-storey house with a multi-functional outside yard and garden in order to satisfy the needs of all the family members or the house residents. The product was designed after the group had been familiarised with the three themes: sustainability, aesthetics, inclusion, by taking part in ordering the cards activity. The roof of the house was provided with a relaxation space for the well-being of the residents. Moreover, the garden was provided with a fire camp area, a playground for younger residents, tackling all group ages, thus embracing inclusion. The evaluation was made by the other 2 groups, confronting the product with the question sheet appropriate for this particular theme.

Identified priorities: DIVERSITY, ACCESSIBILITY, GENDER PERSPECTIVE, CO-DESIGN, EMPATHY

2.3 ITALY - MATERIALLY: RESULTS

Where - hosting partner: Materially
When - Date: 18.06.2024
Who - Participants 12
Age: 47,1% between 18 and 24 - 29,4% between 25 and 29 - 23,5% over 30
Profession: 35,3% students - 23,5% unemployed - 35,3% employee - 5,9% professor
Entity, Company/Association: 57,1% youth organisation- 28,6% university - 14,3& private person

Instagram Link
https://www.instagram.com/stories/highlights/18032704118066121/

Photo Gallery

Topic Sustainability

Creating a network between resources and people, the goal is to connect digital

information with physical experiences, thereby facilitating development in rural communities/urban suburbs. By fostering collaboration and resource-sharing, this network aims to bridge the gap between urban and rural areas. It will integrate cutting-edge technology with traditional practices, promoting a holistic view of sustainability that considers economic, social, and environmental dimensions. This interconnected approach will empower communities, enhance knowledge transfer, and support sustainable development. Ultimately, it will create a resilient and adaptable system that benefits both people and the planet.

Identified priorities: PRESERVATION BIODIVERSITY, REUSE & REDUCE & REPAIR, RESPONSIBLE CONSUMPTION, GREEN ENTREPRENEURSHIP, CERTIFICATIONS

Topic Aesthetics
Connecting the centre with the periphery, the goal is to redevelop abandoned places and transform them into spaces for education and discussion on various topics. By utilising design elements such as plants and new natural materials, these meeting places will not only serve as hubs for learning and dialogue but also become aesthetically beautiful environments. This approach aims to foster a sense of community, bridging urban and rural divides while revitalising neglected areas. Ultimately, it will create inviting and inspiring spaces that encourage knowledge exchange, and collaboration. POSTI DEL NUOVO - PLACES OF THE NEW.

Identified priorities: CREATIVITY, SENSORY EXPERIENCE, WELL BEING, NEW MATERIALS, CULTURAL HERITAGE

Topic Inclusion
The word "Capacitation" what does it mean for us? The process of giving voice to rights and removing obstacles, is essential for ensuring comprehensive accessibility - be it physical, cultural, linguistic, or mobility. By prioritising accessibility, the goal is to provide everyone the opportunity to enhance themselves and recognize the value of different abilities. Utilising the arts, such as theatre, we can foster inclusion among diverse groups, creating spaces where people connect and appreciate each other's unique contributions. This approach not only empowers individuals but also enriches the community by embracing diversity and promoting a culture of mutual respect and collaboration.
Identified priorities: COMMUNITY, DIVERSITY, ACCESSIBILITY, UNIVERSAL DESIGN, COMMUNICATION

2.4 TURKEY - ANKARA AKS: RESULTS

Where - hosting partner: Ankara Aks
When - Date: 02.07.2024
Who - Participants 21
<u>Age</u>: 61,3% between 18 and 24 - 19,4% between 25 and 29 - 19,4% over 30
<u>Profession</u>: 51,6% students - 16,1% unemployed - 19,4% employee - 3,2% professor - 3,2% Academician - 3,2% architect - 3,2%cultural arts professional - 3,2% personal business
<u>Entity, Company/Association</u>: 13% youth organisation- 17,2% NGO - 26,1% private person - 39,1% Higher educational institution - 4,3% company

Instagram Link
https://www.instagram.com/stories/highlights/17996404190480711/

Photo Gallery

Topic Sustainability

The first thing that comes to mind when we think of NEB principles is sustainability. When we think of sustainability, the first thing that comes to mind is "environmental" sustainability. However sustainability should be considered in a deeper scope beyond all these. Sustainability ultimately means "passing on what exists to future generations". This approach includes multiple layers; environmental, cultural and economic sustainability. The working group highlighted the concepts of "preservation biodiversity, responsible consumption, reuse, reduce repair, climate justice, evaluated impact", but they made it clear that it is not possible to agree or decide on the "most important concept" for sustainability. Each part of the ecosystem helps the system function and all are valuable. Only when these concepts are met can sustainability be achieved. However, no single individual can claim expertise in all these areas, as addressing these challenges requires the collaboration of multiple disciplines. Therefore, inclusive sustainable policies should be developed with a multidisciplinary approach. We need to protect the biodiversity in the ecosystem, this is essential for the interconnected chain. The production-consumption relationship should be part of a conscious and critical process, consumption does not indicate the level of prosperity. We should think about transforming the existing before buying a new one or building something new. Especially from the perspective of Turkey, demolishing/throwing away seems to be an easier solution than transforming and repairing. Europe aims to be a "carbon neutral" continent by 2050, but instead of supporting green production, it prefers to open its factories in places like Asia/Africa where there is disadvantaged cheap labour, and at the end of the day, disadvantaged 3rd world countries cause more emissions.

Identified priorities: PRESERVATION BIODIVERSITY, RESPONSIBLE CONSUMPTION, REUSE & REDUCE & REPAIR, CLIMATE JUSTICE, EVALUATED IMPACT

Topic Aesthetics

The concept of "aesthetics" is one of the most familiar concepts among the principles of NEB. In the group we discussed beauty and aesthetics by going

back to the origins of the word. Aesthetics is a concept that comes from Ancient Greek and essentially means "perception". This sums up the selected keywords very well. Aesthetics is directly related to perception and the perspective we look at shapes and how we perceive them. Let's imagine a relationship between culture and cognition; there is a cumulative cultural memory in Turkey. This memory gives answers to the question of what a "house" should be like, for example; there should be a sofa, there is a courtyard in traditional Turkish houses, privacy is important, there should be a warm atmosphere in the interior (just like Mediterranean climate houses). The design is shaped and designed with these answers, but there is more; the designed house and the life in it shapes our thinking and our collective culture at the end of the day. This mirror relationship between culture and cognition explains the concept of "aesthetics". So what should we do? We should use our "collective experience" to add creativity and inclusivity to be better. So our designs will contribute to "wellbeing" and we will create a new and sustainable perspective by integrating creativity into the collective experience.

Identified priorities: CREATIVITY, COLLECTIVE EXPERIENCE, INTEGRATION, BIOMIMICRY, WELL BEING

Topic Inclusion
According to our working group, the issue of inclusivity has often become a "cliché". Everyone agrees in theory that we should be inclusive, but when it comes to actually doing it in practice, we avoid taking responsibility. This is because we don't really "empathise" when we design for all. Empathy helps us develop an understanding of the problems that exist but that we are not dealing with. But sometimes empathy is not enough. To design for everyone, we need to really include everyone. That's why "co-design with community" is the most important step. If we have a diverse community with a perspective of gender equality, designing with that community is the most inclusive design we can do. Design is essentially about finding solutions to problems/solving problems. This is how we need to solve the problems we face in an inclusive way.

Identified priorities: CO-DESIGN, COMMUNITY, EMPATHY, GENDER PERSPECTIVE, UNIVERSAL DESIGN

2.5 Spain - Fundación Santa María la Real: Results
Where - hosting partner: Fundacion Santa Maria
When - Date: 02.07.2024
Who - Participants 14
Age: 13,3% between 18 and 24 - 26,7% between 25 and 29 - 30% over 30
Profession: 46,7% employee - 40% Unemployed - 6,7% - prefer not to say - 6,7% students
Entity, Company/Association: 25% youth organisation- 37,5% NGO - 12,5% public administration - 12,5% work in a social entity - 12,5% prefer not to say

Instagram Link
https://www.instagram.com/stories/highlights/18057895927617386/

Photo Gallery

Topic Sustainability

In the New European Bauhaus workshop, sustainability was one of the key pillars addressed. Participants demonstrated a strong commitment to creating greener and more resilient urban environments. Through the use of materials such as LEGO and clay, experimentation and creativity were encouraged in conceptualising cities that integrate sustainable solutions. The importance of adopting a holistic approach that considers not only the reduction of environmental impact, but also the regeneration of urban ecosystems was highlighted. The prototypes developed reflected innovative ideas to optimise the use of natural resources, reduce carbon emissions and promote energy efficiency in future cities. This exercise underlined the need for urban planning that prioritises sustainability, not as an option, but as a prerequisite to ensure the quality of life of future generations.

Identified priorities: SUSTAINABLE PRODUCTION, LOCAL, RESPONSIBLE CONSUMPTION, REUSE & REDUCE & REPAIR, RENEWABLE ENERGY

Topic Aesthetics

In relation to the pillar of aesthetics, the workshop allowed participants to explore how beauty and design influence the creation of urban environments. Through the construction of prototypes with materials such as LEGO and clay, an aesthetic approach that goes beyond the superficial was promoted, advocating for harmony between functionality and form. Participants reflected on how well-designed spaces can positively influence people's well-being, generating a sense of belonging and community pride. The resulting creations evidenced a diversity of aesthetic approaches, but all shared a common goal: to make urban environments not only functional, but also inspiring and welcoming. This holistic approach to aesthetics highlights the importance of designing cities that are both pleasing to the eye and meaningful and emotionally resonant for their inhabitants.

Identified priorities: CREATIVITY, CULTURAL HERITAGE, WELL BEING, INTEGRATION, AESTHETICS

Topic Inclusion

The pillar of inclusion was central to the workshop, reflecting the importance of creating cities that are accessible and welcoming to all people, regardless of their background, gender, age or abilities. Through prototyping, participants explored how to design urban environments that promote equity and social cohesion. The need to consider diversity in urban design was emphasised, ensuring that all citizens feel represented and can participate fully in the life of the city. The models created highlighted the importance of integrating inclusive public spaces, universal accessibility and community participation in design processes. Participants also reflected on how cities can be a reflection of cultural and social diversity, promoting coexistence and mutual respect. In summary, this workshop underlined that inclusion is not just a goal, but a fundamental basis for building fairer and more cohesive cities.

Identified priorities: TSR®, COMMUNICATION, ACCESSIBILITY, SOCIAL VALUES, DIVERSITY

2.6 AUSTRIA - INNOVATIVE EDUCATION CENTER: RESULTS

Where - hosting partner: Innovative, Education Center - location: University of Applied Arts in Vienna
When - Date: 10.07.2024
Who - Participants 14
Age: 7,7% between 18 and 24 - 46,2% between 25 and 29 - 46,2% over 30
Profession: 23,1% students, 7,7% Unemployed - 7,7% RA professional- 7,7%consultant in sustainability - 7,7% Machine Learning Engineering - 7,7% researcher
Entity, Company/Association: 7,7% company - 7,7% NGO - 7,7% self-organised community - 7,7% Trainee in a public library 7,7% higher Education Institution - 61,5% private person

Instagram link:
https://www.instagram.com/reel/C_xPQZzshm1/?utm_source=ig_web_copy_link

Photo Gallery
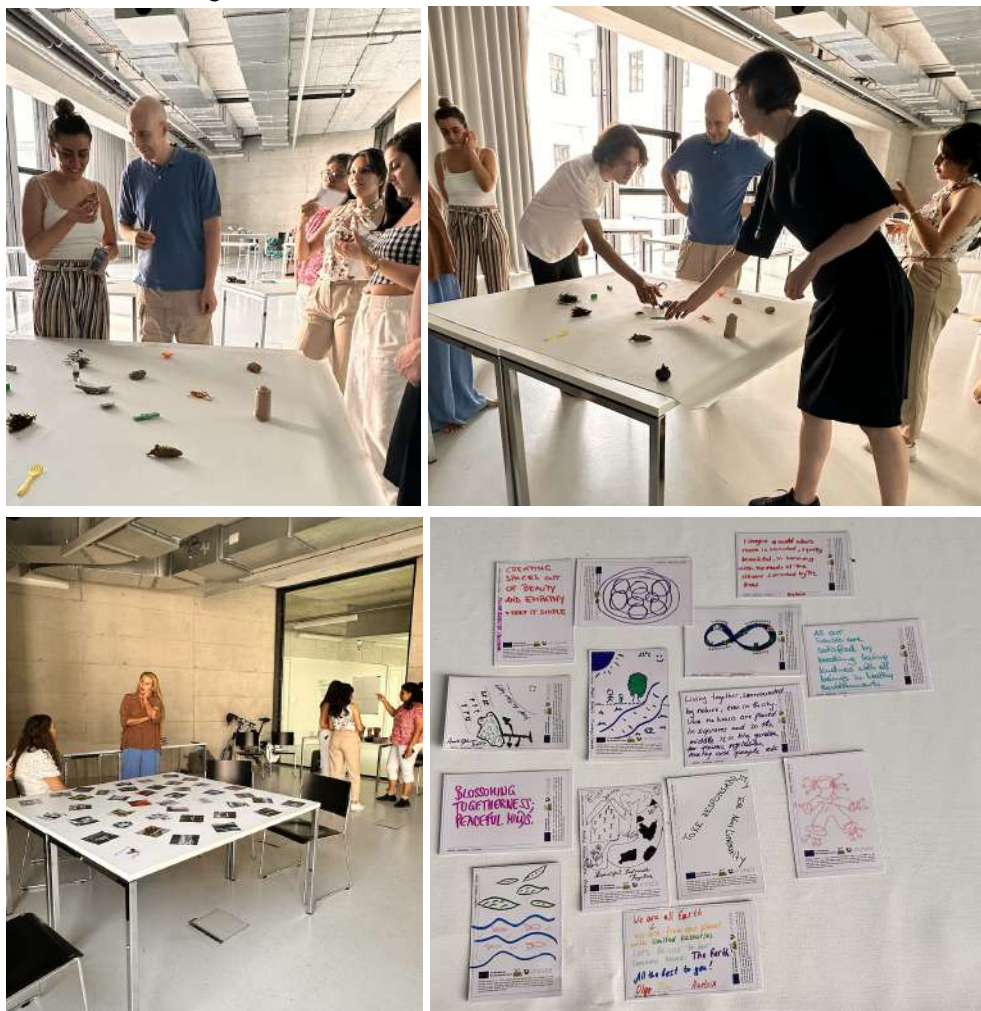
Topic Sustainability

Reuse, Reduce, and Repair: Develop educational programs that teach practical skills in reusing, reducing waste, and repairing items, fostering a mindset of sustainability. Engage participants through activities that utilise smell and touch sensations to explore the lifecycle of products and the importance of sustainable practices.

Climate Justice: Advocate for policies and initiatives that address climate justice, ensuring that rural and peripheral communities are not disproportionately affected by environmental issues. Use sensory experiences to highlight the impacts of climate change on local ecosystems and communities, promoting awareness and action.

Responsible Consumption: Educate community members on responsible consumption habits, emphasising the importance of making eco-friendly

choices. Create interactive sessions where participants can experience the effects of responsible consumption through tactile and olfactory stimuli.
Recyclability: Implement recycling programs and workshops that encourage the community to recycle effectively. Use sensory activities to demonstrate the process of recycling and its benefits to the environment.
Sustainable Production: Support local artisans and producers who engage in sustainable production methods, providing training and resources. Incorporate hands-on experiences that allow participants to understand the journey from raw materials to finished products, enhancing appreciation for sustainable production.

Identified priorities: REUSE & REDUCE & REPAIR, CLIMATE JUSTICE, RESPONSIBLE CONSUMPTION, RECYCLABILITY, SUSTAINABLE PRODUCTION

Topic Aesthetics

Aesthetics: Foster a culture of appreciation for aesthetics by integrating design principles into educational programs. Utilise sensory experiences to explore the beauty in nature, inspiring creative and sustainable design solutions.
Well-Being: Create spaces that promote well-being through thoughtful design, incorporating elements that enhance mental and physical health. Engage participants in activities that connect sensory experiences with well-being, such as aromatherapy and tactile garden walks.
Connection Across Contexts: Encourage connections between different contexts through interdisciplinary projects that combine arts, sciences, and humanities. Use sensory activities to bridge the gap between nature and society, demonstrating how interconnected systems can inspire holistic design.
Sensory Experience: Offer programs that focus on the sensory aspects of design, emphasising the role of touch, smell, and other senses in creating aesthetic environments. Organise workshops that leverage sensory experiences to explore the intersection of natural and built environments.
Creativity: Nurture creativity by providing resources and opportunities for artistic expression and innovation. Inspire creativity through activities that engage the senses, encouraging participants to draw inspiration from nature's textures, scents, and forms.

Identified priorities: AESTHETICS, WELL BEING, CONNECTION ACROSS CONTEXTS, SENSORY EXPERIENCE, CREATIVITY

Topic Inclusion

Accessibility: Ensure that all community spaces and programs are accessible to people of all abilities, promoting inclusivity. Design sensory-rich experiences that are inclusive and accessible, allowing everyone to participate fully.

Equality: Promote equality through educational and community programs that address disparities and empower marginalised groups. Use sensory activities to foster empathy and understanding, highlighting the importance of equal opportunities for all.

Empathy: Develop programs that encourage empathy and social cohesion, fostering a supportive community environment. Create immersive sensory experiences that help participants to understand diverse perspectives and build empathy.

Community: Strengthen community bonds by offering inclusive and participatory programs that bring people together.

Leverage sensory activities to create shared experiences that enhance community cohesion and collective well-being.

Identified priorities: ACCESSIBILITY, EQUALITY, EMPATHY, MULTICULTURALISM, COMMUNITY.

2.7 Netherlands - Quiosq: Results

Where - hosting partner: Quiosq

When - Date: 12.07.2024

Who - Participants 26

Age: 13,6% between 18 and 24 - 54,5% between 25 and 29 - 31,8% over 30

Profession: 50% Employed - 22,7% Unemployed - 13,6 Student - 4,5% Freelancer -
4,5% PhD in Microbiology - 4,5% Open to work, just graduated

Entity, Company/Association: 25% Youth Organization - 41,7% NGO - 16,7% Higher
Education Institution - 8,3% Company - 8,3% Private person

Instagram link

https://www.instagram.com/stories/highlights/18015521213379818/

Photo Gallery

Topic Sustainability

Sustainability Focused Store: Redefining Conscious Consumerism. At the heart of our store's design is a commitment to sustainability. We've created a shopping experience that prioritises eco-friendly practices and fosters a deeper understanding of the products you purchase. Our foundational principle is that consumers should be well-informed about the origins and impacts of their purchases. To achieve this, we've incorporated a variety of features that promote transparency and engagement: 1. Information Transparency: Detailed information is provided about product origins, production processes, and sustainability certifications, empowering customers to make informed choices. 2. Interactive Exhibitions: Small exhibitions throughout the store showcase sustainable practices, innovative recycling methods, and the journey of products from raw material to shelf. 3. Repair Cafes: Dedicated spaces where customers can bring their damaged goods to be repaired, extending the lifespan of products and reducing waste. 4. Recycling Bins: Easily accessible recycling stations for customers to dispose of recyclable materials responsibly. 5. Vegetable Gardens: On-site gardens demonstrate urban farming techniques and supply fresh produce, emphasising the importance of local and sustainable agriculture. 6. Exchange Counters: Areas where customers can swap items they no longer need, promoting the reuse and repurposing of goods. 7. Community Spaces: Cosy corners with coffee and seating where customers can gather, fostering a sense of community and encouraging discussions about sustainability. By integrating these elements, our store not only provides high-quality, sustainable products but also educates and inspires our customers to live more sustainably. Join us in making a positive impact on the environment.

Identified priorities: LOCAL, RESPONSIBLE CONSUMPTION, SUSTAINABLE PRODUCTION, RECYCLABILITY, PRESERVATION BIODIVERSITY

Topic Aesthetics

The aesthetics team (AT) at the Living Lab discussed which elements establish a liveable space ("well-being" card). After some discussion, it was decided to attempt to create a neighbourhood through individual ideas ("creativity" card) which were later connected to each other in order to create a harmonious

space. Literally, in fact: a central green space was expressed and emphasised through the integration and subsequent connection of a set of surrounding trees ("new materials" card). Such a fusion was thought to foster innovation, as diverse viewpoints spark creative solutions that any single mind might miss while simultaneously creating support for the sum of proposed solutions. When individuals collaborate, they build on each other's insights, transforming fragmented thoughts into a cohesive vision. The collective effort not only amplifies the impact of ideas but also cultivates a sense of unity and shared purpose. This was further explored through intermittent discussion about the way the ideas were taking shape. By valuing and integrating each contribution, the group sought to create a liveable, beautiful and sustainable environment where creativity thrives, inspiring everyone involved to achieve more than they could alone ("sensory experience" card). Thus, the end result took shape in an organic form, somewhat resembling a dense forest ("biomimicry" card).

Identified priorities: CREATIVITY, WELL BEING, (G)LOCAL, BIOMIMICRY, NEW MATERIALS

Topic Inclusion
During the Living Lab session, the Inclusion team engaged in a discussion to identify key principles related to inclusion in order to develop a spatial solution using LEGO and other craft materials. The group began by sorting the cards with different principles on them. They then discussed the criteria for selecting their top principles—whether they should be the most impactful or personally interesting ones. They noted that many inclusion principles are interconnected; for example, effective communication enhances empathy. The importance of communication was emphasised. The team also debated the relationship between diversity and accessibility, concluding that achieving diversity inherently improves accessibility. The team brainstormed potential inclusive spatial solutions. Ideas included an inclusive farm, an adult daycare, a third neighbourhood, coliving spaces, and a repair café. They envisioned these spaces as places where community members could share knowledge and contribute, reminiscent of traditional communal living. Finally, they came up with the concept of a meeting spot within divided neighbourhoods where everyone can contribute their individual skills, benefiting the social cohesion in the area. They highlighted examples of specific skills that each person might offer, such as Greek grandma's hangover cures, language skills, or cooking knowledge.

Identified priorities: DIVERSITY, EQUALITY, COMMUNICATION, EMPATHY, COMMUNITY

2.8 ITALY - CIAPE: RESULTS

Where - hosting partner: CIAPE

When - Date: 25.07.2024

Who - Participants 29

Age: 17% between 18 and 25 - 83% between 30 - 45

Profession: 80% youth workers - 17% unemployed/temporary collaborations - 3% social reporter

Entity, Company/Association: 90% third sector organisations - 7% for profit education companies - 3% public school

Instagram link

https://www.instagram.com/stories/highlights/18032704118066121/

Photo Gallery

Topic Sustainability

The group has accomplished valuable work based on sustainability, creating an educational park accessible to all. This green space includes a community garden cultivating dye plants, promoting urban agriculture, and offering citizens the opportunity to experience natural dyeing. In addition to the garden, the park features recreational areas, nature trails, spaces for educational activities and zones dedicated to local wildlife. There are also areas for entertainment, ecological scientific insights and spaces for recycling. The initiative aims to enhance the community's quality of life by encouraging a

healthy lifestyle and social cohesion, representing a tangible example of commitment towards a more sustainable future.

Identified priorities: CERTIFICATIONS, RESPONSIBLE CONSUMPTION, PRESERVATION BIODIVERSITY, RECYCLABILITY, GREEN ENTREPRENEURSHIP

Topic Aesthetics

The working group on "aesthetics" focused on the importance of infusing all social spaces with an aesthetic dimension, characterised by the resonance between the individual and the surrounding space. The group specifically developed a project for an "open theatre" as a multi-faced cultural and educational space run and benefitted by the local community. The context, the assets, the spaces and the infrastructures of the city of L'Aquila, recently shaken by a destructive earthquake, have stimulated reflection on this area in a challenging and emotionally profound way. Creating beauty in a place where gutted houses and cranes are still an integral part of the scenery is possible if aesthetics is understood as a resonance between the individual and the external space. This is what also made possible the recent recognition of L'Aquila as the Italian capital of culture 2026, leveraging culture as a driving force for rebirth of the city and its inhabitants.

Identified priorities: ART, ERGONOMICS, WELL BEING, GESTALT PRINCIPLES, CULTURAL HERITAGE

Topic Inclusion

The inclusion group envisioned an open and accessible park for everyone, where interaction and cross-contamination can serve not only as the source of energy for the park's development but also as a challenge for its users. Through the representation of dialogue between different species, the aim was to reference the diversity that characterises human society and living beings in general. In this park, structured or spontaneous meeting moments can be created during which all parties can benefit. From a methodological point of view, it is important to underline that the group assigned to this working table was composed by young people with special educational needs, and this made the process and the identified conclusions even more significant.

Identified priorities: MULTICULTURALISM, COMMUNICATION, DIVERSITY, TSR®, EMPATHY

2.9 MACEDONIA - ECO LOGIC: RESULTS

Where - hosting partner: Eco Logic

When - Date: 05.08.2024

Who - Participants 16

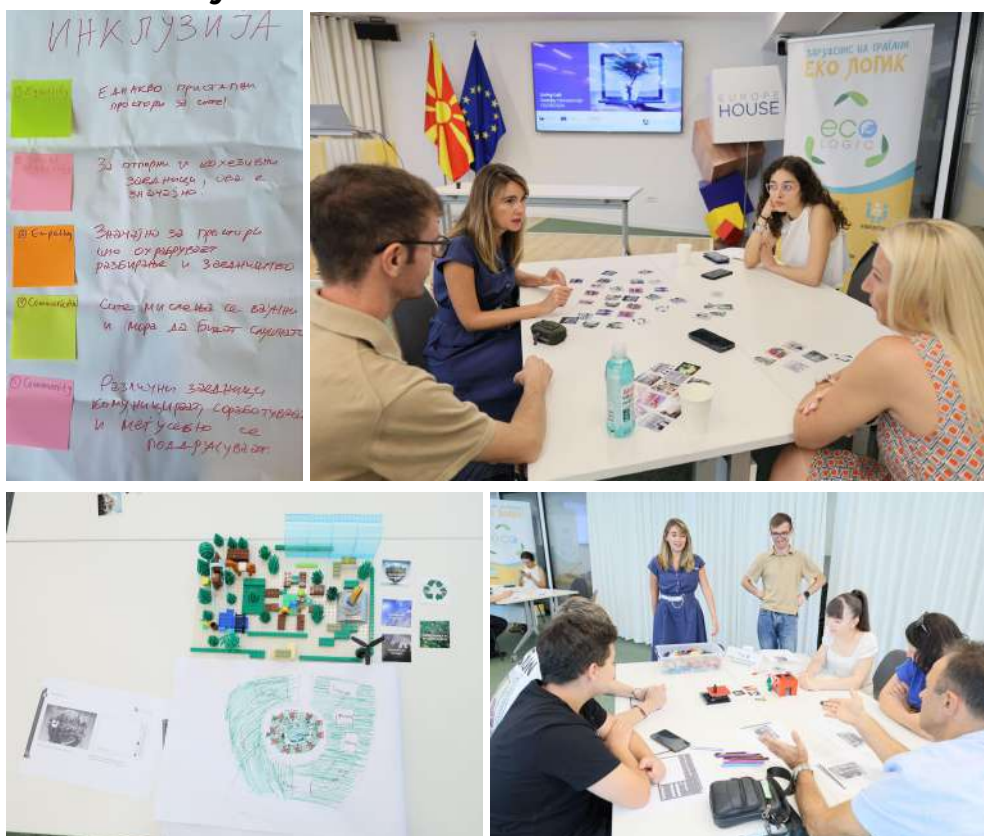Age: 35,3% between 18 and 24 - 64,7% over 30

Profession: 30,8% NGO, 23,1% Youth organisation - 30,8% Public administration - 15,4% private person

Entity, Company/Association: 15,4% youth - 53,8% Youth worker - 15,4% Stakeholder - 7,7% architect

Instagram link

https://www.instagram.com/stories/highlights/18038271725077311/

Photo Gallery

Topic Sustainability

The goal of the participants' mini-city was to create a fair and sustainable community by giving priority to the five important areas. Renewable energy powers the city, lowering the carbon footprint and promoting environmental sustainability. Recyclability is the foundation of waste management in the mini-city, turning discarded materials into valuable resources and guaranteeing it remains clean and efficient. Sustainable production flourishes by sourcing locally, promoting self-sufficiency, and reducing waste, keeping the market lively and eco-friendly. Parks, playgrounds, and gardens depend on preservation and biodiversity to preserve the beauty of the natural world. Finally, the development of our community is guided by climate justice, which makes sure that every choice taken respects everyone's well-being, both now and in future generations.

Identified priorities: RENEWABLE ENERGY, SUSTAINABLE PRODUCTION, RECYCLABILITY, PRESERVATION BIODIVERSITY, CLIMATE JUSTICE

Topic Aesthetics

The aesthetics group chose to present the houses in Prilep. By fusing modern components with Prilep's historical foundations, participants emphasised connectedness across settings and produced a seamless urban experience. The usage of local materials, such as the famous Prilep marble, reflects cultural heritage and helps to maintain the city's character. Their design decisions are heavily influenced by art and creativity, which highlights regional inventiveness and craftsmanship. Aesthetics are meticulously thought out, balancing visually arresting architecture with user comfort to create rooms that are both attractive and useful. By putting these principles first, Prilep embraces a dynamic and creative present while preserving its charm.

Identified priorities: CONNECTION ACROSS CONTEXTS, CULTURAL HERITAGE, CREATIVITY, ART, AESTHETICS

Topic Inclusion

The group's dedication to create a peaceful and welcoming environment is reflected in the design of the house with an accessible park. By making sure that the park is open to all, regardless of age or ability, participants emphasised equality and represented inclusivity in urban design. With careful planning and the creation of a community gathering place where everyone can gather, social stability was prioritised and a sense of belonging was fostered. Greenery, flowers and vibrant blocks were added with empathy in mind, creating a warm and engaging atmosphere for everyone. The open layout of the park encourages communication and fosters relationships amongst people. Finally, the design places a strong emphasis on community by encouraging a common area where people may gather, fortifying ties, and fostering a positive atmosphere.

Identified priorities: EQUALITY, SOCIAL STABILITY, EMPATHY, COMMUNICATION, COMMUNITY

2.10 SLOVENIA - STEP: RESULTS

Where - hosting partner: **STEP**

When - Date: **9. 8. 2024**

Who - Participants 15

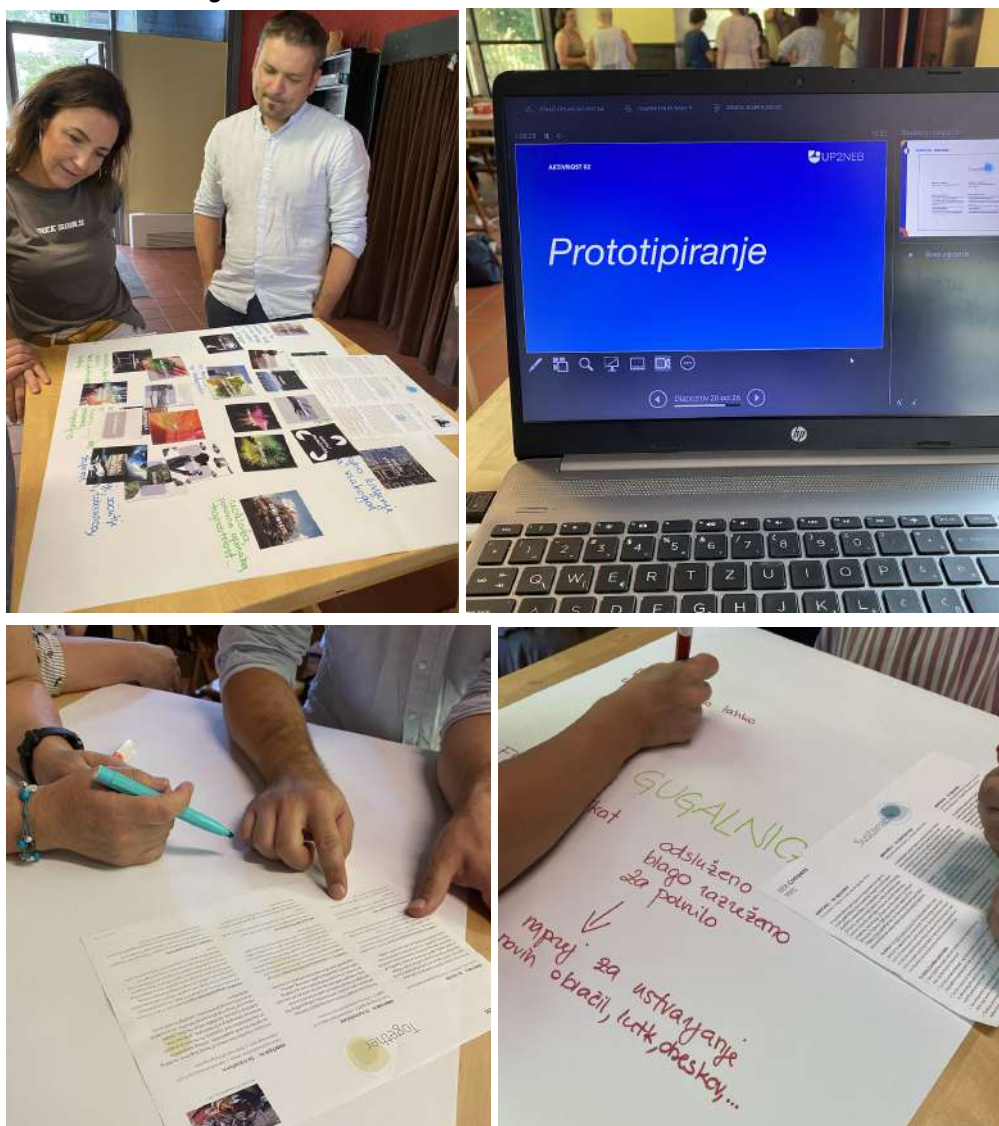Age: 67 % between 18 and 24 - 27 % between 25 and 29 - 6 % over 30

Profession: 47 % Student - 33 % Employed - 13 % Unemployed - 7 % Freelancer

Entity, Company/Association: 60 % Youth organisation - 27 % Company - 13 % NGO

Instagram link

https://www.instagram.com/stories/highlights/18085997053470694/

Photo Gallery

Topic Sustainability

Green Entrepreneurship: By fundamentally altering the initial concept of how businesses operate and integrating sustainability from the start, companies set a precedent for others. A self-sufficient company serves as a strong example, demonstrating that such practices are not only feasible but also valuable. Addressing the root problem of sustainability can eliminate the issue, making it a sensible approach for all businesses to adopt.

Renewable Energy: The majority of global issues stem from energy consumption and resource depletion. Utilising renewable energy sources is crucial, as we need the access to sustainable energy that won't run out. Traditional sources like wood, gasoline, and oil are finite and will eventually deplete, leading to societal collapse. Embracing renewable energy is essential to prevent such an outcome.

Climate Justice: The degradation of the ozone layer signals a severe threat to our planet. There is no "Planet B." We must take care of Earth to prevent total collapse and ensure human survival. Climate justice is about people, not just corporations. In democratic societies, people have the right to demand that companies act responsibly. It's about action from people for people.

Reuse, Reduce, Repair: This principle focuses on individual responsibility. Each person should actively engage in reusing, reducing waste, and repairing items to minimise environmental impact.

Certifications: Certain certifications, standards, and accolades are given to companies that excel in sustainable practices. These recognitions encourage companies to adhere to high environmental standards.

Each of these principles applies to different sectors—individuals, corporations, and businesses—highlighting the importance of sustainable practices across all levels of society.

Identified priorities: GREEN ENTREPRENEURSHIP, RENEWABLE ENERGY, CLIMATE JUSTICE, REUSE & REDUCE & REPAIR, CERTIFICATIONS

Topic Aesthetics

Creativity: Aesthetics are inherently linked to creativity, as evolution in design and form prevents monotony. If everything remains static, the human mind becomes bored. Creativity allows us to view established concepts from new perspectives, offering fresh interpretations and innovations.

Well-being: The principle that "beauty is in the eye of the beholder" underscores the importance of personal well-being. For a positive aesthetic experience, one must first achieve personal well-being. Well-being influences how we perceive and appreciate beauty, affecting whether we find joy in beautiful things. Aesthetic appreciation is subjective and linked to individual well-being. Creating art for personal fulfilment versus for public consumption also highlights this difference.

Sensory Experience: To deem something beautiful, you must first perceive it through your senses. If an object or scene does not appeal to your senses, it can

lead to overstimulation and discomfort. The ideal is to strike a balance where something attracts you without overwhelming you, engaging all your senses harmoniously.

Gestalt Principles: The Gestalt approach emphasises that the whole is greater than the sum of its parts, fostering collective unity. True beauty often results from collective effort rather than from the work of a single individual. It reflects humanity's desire to make a lasting impact—"I was here, I existed."

Collective Experience: In the context of sustainability, beauty is defined by the community. A shared sense of aesthetic appreciation can motivate the entire community towards sustainable practices, making sustainability not only achievable but also visually and emotionally rewarding.

Identified priorities: CREATIVITY, WELL BEING, SENSORY EXPERIENCE, GESTALT PRINCIPLES, COLLECTIVE EXPERIENCE

Topic Inclusion

Empathy: Empathy involves understanding and internalising certain emotional responses, which fosters inclusion within a group. It plays a key role in drawing people in and is inherently linked to communication. Without effective communication, empathy cannot fully manifest.

Communication: Communication is central to inclusivity. It is the foundation of empathetic groups and sets humans apart from animals. Effective communication is essential for accepting others and is closely tied to social values.

Social Values: Inclusivity depends on social values. When a society values empathy and communication, it becomes easier to overcome mental barriers and accept diversity. Different cultures have varying social values that impact inclusivity. For example, Scandinavian societies may emphasise individual responsibility, which can limit collective inclusion, while Balkan and Indian societies often practise more communal inclusion, positively influencing mental health. Social norms, shaped by communication and empathy, are crucial for building inclusive environments.

Accessibility: Local accessibility to inclusive practices enhances opportunities for participation. Accessibility begins with individuals actively engaging in their communities. People are more likely to participate in what is accessible and visible.

Co-design: Co-design involves collaborating to create something, which fosters a sense of importance and connection with others. It enhances purpose and inclusion by allowing individuals to contribute and engage with the process.

Identified priorities: EMPATHY, COMMUNICATION, SOCIAL VALUES, ACCESSIBILITY, CO-DESIGN

2.11 SLOVENIA - PODGRADOM: RESULTS

Where - hosting partner: **PODGRADOM**

When - Date: **14. 08. 2024**

Who - Participants: 10

Age: 8 % between 18 and 24 - 8 % between 25 and 29 - 84 % over 30

Profession: 100 % Employed

Entity, Company/Association: 17 % NGO - 83 % Public Institution

Instagram link

https://www.instagram.com/stories/highlights/18085997053470694/

Photo Gallery

Topic Sustainability

In our sustainability workshop, we focused on five key areas. Biodiversity preservation was highlighted, emphasising protection of species and reducing human impact on nature. Renewable energy sources like solar and wind were seen as vital for reducing reliance on fossil fuels. A zero-waste approach, prioritising recycling and reuse, was stressed. We also underscored responsible consumption, advocating for sustainable packaging and biodegradable products. Finally, we emphasised the importance of green entrepreneurship through eco-friendly, local, and pesticide-free initiatives to support a circular economy. These efforts are essential for creating a sustainable future for all. The prototypes developed during the workshop were grounded in the entrepreneurial concepts that some participants had previously formulated. This workshop provided an opportunity to refine and optimise these ideas, enhancing their alignment with sustainable practices and the broader goals of the project.

Identified priorities: PRESERVATION BIODIVERSITY, RENEWABLE ENERGY, ZERO WASTE, GREEN ENTREPRENEURSHIP, RESPONSIBLE CONSUMPTION

Topic Aesthetics

In our discussions on aesthetics, we identified several key elements essential to fostering a meaningful approach. Collective experience emerged as crucial, emphasising the importance of collaboration, connection, and shared understanding in driving progress and creating cohesive designs. Creativity was celebrated as a fundamental aspect, encouraging artistic expression, individuality, and innovation. We also stressed the significance of well-being, advocating for mental health and the harmony of mind and body as essential to aesthetic appreciation. The concept of (G)local was explored, highlighting the interplay between global and local influences. Finally, we underscored the use of new materials that are sustainable and respectful of all living beings.

Identified priorities: COLLECTIVE EXPERIENCE, CREATIVITY, WELL BEING, (G)LOCAL, NEW MATERIALS

Topic Inclusion

In our focus on inclusion, we emphasised key areas essential for fostering an inclusive environment. Transformation involves personal and societal growth, environmental care, and improving quality of life. Social stability is crucial for ensuring a dignified life for everyone. We highlighted the importance of diversity, affirming that while everyone is unique, all should be treated equally. Accessibility was identified as vital, covering education, basic necessities, and healthcare. Lastly, empathy was underscored, promoting understanding, compassion, tolerance, and acceptance. These elements are vital for fostering a truly inclusive society.

Identified priorities: TRANSFORMATION, SOCIAL STABILITY, DIVERSITY, EMPATHY, ACCESSIBILITY

2.12 CONCLUSION - LESSONS LEARNED AND ISSUES

Once all the Living Labs were concluded, Materially created a document to gather the results achieved.

2.12.1 PRIORITIES

Collective priorities were defined for each topic, providing a foundation to begin building the training program.

	Cards Sustainability	Vote	Cards Aesthetics	Vote	Cards Inclusion	Vote
1	CERTIFICATIONS	3	CULTURAL HERITAGE	5	ACCESSIBILITY	6
2	REUSE & REDUCE & REPAIR	5	AESTHETICS	3	TSR®	2
3	ZERO WASTE	1	COLLECTIVE EXPERIENCE	4	DEMOGRAPHIC INFORMATIONS	0
4	EVALUATED IMPACT	1	ERGONOMICS	1	SOCIAL STABILITY	2
5	RECYCLABILITY	4	GESTALT PRINCIPLES	2	SOCIAL VALUES	2
6	RENEWABLE ENERGY	4	WELL BEING	9	UNIVERSAL DESIGN	2
7	PRESERVATION BIODIVERSITY	7	INTEGRATION	2	EQUALITY	3
8	RURAL DEVELOPMENT	0	ART	3	GENDER PERSPECTIVE	2
9	CARBON STORING	0	TRENDS	0	DIVERSITY	6
10	LOCAL	2	(G)LOCAL	2	COMMUNICATION	6
11	CLIMATE JUSTICE	5	SENSORY EXPERIENCE	3	COMMUNITY	5
12	GREEN ENTREPRENEURSHIP	5	NEW MATERIALS	3	EMPATHY	8
13	DURABILITY	0	CONNECTION ACROSS CONTEXTS	2	MULTICULTURALISM	2
14	SUSTAINABLE PRODUCTION	5	CREATIVITY	9	TRANSFORMATION	1
15	RESPONSIBLE CONSUMPTION	8	BIOMIMICRY	2	CO-DESIGN	3
		50		50		50
		RESPONSIBLE CONSUMPTION		CREATIVITY		EMPATHY
		PRESERVATION BIODIVERSITY		WELL BEING		ACCESSIBILITY
		CLIMATE JUSTICE		CULTURAL HERITAGE		DIVERSITY
		GREEN ENTREPRENEURSHIP		COLLECTIVE EXPERIENCE		COMMUNICATION
		SUSTAINABLE PRODUCTION				COMMUNITY
		REUSE & REDUCE & REPAIR				

Fig 16: File Excel

Based on the data collected in the Excel sheet, Materially created two charts to provide a clear and immediate visualisation of the results achieved. The first chart outlines the collective priorities that emerged (Fig. 16), while the second highlights key concepts and topics (Fig. 17) discussed during the working sessions.

Fig 16: Priorities

During the working sessions, participants identified key priorities for each topic and then engaged in discussions about the future. For each topic, they designed a product, service, city, or urban space that best represented the priorities they had established. Ideas such as open theatres and parks, accessible cultural spaces for everyone, shared housing, and many others emerged from these discussions.
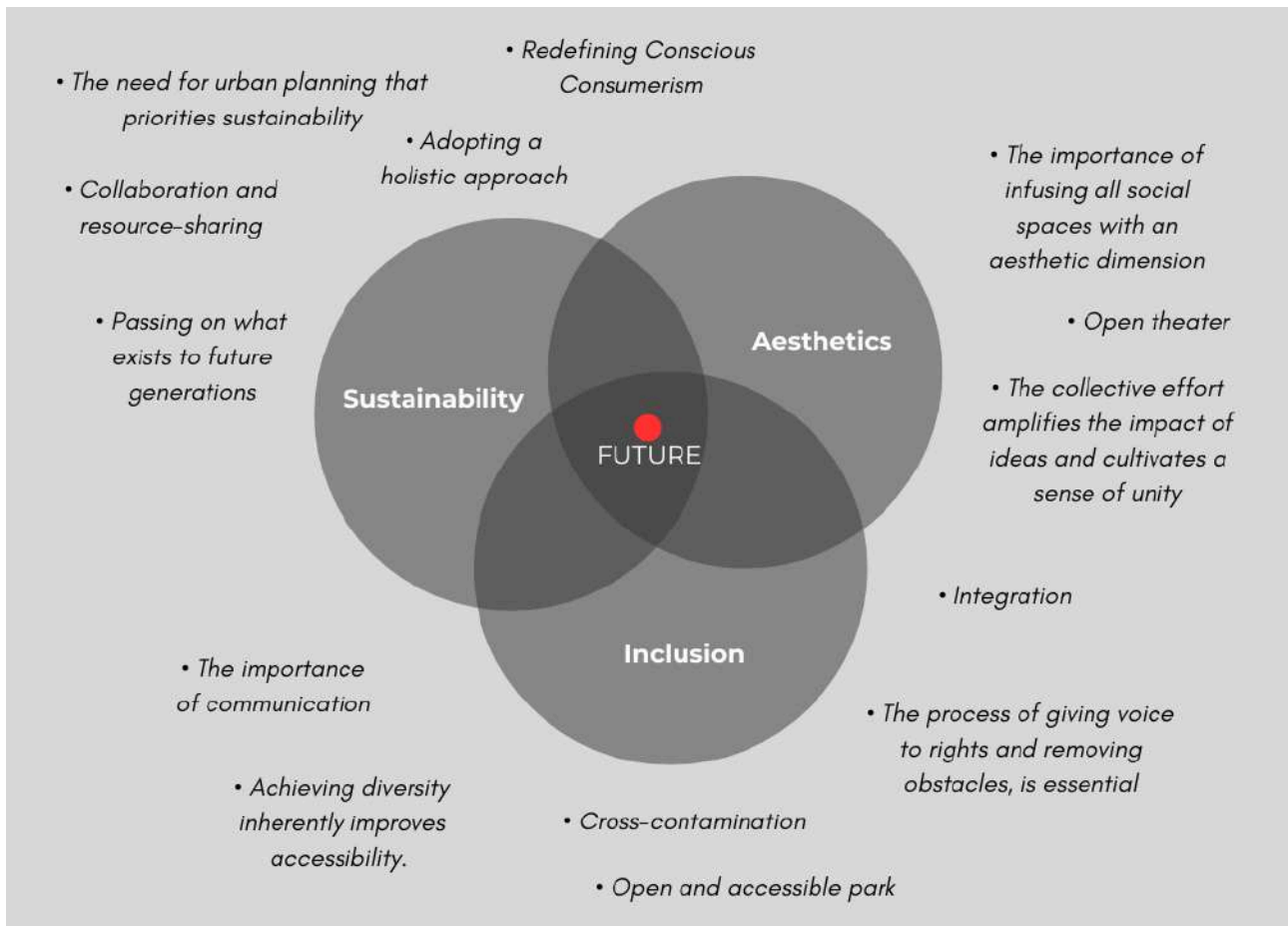
Fig 17: Topics

One of the collective results that emerged is that the three concepts of the New European Bauhaus - aesthetics, inclusion, sustainability - must be discussed in relation to each other, as they are closely interconnected and cannot be addressed individually: they only make sense when they are discussed and practised together because they all contain each other.

Furthermore, all the criteria described in the cards that have not been mentioned here are also very important for the New European Bauhaus and we should not ignore them when building our Future.

2.12.2 SKILLS

Topic Sustainability

The essential skills for young people to develop in the realm of sustainability include **Circular Economy, Upcycling, Recycling, Green Entrepreneurship**, and **Responsible Consumption**. Understanding the Circular Economy is key, as it focuses on designing products and processes that minimise waste and extend the life cycle of materials. Upcycling and Recycling are vital techniques for

transforming waste into new products, promoting resource efficiency. Green Entrepreneurship encourages innovation in sustainable business models, while Responsible Consumption involves making conscious choices that reduce environmental impact.

Topic Aesthetics

The essential skills for young people to develop in the realm of aesthetics include **Design Thinking**, **Creativity**, and **Art**, particularly focusing on Gestalt principles and aesthetic aspects. Design Thinking encourages a user-centred approach to problem-solving, enabling innovative and aesthetically pleasing solutions. Creativity allows for the generation of original and visually compelling ideas. Understanding Art, especially Gestalt principles and other aesthetic components, helps in designing with harmony, balance, and visual clarity.

Topic Inclusion

The key skills young people should develop for fostering inclusion are Critical Thinking, Communication, Equality, and Co-Design. **Critical Thinking** helps them challenge biases and understand different perspectives. **Communication** is crucial for creating open dialogues that encourage understanding and collaboration. Emphasising **Equality** ensures that all individuals, regardless of background, have equal opportunities and representation. **Co-Design** promotes collaborative efforts, allowing diverse groups to contribute to inclusive solutions. Developing these skills is essential for creating inclusive environments that value diversity and promote social equity.
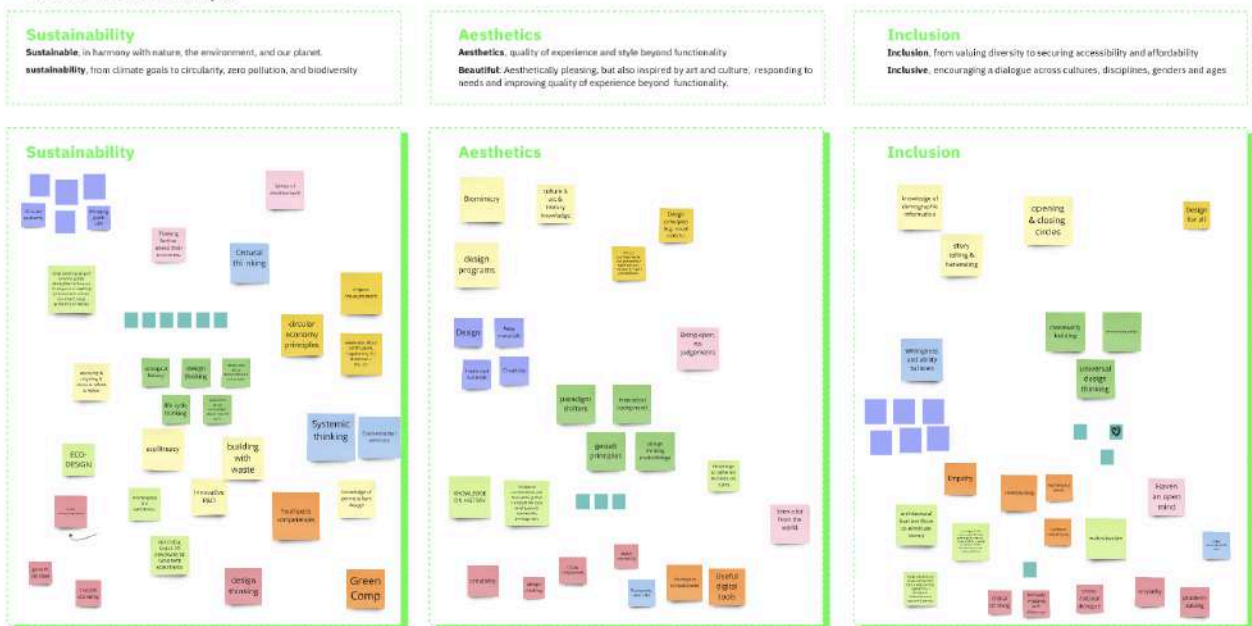
Fig 18: Skills

2.12.3 POSITIVE FEEDBACK

We invited participants to write a postcard to their future selves, sharing their hopes and positive reflections after a day spent working together on these important topics. This activity encouraged them to envision their personal growth and future aspirations, fostering a sense of continuity and commitment to the issues we explored.

"..inspiring others by collective action. Sharing the sustainable green movements ...."

" Dear Future me...be more consistent and develop better sustainable habits. Not be afraid to take initiative and start/participate in local project that promote environmental/social sustainability"

"Dear Future me, look after each other and the earth. Be local - connect - communicate'"
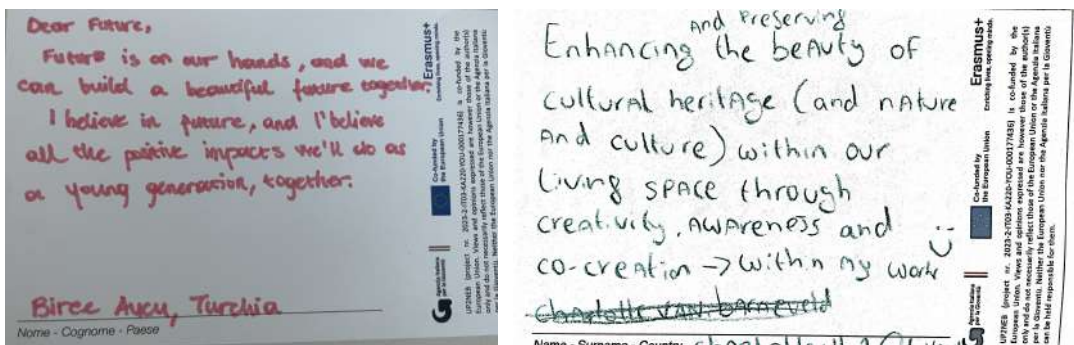
Fig 19: Cards - feedback

After the Living Labs, to maintain contact among participants and share updates on the project and its outcomes (I.2.6), an email was sent out featuring the video created by Materially, which showcases all the Living Labs. Participants were also invited to provide feedback.

3. Training Program

Thanks to the carrying out of the Living Labs and the results obtained, the consortium can start working on a comprehensive training program (D2.2) that will be delivered via a Miro Multiverse board, structured and designed based on the Living Labs outcomes. The program will explore topics aligned with the New European Bauhaus (NEB) core values: sustainability, inclusion, and aesthetics. It will target both young individuals and youth workers/trainers, fostering engagement and active learning.

To identify a suited methodology for structuring the Training program, we analysed other virtuous European projects.
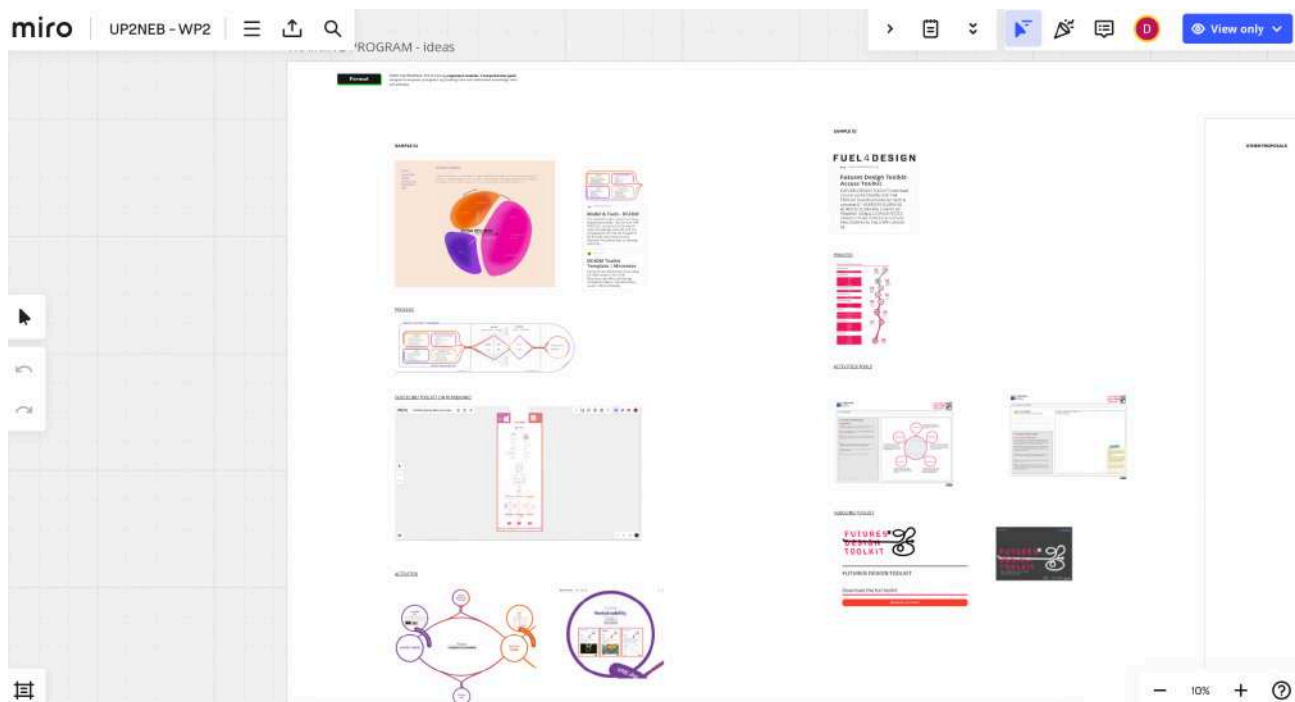
Fig 21: Miro board shared with project partners

After an analysis shared with the partners we decided to structure the TP in the following way:
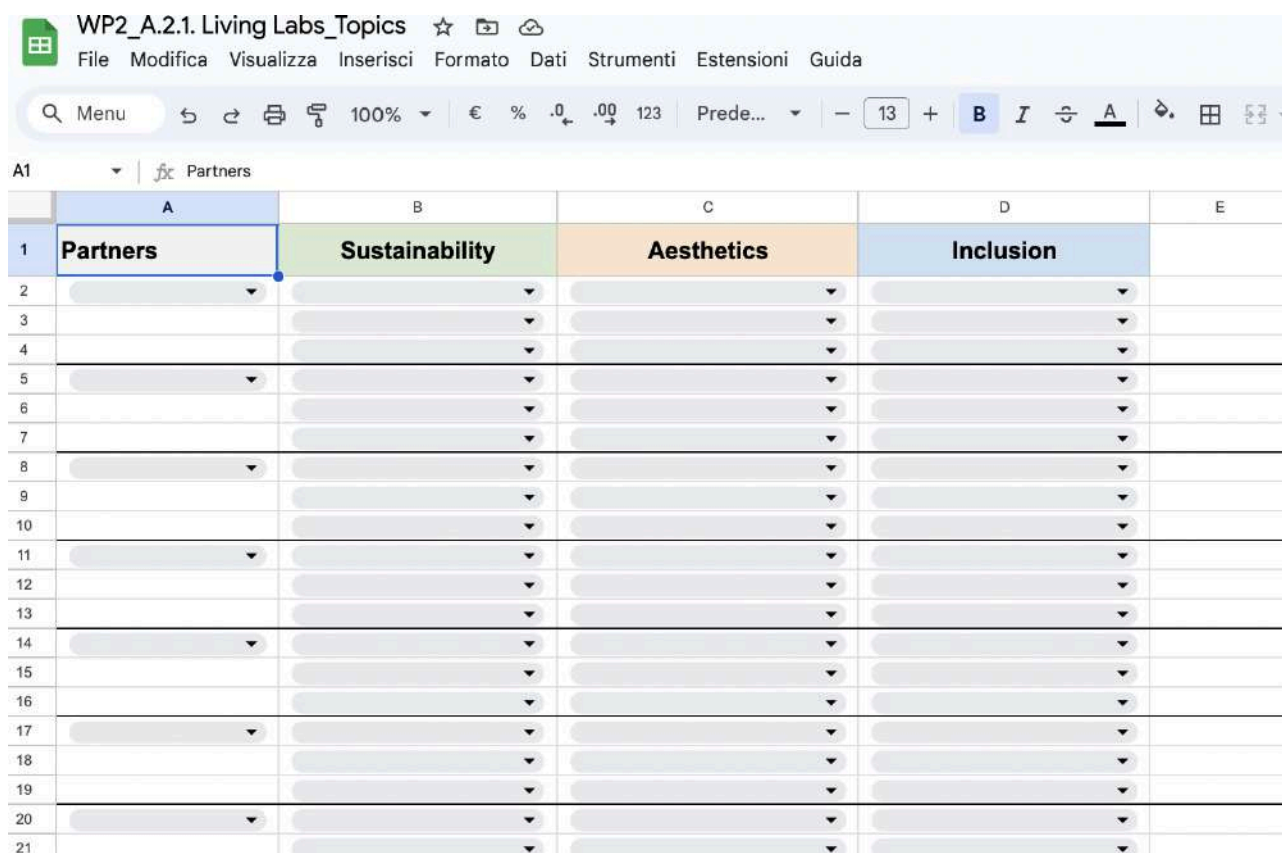
3.1 Glossary
For each topic (sustainability, inclusion, and aesthetics), we chose to begin by developing a glossary. This glossary will serve as a foundational tool to ensure that all participants are equipped with accurate terminology specific to the subject matter. By establishing a shared vocabulary, we aim to facilitate clearer communication and a deeper understanding of the topics. This approach will

not only support the learning process but also empower participants to engage with the subjects in a more informed and confident manner.

3.2 Lessons - Moocs

Starting from the identified key priorities that emerged during the Living Labs sessions, we requested each partner to select three priorities within their area of expertise for each thematic area. To streamline this process, an Excel file was prepared, allowing partners to make their selections efficiently and transparently.

Fig 22: file Excel to select the priorities

Once the voting process is complete, each partner will be assigned a specific theme. Their task will be to develop a short lesson (MOOC - Massive Open Online Course) around that theme. This will involve crafting a detailed description of the lesson, preparing a visually engaging presentation, and recording the lesson to create the MOOC content.

To support this effort and ensure consistency across all materials, Materially will coordinate the process by organising all the necessary resources for the partners. This will include providing standardised formats and clear guidelines, helping partners produce high-quality, coherent materials that align with the project's overall goals. This collaborative approach will ensure that each MOOC is

well-structured, accessible, and effectively contributes to the overarching themes and objectives.

3.3. Case studies

Additionally, each partner will be required to incorporate exemplary case studies, either from local or international projects, for each thematic area. By showcasing these real-world examples, participants will gain a clearer and more practical understanding of the concepts, as the case studies will illustrate how the themes are successfully applied in various contexts. This approach helps bridge theory and practice, making the subject matter more accessible and relatable, while also highlighting best practices.

This activity of collecting virtuous case studies began already during the UP2NEB kick-off meeting and is continuing throughout the WP2 activities.