

# HANDBOOK

## TO BUILD AN INCLUSIVE COMMUNICATION CAMPAIGN TO PROMOTE PLACEMAKING PROJECTS





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# HANDBOOK TO BUILD AN INCLUSIVE COMMUNICATION CAMPAIGN TO PROMOTE PLACEMAKING PROJECTS

Handbook addressed to young people and  
organizations seeking to / willing to participate in  
placemaking projects



basurama



comune di trieste



Cork  
City Council  
Comhairle Cathrach Chorcaí

Kallipolis



CENTER MLADIH KOPER  
CENTRO GIOVANI DI CAPODISTRIA



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# Table of Contents

4

ABOUT THE  
PART-Y PROJECT

6

ABOUT THIS  
HANDBOOK

7

HOW TO USE  
THIS HANDBOOK

8

DISCLAIMER

9

DEFINITIONS

10

**PART 1**  
PLACEMAKING IN  
6 Q&A

17

**PART 2**  
FOR YOUNG  
PLACEMAKERS

28

**PART 3**  
FOR MUNICIPALITIES &  
ORGANIZATIONS

# ABOUT THE PART-Y PROJECT

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PART-Y: Participation and Youth: Lab for Equal Cities, is a project implemented in the framework of the Erasmus+ Programme funded by the European Commission, whose aim is to support activities in the fields of Education, Training, Youth and Sport. The project is led by the Italian association Kallipolis, and it is co-implemented by a consortium of 7 entities from different European countries, including local authorities and associations. The three local authorities involved in the project are the Municipality of Trieste (Italy), the Cork City Council (Ireland) and Umeå Kommun (Sweden), all three are highly committed to placemaking actions for their citizens.



The project benefits from a complementary expertise thanks to the civil society stakeholders also part of the consortium: ALDA - the European Association for Local Democracy (Strasbourg, France) a global alliance of local and regional authorities and civil society actors working together with a participative approach for resilient, inclusive and sustainable communities, Basurama Asociación (Madrid, Spain) - which focuses on the reuse of waste from our consumption societies for creative purposes, Kulturno Izobrazevalno Drustvo PiNA (Koper, Slovenia) - which promotes socially responsible practices and strengthens the culture of dialogue by providing information, exchange, connection and collaboration in the field of societal challenges - , CMK - Center Mladih Koper (Koper, Slovenia), dedicated to proposing activities, facilities and information to young people.

# ABOUT THE PART-Y PROJECT

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The concepts of placemaking and Generation Equality, the campaign motto by UN Women, are at the heart of the PART-Y project. Indeed, PART-Y aims to trigger the participation of young people (13-20 years) in civic life by fostering their inclusion in the policy decision-making process related to placemaking, while adopting a gendered perspective. In doing so, it focuses the attention of girls, boys and educators on the common spaces of the city as fundamental places of gathering and democracy, essential elements in their growth process. PAG and CMK, two youth centres owned by the local municipalities of Trieste and Koper, are involved in the project in order to strengthen their role in the involvement of young people in public life. The project analyses and carries out placemaking interventions, investigating the key elements capable of transforming any urban space into a place attentive to the needs of young women and men.



*Center Mladih Koper*

- For more information on the project and how to join it, please contact the lead partner of the project Kallipolis: [info@kallipolis.net](mailto:info@kallipolis.net)
- For more information on the handbook, please contact Lisy Piter (She/Her): [lisy@alda-europe.eu](mailto:lisy@alda-europe.eu)

# ABOUT THIS HANDBOOK

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This handbook is part of a toolkit aimed at providing recommendations for building a communication campaign for young and inclusive placemaking. This represents the first output created in the framework of the PART-Y Project.

This handbook was designed to be a tool to implement a placemaking process by and for young people. It aims to provide guidelines and recommendations for the development of an awareness campaign specifically on how to involve young people and educators in the implementation of placemaking, promoting the right to the city and the management of the common goods.

In particular, this interactive handbook is built on a combination of both desk research and the results' analysis produced during the Local Training Activities of the PART-Y project implemented in the framework of the PART-Y project in Koper (Slovenia) and Trieste, (Italy) and targeting young people. Based on these elements, it provides guidance on how to build a communication campaign for and by youth that can be replicable in other European contexts.



# HOW TO USE THIS HANDBOOK

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This handbook is not addressed to one single target audience. Indeed, it is addressed both to municipalities, institutions or civil society organizations who want to produce a communication campaign to involve young people in a placemaking process, as well as to these young citizens willing to initiate this process themselves.

Before going to the topic of the communication campaign, the handbook starts with a presentation of the PART-Y project and the aim of this handbook and how to use it. This guide also includes a few definitions meant to better understand the following parts.

The handbook is then divided into three main parts:

PART 1: An introduction based on desk research in which the concept of placemaking and the dimensions of youth participation and gender equality within it will be presented;

PART 2: A chapter which intends to identify and provide practical answers to the main issues faced by young people who want to be placemakers;

PART 3: A chapter which intends to identify and provide practical answers to the main issues faced by municipalities, institutions and organizations seeking to involve young people in placemaking projects.

This handbook is accompanied by a toolbox which provides young people and other stakeholders with some recommendations and templates to design and implement their own communication campaign about placemaking activities. Both documents have to be used together because the handbook may sometimes refer to the indications or templates from the toolbox.

# DISCLAIMER

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The recommendations provided in this Handbook are based on the experience of the European partners of the PART-Y Project that have tried to communicate about the placemaking concept to different audiences (municipalities, institutions, civil society, youth workers, young citizens, etc.). Additionally, as said the results of this guide are a mix between desk research and two surveys targeting young people, which have allowed us to draw conclusions about their habits and perceptions.

These surveys\* were carried out by partners from Italy and Slovenia on 9th and 30th of June 2021 at the local level. The study aimed for a better understanding of the communication obstacles that young people face while they seek to be involved in placemaking projects.

Important to keep in mind that, the elements collected are based on the European context and solely on a limited number of countries. Thus, while the Handbook aims to support the various stakeholders in setting up communication campaigns for placemaking actions wherever they are located, the authors caution that the information and recommendations provided may sometimes not apply to certain contexts (depending on local authorities' practices, young people's habits, especially concerning social networks, etc.). The content of this Handbook should therefore be adapted to specific local contexts characteristics and should not be seen as exhaustive.

In addition, the study carried out doing the surveys involved only a small sample of youth. The results must therefore be interpreted with caution, as they do not allow for general recommendations on the practices and behavior of young people in Europe and may not be representative of the youth general opinion.



*\*If you want to have more information about the surveys or to receive the complete study, these documents are available upon request at any moment.*

# DEFINITIONS

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- **YOUTH:**

Youth are a broad social group difficult to delimit. It's definition in terms of age depends on the social and cultural context. In this handbook, young people mean teenagers and young adults between 13 and 20 years old.

- **GENDER:**

'Gender is used to describe the characteristics of women and men that are socially constructed [...]. People are born female or male, but learn to be girls and boys who grow into women and men. This learned behaviour makes up gender identity and determines gender roles.(1)' However, in this handbook, gender is not only related to binary distinction but also covers other gender minorities.

- **INCLUSIVITY:**

Inclusivity is the way to enable people from different race, gender, sexual orientation, age, social status, abilities or origin to equally participate in political, economic and social lives (2).


- **STAKEHOLDER:**

Physical or legal person affected in one way or another by the project. In urban projects, stakeholders can be people living or working in the surroundings. We can sort them per category, such as: residents, local retailers, firms, employees, local administration, association, students, young people, parents, grandparents, older people, immigrants, etc. These categories partly coincide with each other but you have to define them in your communication strategy. Stakeholders can also not be related to the place but to the project itself: suppliers, funding organisations, institutional partners, experts on placemaking, etc.



(1) [WHO/Europe | Gender: definitions](#)

(2) [Social Inclusion | Poverty Eradication \(un.org\)](#)



# PART 1

## PLACEMAKING IN 6 Q&A

## 1.WHAT is placemaking?

Public spaces often remain unused, under used and wasted. Reinventing these spaces to make them more livable and accessible, and doing so with the participation of users in this process, are the main characteristics of placemaking. Here, we are referring to an approach and methodology used to improve and collectively reinvent public spaces with the cooperation of citizens.

→ *Back to History*

A first idea of placemaking was initiated in 1960 by the urban planner Willian H. Whyte and the anthropologist Jane Jacobs, both of whom believed in the need to build the city on a human scale and to give importance to public spaces and social life in them. Only in 1990 this term started to be used consistently by a nonprofit organization called Project for Public Spaces, until it became a concept widely used to denote the process of reinventing the un-optimized public space as shared spaces in the heart of the community.

In placemaking different dimensions are interconnected, therefore addressing economic and environmental challenges also require a focus on the social and cultural aspects. Placemaking is a way of rethinking the city by taking into account these various aspects as a whole.

## 2.WHO is benefiting from it?

The main challenge of this concept is the dialogue and cooperation between different actors: municipalities, institutions, but especially citizens. Involving the future users of public places in the process is key to ensure their inclusiveness and sustainability. Therefore, users (citizens) start to have a role in the placemaking process and the local institution collaborates with them in this process. Only in this way can placemakers achieve their goals.

The core of placemaking is creating better public space that will also support the community that lives and works in it. This process involves the collaboration and views of various stakeholders together. It makes the public space the connective tissue of the community. Placemaking is a significant process that should be part of development strategies.

### 3.HOW to make it happen?

At the core of placemaking lies the concept of sharing. Indeed, this is a process of co-creation between citizens and institutions. This collaboration will lead to the rebirth of unused places, which in their new functions will play an essential role in the social life of citizens.

Therefore, the key principles that characterize placemaking are:

- sharing,
- re-imagining and revitalisation
- the importance of social life and public spaces.

In practice, the following steps have to be followed:

- 1.The first step is to identify the place or area that needs a placemaking intervention. In this phase it is necessary to identify also the right and relevant stakeholders needed when addressing this identified space.
- 2.The second step is to assess the location and the related issues. Therefore, concrete questions need to be addressed such as “how could the public space in question be improved?” and “what are the changes to be made?”. It is in this phase that dialogue, participation, involvement of citizens as well as local authorities and other relevant stakeholders in the co-design process become of primary importance.
- 3.In the third step, the project is developed and the necessary framework is drawn up to start the intervention and so the process for the revitalisation of the place and for its subsequent maintenance becomes reality.
- 4.The fourth and final steps are focused on the evaluation and monitoring of the projects. These steps need to be done at short-term and long-term intervals to make sure that the new places are still answering the needs of the citizens. This analysis will enable the project and infrastructure to be sustainable.

### 4.WHY does placemaking matter?

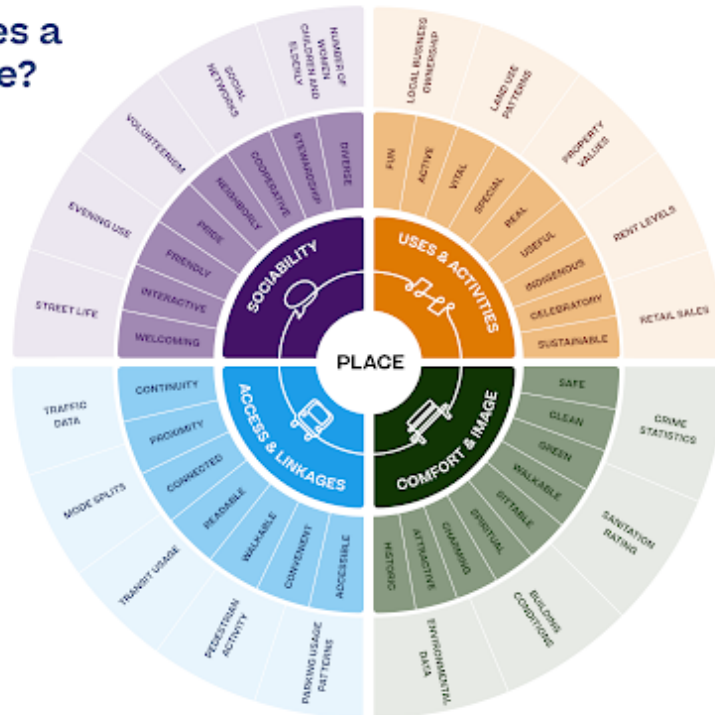
Placemaking can change not only the structure of the city and of its public space but also the community that lives there. More than one actor benefits from the implementation of the concept of placemaking. The process is inclusive by bringing in groups and segments of the community in the co-creation process to address their needs with new uses and activities. As a consequence, the main beneficiary of these interventions is the community of inhabitants of that specific area (3).

○

(3) [What is Placemaking? \(pps.org\)](https://www.pps.org/)

## What Makes a Great Place?

Project  
for Public  
Spaces



*The Place Diagram (4)*

If on one hand placemaking brings positive results (new fittings, safer place to stay or to walk, place to meet people from the community) for those who use the public spaces, on another hand, it will increase the attraction of the area and therefore will have socio-economic impacts (5). In this way, a virtuous circle is created, in which both the public life of citizens and the city improve.

## 5.WHY involve youth?

Among the various citizen categories who would find advantages from the placemaking processes, and the fact to be involved in it, there is the youth. Involving young people in placemaking processes can make them feel part of the community in which they live and participating in placemaking allows them to reimagine and revitalize the places to also function in response to their needs. In this way, they would have a place to live their social lives, their free time and will feel better in the public space.

Moreover this experience could be extremely formative and support the development of interpersonal skills such as how to work in teams, how important it is to collaborate and communicate amongst themselves and with other local stakeholders including municipalities. They would have a first connection with the management of their city and a stronger sense of ownership of the community space.

○ —————

(4) *Ibidem*

(5) [https://www.canr.msu.edu/nci/uploads/files/pmguidebook\\_final\\_wcag2.0\\_v.01.06\\_metadata.pdf](https://www.canr.msu.edu/nci/uploads/files/pmguidebook_final_wcag2.0_v.01.06_metadata.pdf)

Chapter 3, Section 1



## GET INSPIRED

### Factoría Joven



Factoría Joven Skate Park (6)

A winning example of placemaking with the involvement of young people is the case of Factoría Joven in Mérida, Spain (fig. 2). From a disused public space, an interactive place was built where young people can carry out their activities in their free time. There are skate tracks, rock climbing walls, and stages for shows, but also music and dance workshops and an internet connection, in order to provide young people with social activities to spend their free time. Factoría Joven has created a functional and comfortable environment for young people. This space became a center of social life, safe and where young people can meet and follow their hobbies (6).

## 6.WHY take the gender perspective into consideration?

In placemaking it is relevant to involve all types of users who populate spaces. It is equally important to look at the process of placemaking also with the gender lens. Implementing a project with a gender perspective will be beneficial for women and girls. Consequently it will result in a better understanding of the needs of all the citizens.



For example, including women in the work of placemaking as much as possible can bring a different point of view. Cities have historically been designed and run by men and women and men experience the city and public spaces differently. These differences can affect accessibility, a sense of safety and general well-being. Cities can and should work towards gender equal solutions in urban planning, placemaking and design to create spaces that are attractive and functional for all, that guarantee an equal right to the city for all.

Often women do not feel completely safe in the city where they live and therefore tend to avoid places that don't make them feel safe, thus losing the freedom to move around the city completely relaxed. Often the city doesn't turn out to be welcoming for a woman who moves alone. This kind of barrier should be broken down to ensure that women enjoy the city in the same way as men.

Even though safety is probably the most evident, this is not the only aspect that gains importance when using a gendered perspective in placemaking activities. For example, it has been noted that social spaces for women are often linked to those for children (7), due to the gendered norms around family roles. This vision should change, creating a city where women and girls, alone and in groups, feel safe and comfortable in public space to socialize or spend free time.

Moreover, involving women in placemaking would entail a change not only for the city and the placemaking process, but would strengthen and give voice to women and the issue of women. It can improve representation and awareness raising.



## GET INSPIRED

### Les MonumentalEs

In Paris, in Place du Panthéon, there is a successful example of placemaking taking into account the gender perspective. Why was Place du Pantheon chosen?

It's a public space widely used, there are the university, schools and a lot of work activities, but it's also a square in which the great men of the country are celebrated, forgetting women. Therefore, this placemaking project, called 'Les MonumentalEs', aimed to remind the role of women in history: names of dozens of famous women from all over the world are carved onto wooden benches (9).



*Place du Panthéon réaménagée, Joséphine Brueder (8)*

Chris Blache co-founder of Genre et Ville, an association that deals with gender equality and urban planning. After a period of observation of the dynamics in the space and after listening to the views of women, she realized that men and women live the city differently, and therefore have different preferences and needs; however, the voices of the women are rarely heard in the process of creation of public spaces (10). In this example, women have been heard and the square has changed through a mix of different points of view. For example, research found that women tend to look for places to sit where they are not too visible but from where they can see what is happening around (11).



*Les MonumentalEs Chantier (9)*


After observation and listening, a project has been developed where different formats and locations for urban furniture are envisaged. There are places with more privacy or more spacious places to conduct activities. The last touch was given by the writings on the urban furniture that bear the names of great women in history, this to give voice to women in a square where only men were celebrated, a bit like it happens in placemaking.

(8) Joséphine Brueder, La place du Panthéon réinventée - Ville de Paris

(9) « Les MonumentalEs » Panthéon – Projet Mémoirel – Women's Memory Project | ([genre-et-ville.org](http://genre-et-ville.org))

(10) Ibidem

(11) How Can Placemaking Help Create Safer Cities for Women? ([pps.org](http://pps.org))



# PART 2

## FOR YOUNG PLACEMAKERS

### BUILD YOUR COMMUNICATION CAMPAIGN!

## GETTING STARTED

Youth, It's time for you to re-imagine and re-use public space. You want to implement a placemaking project. You are a small group, a big group of youths or even alone carrying a project. But you don't know what to do, where to start and how to communicate on it? This handbook will help you to initiate a placemaking communication campaign. Follow us and get ready to start!

**“Believe you can and you’re halfway there.”**

**Theodore Roosevelt**

### 1.KNOWING YOUR STRENGTHS

Being young doesn't mean you don't have any strengths or experience. Maybe you have already designed or implemented some projects at school and you can use this experience to carry out a bigger project. As a young person you are also more likely to use social media and you are used to communicating with peers via digital platforms, such as Tiktok, Snapchat or Instagram.

Perhaps you feel a lack of qualifications/inexperienced to carry out such a project but this place to redesign is also a place where you have lived for many years and you know better what would fit for you. As such, you are motivated because you want your district to become a better place to live, for instance using eco-friendly solutions.

**“I am not alone!”** You are starting out towards adult life but you are not alone: you have family, friends, teachers, neighbors etc who can also help you with your project. Do not hesitate to ask them for advice or help. They might have other experiences or skills that you will need.

You can involve people who would have not thought about participating in a placemaking project but who could also bring useful ideas or skills.

You are the future. You have many strengths and capabilities. Use your imagination to create innovative projects. Ask for help and value the help from the others.

Let's make a difference in your life, the lives of others and in your city!



#### TOOL BOX 2: K.I.S. METHODOLOGY

## 2.IDENTIFYING AND ANALYZING THE WEAKNESSES



Obstacles can come in the way of the implementation of your project. Regarding communication, it's important to identify and analyze the communication obstacles and weaknesses that limit the involvement of young citizens in placemaking projects. Analyzing the weaknesses to find solutions and become stronger. What could they be?

### **1. Lack of relevant contacts**

"I don't know anyone." "Even if I know someone, I don't know how to contact him/her." "I don't want to bother them." These are often sentences that pump in your mind when you start thinking about who you will involve in the project. Placemaking requires the ability to find, reach and involve different relevant stakeholders and partners such as private or public institutions, experts, peers etc... Often, you don't know the relevant stakeholders. Moreover knowing how to communicate with them can add more difficulties as well as how to involve them in the implementation of the project. The mapping of stakeholders is a significant step and needs to be taken into consideration to make sure to have involved the various actors needed in the project.

Mapping concerns the stakeholders but not only them. Your peers need to be identified too. By peers, we mean other youths that share the same interests as you, that part of your group of friends or are your schoolmates or other youth groups that you think will be willing to take part in the project. This work represents the first step to understand the needs, collect inputs and views and receive support.

**"You are never too small to make a difference."**

**Greta Thunberg**

### **2. Lack of support**

Generally speaking, youth may not feel so confident in carrying out a placemaking process. Sometimes you can feel that you are not credible and legitimate enough to do this kind of project, because of your age and so a lack of experience. Getting the support of other stakeholders will be hugely helpful to implement the project. That is why young people can also feel more confident when they have official and recognized support from other stakeholders who have skills and experience on how to carry out a project. Recognition and trust are really important and receiving it from older peers means a lot. This support is needed in all the steps of development and implementation of the project. It concerns also the stage of designing and implementing the communication campaign about the project.

### **3. Feeling a lack of financial support**

According to one of the questionnaires at the origins of this handbook, finding financial resources remains an important struggle when you are young and you want to implement a project. Age, lack of experience and sometimes fear from the donors and providers are the main criteria to not give funds to the youths.

As a young person, you can probably believe that without money or funds you cannot implement a project with a great effect on your community life. Indeed, huge urban projects usually need funds. But small actions, affordable among everyone, can also have an impact on the way you will perceive the space. For instance, bringing your own music box or your instruments, creating a stage with reused pallets, will turn the place into an open air stage for improvised shows. And if you have a painting streak, you can also bring your paint and create an art installation.

Maybe one day, your placemaking project will gain visibility and some stakeholders will be willing to participate in your project and bring money for a bigger design or rebuilding process.

**“If I cannot do great things, I can do small things  
in a great way.”**

**Martin Luther King Jr.**

### **4. Short-term project or long-term project?**

Project duration is, for young people, a key element in the decision of joining – or not – a placemaking project. The shorter the better. Nevertheless, a short-term project does not mean little impact. Seeing tangible, concrete, and fast results will encourage the youth to participate in such projects. Indeed, they will see that the short time devoted to the project can bring high quality results. It will not be too time consuming for them. If they know from the beginning the length of the project, they will be able to manage their time and combine their involvement in the project with their personal activities. Therefore, it is very important to understand how much time per day can be committed when organizing a placemaking process.



**TOOL BOX 2: K.I.S. METHODOLOGY**

### 3.SOLVING PROBLEMS BY FINDING OPPORTUNITIES

How to deal with the problems is the key question. Use your strengths, take the time to analyse and accept the current problems and weaknesses and then solve them by finding solutions and opportunities. Based on the previous problems listed, let's discover the possible solutions. These solutions are propositions. Do not forget to adapt them to your situation and your audience. Let's go!

#### **1. What about stakeholders? Map them!**

Mapping stakeholders and peers means identifying them and creating a map of the various actors that can have a low, medium and high influence on your project. This mapping is one of the first key steps to do.

While the stakeholders are at the core of the process, it often appears very challenging to understand who and how to involve, and how to reach them. To do this, young people can:

- I - Ask for guidance in figuring out who and how to involve possible stakeholders, referring to and getting help from those who are their interlocutors. Where can you find the people that will help you? You could look for these intermediaries in schools, sports or recreational centers, after-school programs or even in the family context.
- Use an established network from which it is easy to find out who the next stakeholders to be involved might be and all their contact details. Where? This network could be found on the web, in the municipality where you would like to do the placemaking or it could be provided by professionals directly.



Often figuring out who may be involved is not the only obstacle, as finding the right way to talk to and communicate with stakeholders is not always easy.

- I - Social media are used daily to make contacts, share moments and photos, but it is also important to know the more professional side of social media. Navigating you can easily find interested stakeholders and have direct contact with them, also in an informal way. Using them to find, have a first approach on social networks with stakeholders is a good use of social media.

To know more on  
how to start using  
social media,  
Go to → **MEMO:**  
**Online channels**



How to write  
an email,  
Go to → **MEMO:**  
**Online channels:**  
**Email**

- If - Often contact on social networks only is not enough or is difficult to achieve, it is therefore important to learn to use other methods of communication more "formal" but at the same time more effective. We refer to sending an email, calling them by phone, going to the company/organization directly. These are 3 actions which are as easy as effective.

Don't forget you want to interest and involve people to get them on board . So, it is very important to have good communication skills and look convincing. Prepare your speech, a PowerPoint presentation of the project, come with communication materials and convincing elements. Goodwill and a valid idea are always effective means of persuasion.



## TOOL BOX 1: THE MAP OF STAKEHOLDERS

### 2. Peers: The "bring a friend" strategy

You have a friend and this friend brings one of his/her friends and then this person brings another friend and so on. You want to increase the visibility of your project as well as involving new members in it, every idea is great. Indeed regarding the peers - meaning youth like you that can be interested in the project - there is not only one solution. But here are some ideas:



- Present your project in front of your classmates,
- Get in touch with your sport or activities mates,
- Talk with your friends,
- Contact other youths through social media. Social media is a good tool, start advertising on social media to attract even peers who might be looking for a project like the one you have in mind, is a good way to involve them.
- etc....

By doing so, you will on the one hand gather more people and on the other hand you will improve and expand your network. Another solution to expand one's network of people to initiate a placemaking project, which could be floated, is the possibility of having the people get involved through other participants that you are already involved with: "bring a friend".



To keep the focus among peers, it is important to share what you are achieving. It is also important to highlight how easy it is to expand your network of personal and professional acquaintances by doing a project of this type. It is also important to point out how many techniques you can learn by working on the project.

To know more on  
how to start using  
social media,  
Go to → **MEMO:**  
**Online channels**



#### TOOL BOX 1: THE MAP OF STAKEHOLDERS

**"Great things in business are never done  
by one person;  
they're done by a team of people."**

**Steve Jobs**

### ***3. Identifying the support needs***

Since you are aware of your weaknesses, you can now try to identify the support you need to carry out your placemaking project by answering the following questions.

→ WHO can help you?

You are part of several social circles so you are in contact with people at different levels. Some of them are close to you, like your parents and relatives. Some are less close to you: teachers, youth workers, etc. And some others are far from you: local and regional authorities, experts, associations, universities and schools, etc... Consequently, you won't ask them for the same kind of help (mental support, proofreading, technical advice, etc.). For each one, you should reflect on the added value of his/her help for your project.

→ WHAT support do you need? WHAT are you expecting from them?

It is important to know exactly what you want to ask them. People, especially working people, are often busy so you have to be precise in your questions. For each part of your project, you could have different needs and thus ask different persons for help.

- Parents, relatives and friends: ask them for suggestions for your project. They might have ideas different from yours

- Teachers, youth workers: ask them proofreading of your strategy or action plan
- Local authorities, experts, associations, businesses: ask them for technical assistance, such as a meeting to explain how the place is currently owned/ managed and what opportunities there are to work on it.



→ WHERE can you find them?

Some of them are living or working close to you and are easily accessible: family, friends, classmates, sportmates, teachers, youth workers, etc. But others are not: local authorities, NGOs, associations, experts, etc.

→ HOW can you reach them? HOW can you ask for their help?

For the latter, you can sometimes go to their workplace but it is better to ask them before by phone or by email. Keep in mind that sometimes you have to pay for advice or participation.

#### ***4. Understanding the financial resources needed***

As said above, a placemaking project can be implemented with only a few resources, the ones that you will already find on site and the ones that people can easily bring or reuse: materials, tools, objects... but also time -time is money- and willingness. Thanks to these elements, you will renew a public space which will work as a demonstration of what is feasible there and it will maybe attract stakeholders with money to invest in your project. Meanwhile, you will also gain experience in project management and partners will have more faith in you and your next projects.

However it can happen that you need money, not only for a bigger placemaking project, but also for the communication campaign which will promote it. Of course, some free tools exist, mainly digital ones (social networks, blogs, email addresses, drive, etc.). But it could not be enough to attract a wider audience. For example, you might need posters, flyers or materials for an event, such as a microphone.

Anyway, you should take into account the stakeholders who can give you funds and consider them as financial targets of your communication campaign. They will require specific arguments, messages and channels that have to be forecast.

Applying to fundings can seem like a treasure hunt: interesting, challenging, facing obstacles, but at the end worth it. Here there are two steps to follow:



### Step 1: Seeking the funds

Finding and applying for financial resources is one of the most complex technical tasks that must be done. For youth, there is a need to understand the process to make sure that their project can be really implemented. For this reason it is important to look for information on the various information channels but at the same time it is important to find people who are experts in this field and get help.

Mapping the financial support is necessary. This step has to be 100% part of the communication strategy and time needs to be dedicated to this action.

### Step 2: Need a financial superhero or at least someone good with numbers

As explained previously, understanding the strengths of each person involved in the project will enable you to allocate well the work to be done. Highlight the qualities of your partners! This analysis will be really helpful to identify who is good with numbers. Financial management is key to implement the project and make sure that the project is running smoothly. This is a key pillar. When you receive funds from foundations, private or public organizations or donors, do not hesitate to ask for mentoring. Indeed, they will accompany you in the understanding of the funds as well as in the management of the financial resources. Having a mentor will help you in the development of the project.

Don't forget, it's your project! So, do not hesitate to ask questions when you don't know, when you don't understand something. You want your project to be successful. Therefore, make sure to have all the information, to understand them and ask for help when needed.

**"Don't be afraid to ask questions. Don't be afraid to ask for help when you need it. I do that every day. Asking for help isn't a sign of weakness, it's a sign of strength. It shows you have the courage to admit when you don't know something, and to learn something new."**

**Barack Obama**

### ***5. Evaluating the devoted time***

The amount of time to devote to the project is a key factor in whether or not stakeholders and peers will participate. It's important to clarify what timeline you intend to follow to complete the placemaking process. Building a communication strategy or a communication action plan will support the work that needs to be done and make sure that the deadlines are respected or not. It's good advice to have a clear timeline for finishing the project, but also how much time per week or month you want to spend. But above all, it is important to be ready to change plans if necessary to a collaboration with stakeholders or peers.

## 4.DESIGNING THE COMMUNICATION STRATEGY

*Let's talk about communication channels!*

There are numerous communication and dissemination channels and each of them has its specificities and advantages. 2 kinds of channels can be identified: offline communication channels - can be considered as the traditional ones - and online communication channels which are the new and digital ones.

- Offline communication channels: The traditional format of communication tools are still relevant although they require creation time and budget. It can be creating posters and flyers; organizing face-to-face events that are really good in enabling people to ask questions to someone, to put a face on the project, to exchange information and ideas; having your ad on advertising hoardings; disseminating the information via the newspaper of your city, region, school or university, etc... Moreover formats such as TV, cinema and radio commercials can still be a good idea as they can still reach a large audience and having features or interviews about your project on them can be interesting.
- Online communication channels: New technologies, the internet and digitalization are part of our daily life. Nevertheless, they will ask you to stay up to date and adapt your language to fit the various channels. Let's focus on social media. Snapchat, Tik-tok, Instagram, Facebook and Twitter are fast and are more impactful than a website, blogs or newsletters. They are free, easy to use and can reach a large audience. Social media is much more than only sharing information. Indeed, thanks to them you can create a network, communicate and exchange with your followers and so create a link between this community and you but also among the community.

To know more on  
how to start using  
social media,  
Go to → **MEMO:**  
**Online channels**

Your goal now is to find the right mix between the use of offline and online channels. Don't forget in order to reach your target group, your peers or stakeholders, use the same communication channels as them. Like this you can be sure to reach them.

*Let's talk about inclusivity!*

To be more inclusive, the city has to be planned for but also by minorities. This means also to communicate with everybody, not leaving them behind. This is why it is important to include in the whole communication process the concept of inclusion going from adapting the communication materials to inviting the relevant persons to take part in the communication campaign. For example, the use of inclusive language in communication is important to engage people and generally during the placemaking process.



Go to → **TO GO  
DEEPER IN THE  
SUBJECT OF  
INCLUSIVITY &  
GENDER**

The more diverse the working group, the more ideas and improvements that can be made. Diversity is an added value to our project. Be attentive to the inclusive dimension of your communication. You will find some useful links regarding inclusive communication in the toolbox.

You had all the information in your hands and now it's time to write down the strategy you want to follow.



#### TOOL BOX 5: COMMUNICATION STRATEGY

Communication is constantly evolving with society and the new trends. Stay up to date with new kinds of communication and dissemination channels and do not hesitate to try new things.

**"You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, how you can still come out of it."**

**Maya Angelou**

**NOW IT'S YOUR TURN TO ACT!  
BE THE ACTORS OF TOMORROW**



# PART 3

## FOR MUNICIPALITIES & ORGANIZATIONS

### HOW TO BUILD A COMMUNICATION CAMPAIGN FOR YOUTH?

*This section is dedicated to municipalities, institutions, civil society organizations and aims to provide them with guidelines and recommendations to build a placemaking communication campaign targeted to a young audience and being inclusive.*

Placemaking is first and foremost about the actors who make places! The first step in initiating a placemaking activity is to set up a communication campaign. This is a crucial stage, since the effectiveness of the campaign will determine who will be involved in the future process. Thus, it is essential to implement a campaign that is as inclusive as possible, that can reach many audiences, to avoid falling into a pattern where only those already initiated, and active in the public space will express their wills and opinions. Your communication campaign will therefore be key to ensure a rich, effective and inclusive process in order to be a real success.

This guide aims to answer this key question: How to create a good communication campaign for youth?



## **1. UNDERSTANDING THE TARGET AUDIENCE**

The first step is to understand, identify and analyse your target audience because it will be useful for your communication campaign and will show them that you take the time to get to know them. Starting a project with preconceived ideas and showing you know everything will not give a good impression to the target group, and is against the principles of participation and co-creation. The idea is to do it with them. The communication strategy has to incorporate these values.

Young people are a heterogeneous group with various and different needs and wishes as:

- age: Indeed youth is a big group based on age. Depending on the project and the group you want to be involved in, maybe it will be needed to make a division based on age by following the school level.
- gender
- others specificities as where the target group is living (urban area, island, rural area), their race, ethnic background, socio economic realities....

By participating in the creation, young people can bring other ideas and express their own needs that can be addressed by the placemaking project. They also will be more likely to be proud of their work and use a place that will suit their lifestyles, according to one of the survey respondents. Supporting young people to bring their lived experience recognizes the value of their perspectives and can contribute confidence building and new skills.

During this analysis, it is important to focus on the direct target audience but not only them. Indirect target groups can have an impact on your actions and can support you in a better implementation of the project. Having a multi-actor group can be a great help.



### TOOL BOX 3: HIT THE MARK ANALYSIS



### GET INSPIRED

#### **Mind Inclusion 2.0 – A multi-actor group to design an app**

How to design an app for people with disabilities? It was the main question asked by the partners of the project Mind Inclusion 2.0. First the choice went to have a co-creation approach, meaning working with citizens. So, they decided to organize various working sessions with actors not used to work together to co-create this app. Second, they decided to compose the working group by gathering a mix of actors: Intellectual Disability Persons (IDP), Caregivers, Health professionals and Manager of public spaces. The three first groups are often working together, while managers of public spaces are seldom involved. Nevertheless, managers of public spaces must be part of the session to hear and understand the daily issues of the IDP and their caregivers. During these sessions, each actor could express his or her own opinion. They are moderated and facilitated by a Social Educator, Researcher, or an IT developer. Having the support and views of the research and an IT company helps to understand how science and technology can help. The combination of knowledge, experiences and views of these actors is a real added value, for the development of the app, and of the project as a whole. And most importantly, it has helped to create a common vision on the inclusion and integration of the disabled people in social and civic life. A multi-actor working group or platform is the opportunity to have a great reserve of knowledge and to build a solid group of people with ideas to share.

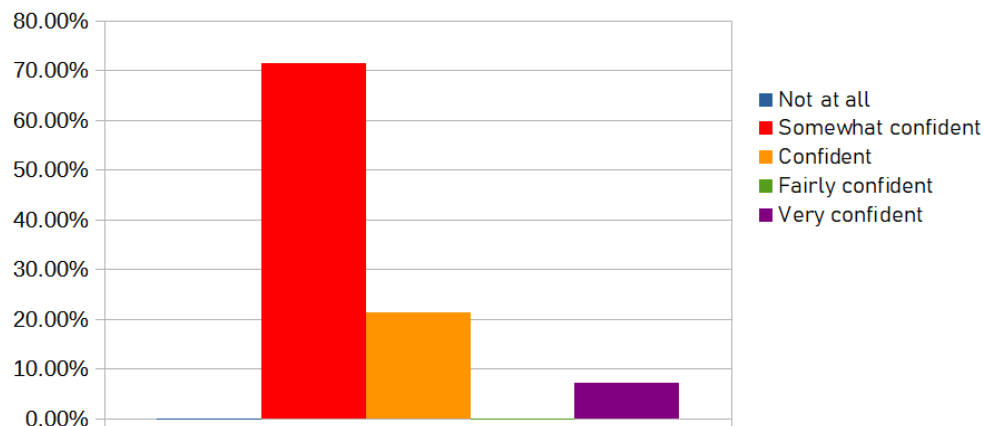
## **2. ACKNOWLEDGING PROBLEMS AND WEACKNESSES**

### ***1. Youth are facing issues when looking for the relevant stakeholders and peers***

Young people often do not know how to identify, find and communicate with relevant stakeholders as private or public institutions or experts. Based on the survey made in the framework of the PART-Y project, the majority of respondents are less than confident in how to involve those stakeholders.



If you would have to launch a placemaking process yourself now, how confident would you feel about involving stakeholders?



Mapping all potential stakeholders for a placemaking project is a significant step in a communication campaign. It allows us to identify all the communication targets. It concerns other institutional stakeholders and young people and their peers and relatives. You have to identify who are your core target groups and who are the secondary target groups; who are the direct and indirect groups. The latter are also important because they are in contact with the first ones and can influence them.

## ***2. Youth are feeling less or non supported in their actions.***

"I am young and maybe people would not think I am serious" This sentence carries a lot of feeling and shares the idea of lack of legitimacy that young people can feel when they want to implement a project by themselves. Through the surveys, it was clear that youths are not sufficiently supported by municipalities and administrations.

## ***3. Youth are facing difficulties in the research process of financial support.***

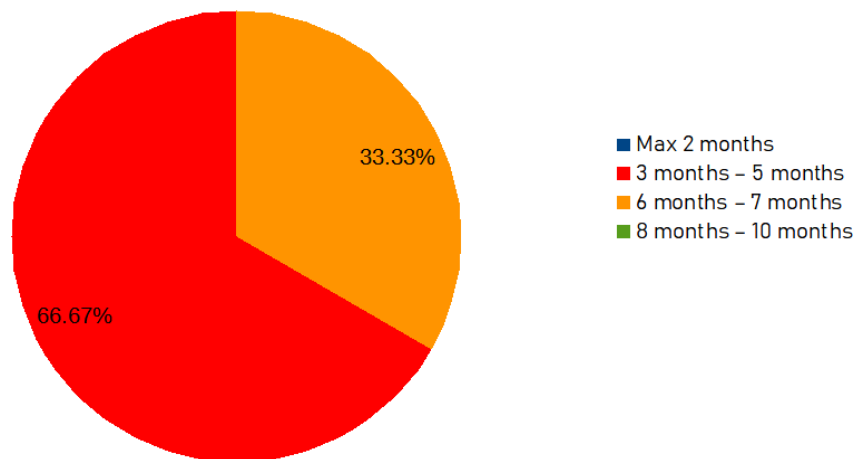
Finding financial resources is one of the first key steps either for a project or for its communication campaign. When leading placemaking actions, youth often do not know how to find the funding they can apply to and how to request it.

## ***4. Youth will be more committed to short-term projects than long-term projects.***

Young people have not yet had time to develop skills in the field of project management. They have educational and/or professional obligations or other activities already planned. So placemaking projects should not take too much time, in terms of monthly duration and weekly time.

Project duration is, for young people, a key element in the decision to join a placemaking project. Seeing tangible, concrete and fast results will encourage the youth to participate in such projects. Indeed they will see that the short time devoted to the project can bring high quality results. It will not be time consuming for them.

Level of commitment in terms of duration of your involvement



### 5. Youth can feel excluded from the process

Youth are not a homogenous group, whether in terms of age or gender or abilities. Trying to notice precisely to whom you are talking to in your communication campaign is also a way to avoid excluding part of the youth.



#### TOOL BOX 4: SWOT ANALYSIS

## 3. SOLVING PROBLEMS BY INNOVATING AND FINDING OPPORTUNITIES

*How to solve the previous obstacles? By being creative, finding opportunities and solutions. Based on the previous problems listed, let's discover the possible solutions. These solutions are propositions. Be flexible and do not hesitate to adjust the communication materials to the situation and your target audience.*

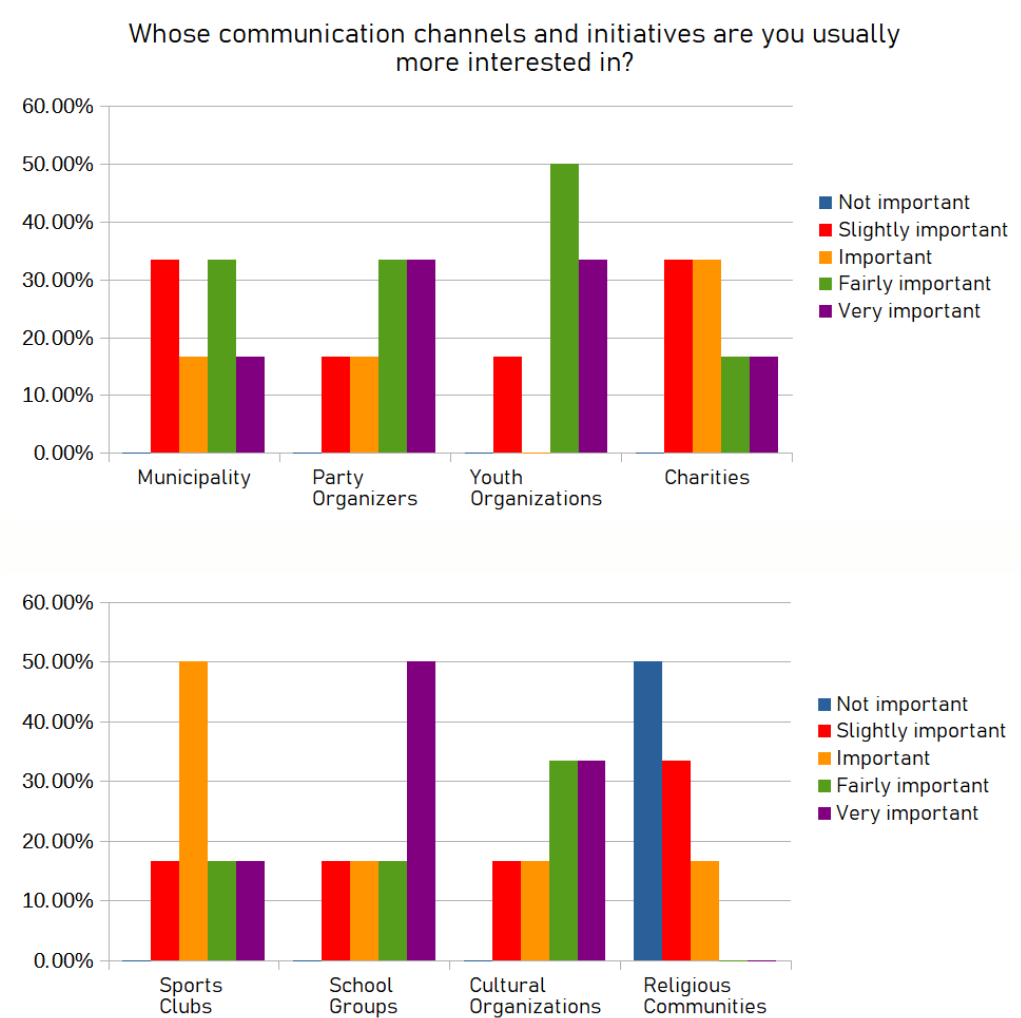
### 1. Identify your networks and the relevant stakeholders

Mapping all the relevant stakeholders means identifying, communicate and create a network with:

- other institutions which can become project partners
- experts who can bring knowledge and support for the project and/or the participants

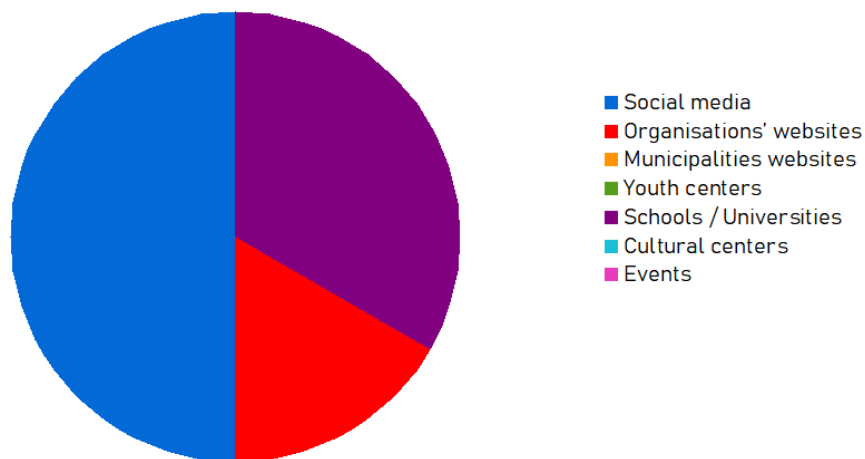
- intermediaries who are directly in touch with youth, such as youth organisations, youth workers, teachers, sport clubs, cultural organisations, charities, party organisers. Youth parents and relatives can also be intermediaries to reach through communication campaigns. These people are the secondary target group because they can influence young people's choice to participate in the project or not.

After designing this map, you should adapt the communication material to each target audience.



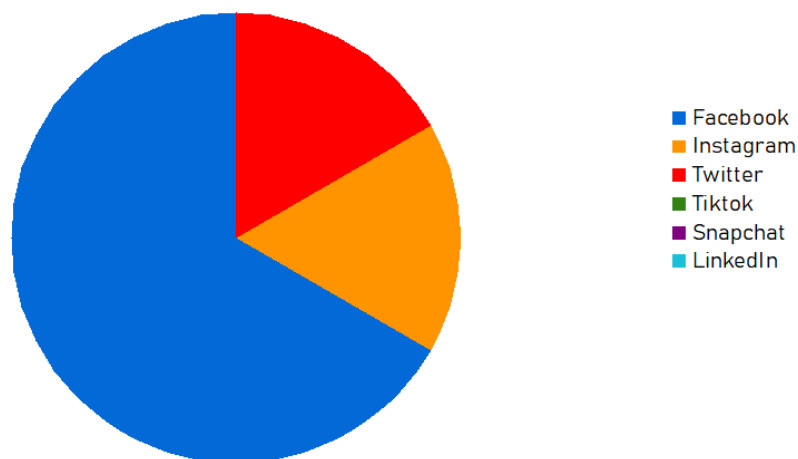
Talking specifically about young people, you have also to choose the right way to reach them. In this matter, social networks are a good tool.

In your opinion, which platforms are the most effective to reach your peers to share these initiatives?

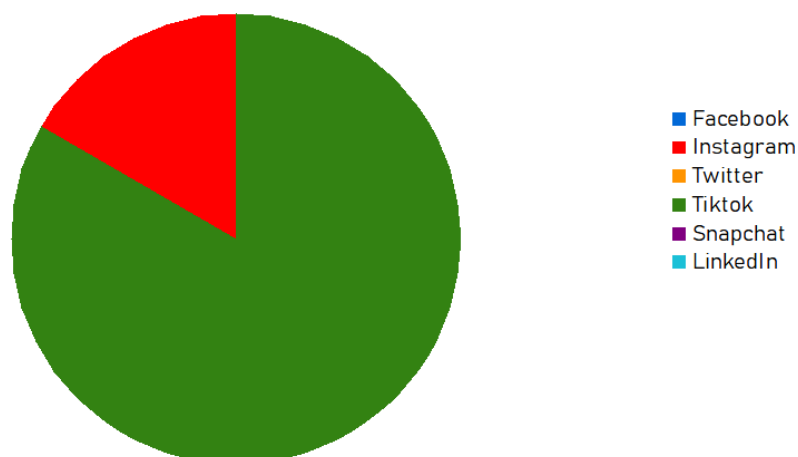


However, it is necessary to keep in mind that all of them do not use the same platforms. The youngest prefer Tiktok and Instagram, as they replied in the surveys. For young people about 25, Facebook is the most suitable platform.

Which social media platforms do you think older generation of young people use the most?



Which social media platform do you think younger generations than yours use the most?





## GET INSPIRED

### Guía de troncos - How to use wood coming from trees that fell in the Filomena storm to make natural playful spaces



Basurama  
@basurama

Hay una oportunidad increíble para realizar un proyecto a escala urbana muy fácil y directo: reutilizar los troncos de los árboles abatidos por Filomena por toda la ciudad para estructuras de juego naturales en escuelas infantiles y colegios [@MADRID](#) [#reuse](#)



10:09 AM · 4 févr. 2021 · Twitter Web App

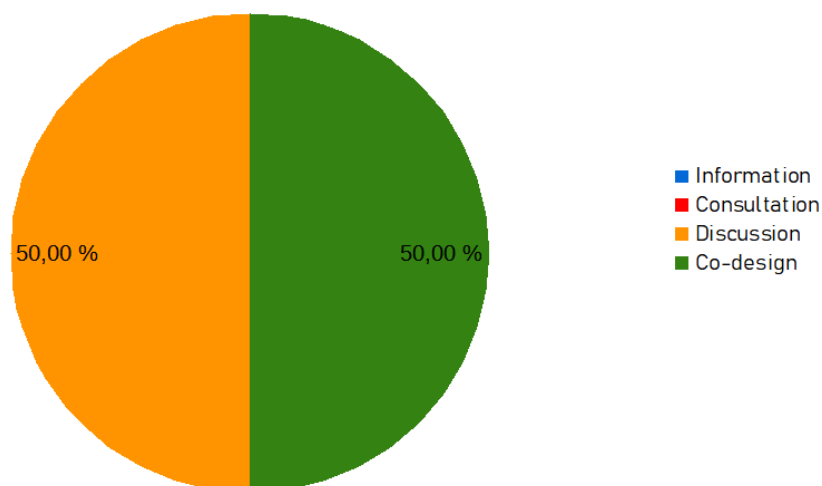
818 Retweets 116 Tweets cités 1 600 J'aime

*Basurama tweet*

"There is an opportunity to realize a very easy and straightforward urban scale project: to reuse the trunks of the trees felled by Filomena all over the city for natural playground structures in kindergartens and schools."

In preparing the communication campaign, you should keep in mind what message you want to deliver and especially what you want young people to do. According to the surveys, youth expect to be deeply involved in the conception process, as 50% prefer to participate in co-design and the other 50% in discussions. Therefore, your communication campaign targeting young people should contain a call to action for sharing ideas on the project.

Level of your participation



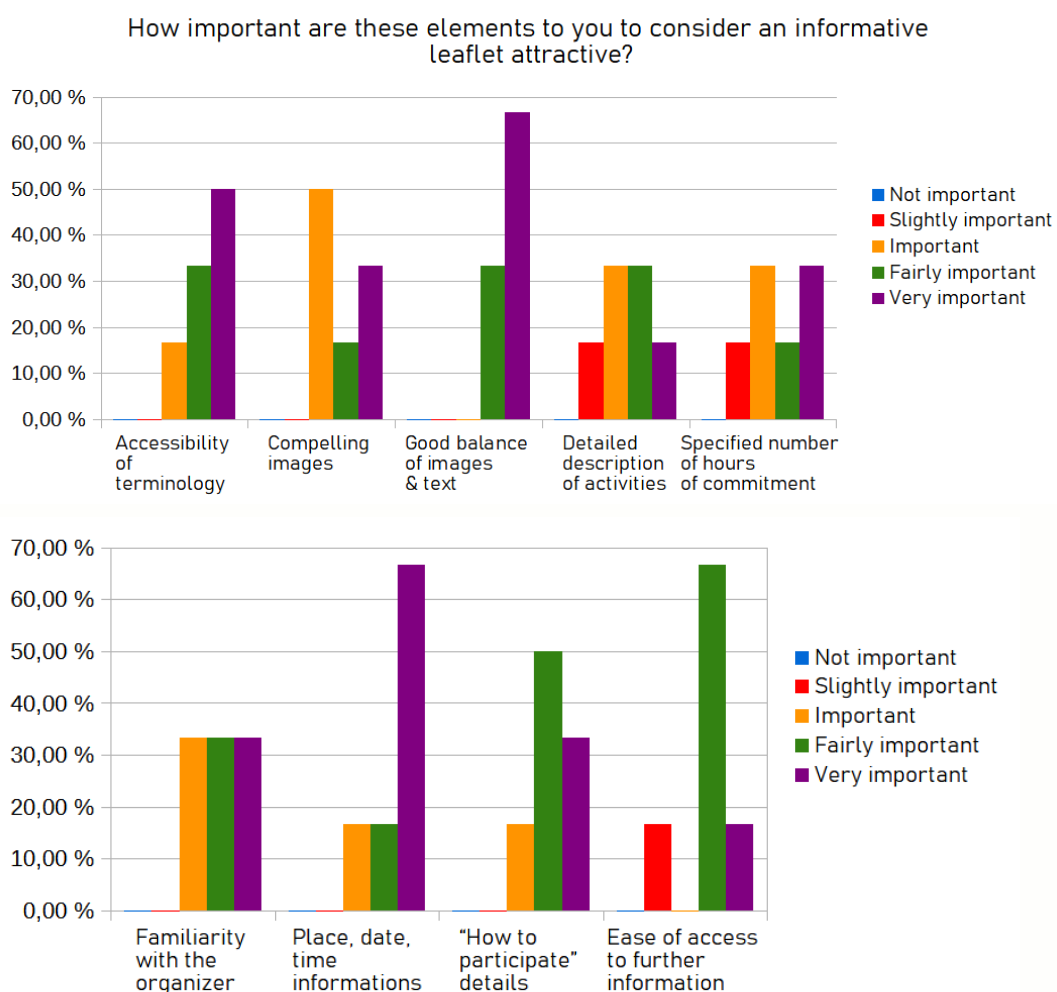
There are different communication ways to introduce a placemaking project to young people while listening to their opinion on it:

- creating an event
- using already existing events to present the project
- offering gadgets, food or drinks.

Communication does not only mean the media chosen to communicate but also the content of the materials, this is why it is important to ensure all the relevant information is provided to the target group. For instance, when drafting communication about activities, some details have to be expressly written down:

- place,
- date and time,
- hours of commitment,
- familiarity with the organiser,
- “how to participate” information (registering or not, type of meeting, etc.)
- ease of access to further information.

Youth seem to feel more comfortable when there is a precise description of activities. And for the respondents of the surveys, the terms of communication materials have to be accessible for everyone.





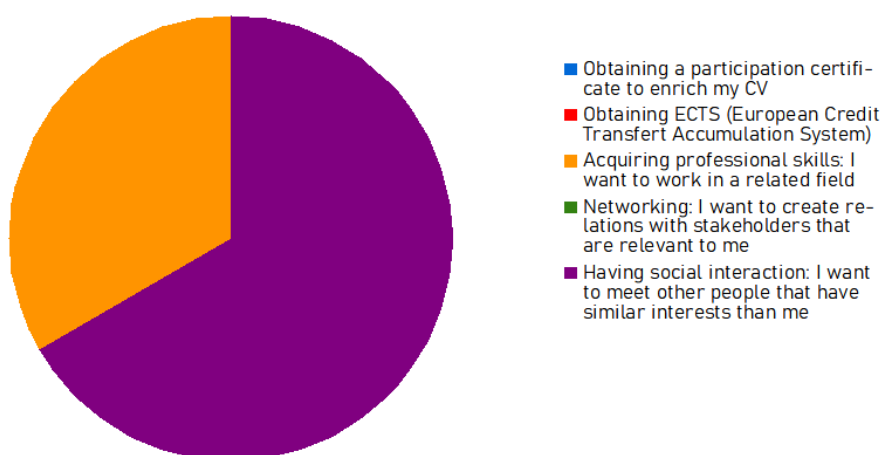
Communication's goal is also to make the project attractive for potential participants.

→ Regarding the form: balance between text and compelling images is a requirement to make them want to participate.

→ Regarding the content: being convincing is equally important in a communication campaign: after determining the target audience, it is necessary to find the message which fits it. For young people, motivational arguments could be:

- enhancing community links and meeting people in their neighbourhood.
- developing social and organisational skills, which could be an added-value for their CV.
- expanding your network, both among peers and among those who are already in the working world.
- learning technical knowledge
- having fun

Which of these elements represent for you an added value when deciding to participate in such activities?



#### TOOL BOX 4: SWOT ANALYSIS

### ***2. Show support and trust them!***

Young people will have innovative ideas for the placemaking project you want to implement. Therefore you should regularly show or tell them how important their contribution is, by organising events where they can give their opinion, both on the design of the project itself and on their participation in it. Moreover, it is important to support them, for instance dedicating time and human resources to accompany them throughout the process and not only at the beginning. You could also create a special channel they can find easily in case they have any questions or doubts.

This channel could be held on social media platforms used by young people (private messages on Instagram or Facebook) or with an email address or a phone number.



For technical matters, very young people often lack knowledge or skills. Teaching them is also part of communication. It could be useful to take time to explain to young people how they can manage a placemaking project, which partners they can ask for, what is local or national legislation about it, etc. by using for instance former projects to show them.

In addition, in case stakeholders do not have enough resources to implement this, some websites, blogs or open online classrooms can provide youth with training about project management. Making a list of them, accessible to young people also in terms of language, would be a useful tool for them.

Technical and institutional support can also be external, by inviting public figures to events where they can talk with young participants or by providing the latter with a list of other potential partners who could help them (e.g. local authorities, urban planners, artists, architects, associations, communication staff).

### ***3. Accompany them in the search for financial resources needed***

Regarding the financial resources, 2 points are significant. First is the support to the youth in the search for funding and donors. Indeed, as financial resources remain a core element in a placemaking project, stakeholders should help young people to look for funds and then how to apply to local, national and international fundings.

The second point is to accompany them when they receive the funds and mentor them in the financial management. As for technical and institutional support, somebody in the organization can be responsible for briefly training them about fundings (public call for proposals, private sponsorship for example) and how to use these funds. In case the organization has no capacity to do it, it should provide tools or advice to find tools on this topic, like online courses.

### ***4. Be flexible and acknowledge their time devoted to the project***

A duration of less than one year would be thus more feasible and attractive for youth than a medium or a long term project. According to the survey, a commitment of one to three hours a week would be also more doable in terms of workload.



It is important to be clear about the duration and time to devote each week from the beginning of the project and in communication, to not disappoint young placemakers later.

Helping young placemakers to save time is also an argument to convince them to participate in the project, for instance giving them tools: templates for communication campaigns, former examples of placemaking activities, etc.

### ***5. Leave no one behind and promote inclusivity***

Promoting gender equality and inclusion of marginalized groups in placemaking projects is also a challenge to deal with. Being inclusive in activities and communication campaigns attract more diversified publics: people of all ages, gender, sexual orientation, social status, race, from the urban or rural areas who can bring different insights for the project.

Let's take the example of the representation of men and women in the public space. Women are less in charge of placemaking projects. One of the surveys highlights the fact that they are less confident than men in leading such projects. It is vital to encourage women and girls to take up leadership roles, to be sensitive to and avoid all forms of discrimination against women and gender minorities, for example by using positive images and gender inclusive language in communication campaigns.



Go to → **TO GO  
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INCLUSIVITY &  
GENDER**

Including a statement about gender promotion, diversity and inclusion in communication materials, reminds everyone of the fundamental importance of equality amongst all participants and points of view. This could also be an asset in making everyone feel more comfortable with the organizers and the environment. Furthermore, to be as inclusive as possible, it is necessary to take into account marginalized groups like people with disabilities or youth living in suburbs who can face various issues going from digital divide to the need to have easy-read flyers for example.

Communication materials need to be adapted to the heterogeneity that represent the youth. Therefore, it's significant to analyze and identify well the target group you want to reach. An easy way to know if your communication is inclusive, to avoid offense, is to ask other people to check it and to give you feedback on it. They are the ones who know their situation best.



They are free, easy to use, fast and can reach a large audience. They can be the pillar of your communication campaign. They are not only tools to share information but also to create a network, communicate and exchange with your followers and so create a link between this community and you but also among the community. Here are some examples of social media often used by the youth: Snapchat, Tik-tok, Instagram, Facebook, Twitter.

Nevertheless, only after identification of your target group, will you know which tools are the best for your communication campaign.

The goal is to find the right combination of offline and online channels for your target group. You have to make sure that through these channels, the target audience will be reached and so, will receive your message.



## GET INSPIRED

### **APProach — Online and offline communication tools: a great mix to engage citizens**

A way to engage people was to use different communication tools. To reach a certain target group, it is important to know which communication channel best reaches this group and which tool to use to engage them in the process. In the APProach project the target group was European Mobile Citizens – European citizens living in another member state than the one they were born in - and their existing networks. The project used a combination of online tools and face-to-face meetings. The online tools were mainly online surveys to have the views and opinions of the citizens. As a tool the online survey can be adapted to a large multi-language audience by conducting the survey in parallel in several languages. Face-to-face meetings are also very useful to involve citizens, such as focus groups. These 'offline' meetings are carried out in each municipality involving staff from local authorities and EU mobile citizens from the existing networks. Organizing focus groups or working groups shows the target group that they are important and we are involving them in the process and their views can have an impact on the project. It is a co-creation process. The most important thing is to identify which tools are the best for your target group. Otherwise, the process of co-creation and co-learning can be hindered.

Do not hesitate to try and be innovative in the tools and channels you will use. There are various types of communication channels and not all of them fit the needs and criteria of the target group identified.



## GET INSPIRED

### The Rude Awakening - Using innovation to attract youth in museums

Born from the synergy between several European subjects, "The Rude Awakening - a multimedia journey in the footsteps of the daily life of soldiers on the front line" is a project that tells History and does so with an eye to the future. It aims to describe the dramatic conflict between European nations, that of the First World War, through a technological and innovative museum visit. The project aimed to increase the visibility of the museums and make them more attractive to the younger generation. To do so, the project created a videogame as the core part of an innovative cultural tour that a visitor can experience both physically and virtually accompanied by one or more characters. Through this way, youth can learn by playing a video game, and can learn the life of a soldier in WW1. The video game enables us to talk about hard subjects like war and peace. Different from other wargames, The Rude Awakening retraces the historical events from a completely new perspective: from the claustrophobic situations inside the forts to the devastated everyday life of small towns near the front, to the collapse of the hospitals caused by the Spanish flu pandemic.

## 5. DESIGNING AND MONITORING THE STRATEGY

You have all the information on your hands and now it's time to write down the strategy you want to follow. Communication is not something fixed. On the contrary, this subject is always evolving and changing with society and new trends. That is why it is significant to monitor the tools you're using as well as the strategy you are implementing. Adapt the strategy to the target group. Stay up to date with new kinds of communication channels. Do not miss the train, otherwise it will leave without you.



### TOOL BOX 5: COMMUNICATION STRATEGY



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of the European Union

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