

URBAN DECOLONIZATION





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1. INTRODUCTION TO THEUDEW PROJECT

The UDEW (Urban Decolonization Walks in Europe) project is а collaborative European effort aimed at fostering critical engagement with the colonial legacies embedded in urban spaces. These spaces, often daily overlooked in life, hold powerful narratives that shape collective societal memory and identities.

UDEW seeks to unveil and challenge colonial histories how are memorialized through public spaces -street names, monuments, buildings, other urban and landmarks—examining the stories they preserve and those they omit. addressing these enduring By legacies, the project aims to highlight the importance of reclaiming and reshaping these narratives to reflect diverse perspectives and histories. Through educational walking tours, public discussions, and creative reinterpretations, UDEW aspires to spark dialogue, encourage critical reflection, and promote a more inclusive and equitable understanding of our shared past and present.

The ultimate goal of the UDEW project is to transform urban spaces across Europe into platforms for dialogue, reflection, and narratives driven by communities, emphasizing resilience and anti-racist values. Public spaces, often overlooked in their daily use, stand as silent witnesses to histories of colonialism. Their names, monuments, and frequently architectural features perpetuate narratives of power, dominance, and exploitation, while sidelining the stories and voices of colonized peoples. Critically engaging with these elements offers communities a chance to uncover and acknowledge the historical inequalities that have shaped these spaces. By challenging exclusionary narratives and reimagining public spaces, communities can create environments that reflect diverse identities, and histories, perspectives. This process is not just reinterpreting about physical landmarks but fostering a collective reckoning with colonial legacies, paving the way for a more inclusive and equitable society.

Decolonize Your Eyes

UDEW was inspired by the initiative Decolonize Your Eyes, a grassroots project launched in June 2020 in a neighborhood of Padua, an area historically shaped by Italy's colonial legacy. This district, marked by after numerous streets named figures and battles from Italy's colonial campaigns, became a focal point for critical engagement with the past. The project emerged from call to action by all local organization, which brought together various community groups to organize an impactful urban walk. This initial event included visits to named after Italv's streets campaigns in Africa. During the multilingual informational visits, displayed, signs were and participants engaged in discussions about colonial history and its enduring material cultural and legacies.

The aim of Decolonize Your Eyes was not merely to uncover forgotten stories but to confront colonial amnesia and its effects on contemporary society. The project sought to foster critical awareness by re-examining Italy's colonial past while addressing its connections to modern forms of racism, neocolonialism, and social inequalities. By resisting eurocentric and hegemonic perspectives, it aspired to promote grassroots narratives that emphasize inclusion, diversity, and equity.

Decolonize Your Eyes also had a strong performative aspect, as participants symbolically reinterpreted the spaces they visited, offering alternative ways to commemorate history. This approach underscored the need for collective commitment to dismantling oppressive structures and creating a future rooted in shared understanding and mutual respect.

Its success in Padua laid the groundwork for the broader, European-scale efforts of UDEW to address these issues across diverse urban contexts.

Activities and Initiatives

Decolonizing urban environments ensures that these spaces serve as symbols of justice and resilience, honoring the struggles and contributions marginalized of communities rather than glorifying Through this oppression. transformation, public spaces can meaningful become arenas for connection, learning, and shared progress.

To achieve this transformation, the UDEW project emphasizes practical, community-driven strategies that make the concept of decolonizing urban spaces tangible and actionable.

This involves activities as:

Organizing participatory activities such as decolonization walks, workshops, and public art initiatives that directly engage residents in reflecting on and reshaping their urban environments.

Collaborating with educators, artists, historians, and activists, to provide opportunities for communities to critically analyze street names, monuments, and architectural features, as well as propose meaningful reinterpretations or redesigns.



Implementing practical installing such as measures. contextual plaques, creating art installations, temporary or facilitating public discussions, bridge the gap between theory and action.

An European Dimension

It is important that UDEW operates on a European rather than solely a local scale because colonial histories and their legacies are deeply national interconnected across borders. Many colonial powers, such Italy, Spain, Belgium, and as Germany, were active participants in of shaping global systems exploitation and dominance that continue to influence societal structures today. Addressing these legacies collectively enables a more comprehensive understanding of how colonialism shaped Europe as a fostering shared whole, solidarity responsibility and in tackling its effects.

A European approach also highlights the interconnectedness of these histories with contemporary issues, such as migration, racism, and cultural identity. By examining how different countries grapple with similar challenges, UDEW creates opportunities to learn from diverse contexts and approaches, inspiring innovative solutions that transcend local boundaries.

Moreover, decolonization is a global issue, and addressing it at the European level ensures a broader platform for collaboration, resource sharing, and collective impact. It also provides an opportunity to establish unified strategies for inclusion and justice that can serve as a model for other regions.



Who is this Project for?

The project is designed to engage a wide range of participants, with a focus on fostering inclusivity and collaboration across diverse groups. Its primary target includes young people, especially those aged 13–30, who are encouraged to critically engage with their urban environments and reflect on the colonial legacies that shape them.

The project also addresses educators and facilitators, equipping them with tools and resources to guide meaningful discussions and workshops on historical narratives and public spaces. Additionally, local communities and grassroots organizations are a key focus, as UDEW aims to empower these groups to reclaim urban spaces, challenge exclusionary narratives, and foster dialogue.

addressing these diverse By audiences, the project seeks to create a ripple effect, enabling individuals and collectives to transform their communities into arenas of reflection, inclusion, and resilience, and by examining how different countries grapple with similar challenges, UDEW creates opportunities to learn from diverse contexts and approaches, inspiring innovative solutions that transcend local boundaries.

Moreover, decolonization is a global issue, and addressing it at the European level ensures a broader platform for collaboration, resource sharing, and collective impact. It also provides an opportunity to establish unified strategies for inclusion and justice that can serve as a model for other regions. By fostering cross-border dialogue, UDEW ensures that the effort to decolonize urban spaces reflects Europe's shared and diverse histories, building a more inclusive and equitable future for all.

The Partners

The **UDEW** project brings together a network of European partners, each offering distinct expertise and perspectives to tackle colonial legacies in urban spaces. Among the key contributors are:



GEA Coop from **Italy**, known for its work in community-based cultural projects. The cooperative focused on engaging local communities in Padua to explore colonial histories embedded in the names and symbols of urban spaces. Through guided walks and community discussions, participants reflected on the lasting impact of Italy's colonial past and collaborated on ways to reinterpret these spaces for greater inclusivity.

in *Concernation*

INClusion from Spain, specialized in educational initiatives that promote cohesion. They social organized educational activities Seville, in combining walking tours and reflective sessions to examine the city's colonial history. By engaging with public spaces tied to Spain's expansionist legacy, participants were encouraged to critically assess how these histories are memorialized and their relevance contemporary to of inclusion issues and representation.



JKPeV from Germany, focusing on creative approaches civic to engagement, facilitated workshops and interactive walks in Dresden, blending creative practices such as storytelling and artistic reinterpretation to address the city's colonial and cultural appropriation histories. These activities promoted dialogue on how urban spaces can be transformed to reflect more diverse and inclusive narratives.



S-Com from Belgium, recognized for advocacy sustainable its in communication, media literacy and decolonial practices, led mapping sessions and discussions in Brussels, focusing on sites that highlight Belgium's colonial history, particularly its involvement in the Congo. Activities included guided tours, debates, and participatory reflections on how public spaces could better honor marginalized voices and histories while fostering anti-racist practices.

The Toolkit

This toolkit serves as a hands-on resource for educators, activists, and community leaders, equipping them to critically engage with colonial histories embedded in urban spaces. It provides a step-by-step guide to organizing decolonization walks, leading reflective discussions, and creatively reimagining public spaces through participatory approaches.

Featuring practical instructions, realworld case studies, and flexible tools, the toolkit enables users to uncover hidden narratives, challenge exclusionary histories, and inspire meaningful dialogue. By fostering awareness critical and transformative action, it empowers reclaim communities to and reinterpret urban spaces in ways that reflect inclusivity and diverse histories.

Toolkits in this field offer structured yet adaptable frameworks that make addressing complex and sensitive topics accessible to a wide audience. Engaging with colonial legacies can be an overwhelming task, requiring a balance of historical knowledge, cultural sensitivity, and community involvement. This toolkit aims to simplify that process by providing clear methodologies, tested approaches, and customizable activities tailored to different contexts. It ensures that users—whether seasoned professionals or those new to the topic—are supported at every stage, from planning to execution.

Additionally, it helps bridge gaps theory practice, between and making abstract ideas like decolonization tangible through actionable steps. It encourages users to move beyond passive learning to engagement, active fostering collaboration and dialogue within communities.

In the context of urban spaces, where colonial legacies are often deeply ingrained but invisible in daily life, this toolkit aims at providing a means to uncover and address those histories in constructive and impactful ways.

This resource will help create more inclusive, reflective, and equitable public spaces across Europe.

2. PROJECT FRAMEWORK AND METHODOLOGY

66 Colonialism is not over; it is repackaged through economic globalization and structural inequalities.

Walter Mignolo, The Darker Side of Western Modernity



66 As long as poverty, injustice and gross inequality persist in our world, none of us can truly rest.

The study of decolonization, colonial legacies, and urban space analysis provides a critical framework for understanding how historical processes of colonialism have shaped contemporary societies, particularly in terms of power, identity, and spatial organisation.

Each of these concepts is deeply interwoven and plays a crucial role in analysing how cities and spaces are structured, inhabited, and contested today.

Addressing the legacies of colonialism requires active. an engaged approach that involves not only historical acknowledgment but also public participation in reshaping urban environments to be more inclusive and representative of diverse histories.

Through critical examination and participatory reimaginings, communities can reclaim their public spaces, fostering greater social justice and equity. 66 Colonial heritage cultural the physical refers to and intangible remnants of the colonial past. This includes a of artifacts, wide array buildings, monuments, artworks. practices, and symbols that were created, acquired, or influenced during the colonial period. These reflect elements often the power dynamics, ideologies, cultural exchanges and between the colonizers and the colonized, and can be found in the colonizing both and formerly colonized countries. 🤊 🤊

> Dr. Ambra Cascone and Dr. Maria Cecilia Lovato - Dipartimento dei beni culturali - Università degli Studi di Padova

2.1. DECOLONIZATION: A PROCESS OF LIBERATION AND REIMAGINING

Decolonization refers to the process through which former colonies achieve independence from colonial rule. However, beyond the political transition from colonial governance self-rule, decolonization also to involves cultural, economic, and epistemological dimensions. lt includes efforts to dismantle colonial ideologies, challenge Eurocentric narratives, and critically reassess how history is taught, remembered, and institutionalized in European societies.

Decolonization is not merely a historical event but an ongoing struggle to resist neo-colonial influences and create new, more equitable futures. 55 To decolonize the city is to challenge its Eurocentric planning principles and reimagine it through the perspectives of those historically marginalized.

Ananya Roy, Urban Informality





Decolonization is not a metaphor. It is a process of unlearning colonial structures and re-imagining a world where all people have the freedom to define their own futures.

> Roxanne Dunbar-Ortiz, An Indigenous Peoples' History of the United States

While much of the discourse on decolonization has focused on formerly colonized territories, it is equally crucial to address how colonial histories persist in European cities.

Public spaces, institutions, and urban narratives continue to reflect colonial legacies through monuments, street names, museum collections, and systemic inequalities that affect local communities. Decolonizing the city means critically engaging with its physical and symbolic landscapes, challenging exclusionary narratives, and creating spaces that reflect the diverse histories and identities of contemporary Europe.

The following concepts provide a framework for understanding decolonization in the European context and how urban environments can be spaces of both colonial memory and resistance:

Colonial Ideologies and Superiority in the Urban Landscape:

Despite differences in historical contexts, all forms of colonialism were built upon racial and cultural hierarchies that framed non-European peoples as inferior. These ideologies justified conquest, exploitation, and the imposition of cultural European models on colonized societies.

The remnants of these beliefs continue to shape how history is remembered and narrated in public spaces. Today, despite the formal end of colonial rule, European cities still bear the imprint of colonial ideologies. Statues, memorials, and architectural symbols often celebrate colonial without figures acknowledging the violence and exploitation they were part of. Similarly, public discourses continue to reproduce narratives that frame Europe as the center of progress and modernity while marginalizing the histories of colonized peoples.

> Decolonization as Deconstruction of Public Memory:

struggle for Beyond the independence, decolonization also involves critically reassessing cultural values. dismantling colonial addressing narratives. and conflicting historical memories that persist in urban environments. In the urban context, decolonization involves critically reassessing how colonial histories are represented in This the cityscape. includes renaming streets and buildings, reinterpreting monuments, and reshaping museum collections to reflect a more complex and inclusive historical narrative. It also means addressing the invisibilization of migrant and diasporic communities whose histories are deeply intertwined with colonial pasts.

> Neo-Colonial Structures in European Cities:

The legacy of colonialism is not only visible in symbols and narratives but also contemporary in power structures that perpetuate racial and economic inequalities. Segregated neighborhoods, policing practices, and restricted access to resources for local communities are all part of neo-colonial framework that а continues to shape urban life. Decolonization in Europe requires acknowledging these disparities and advocating for policies that challenge systemic exclusion, to avoid the perpetuation of old power dynamics.

> Decolonizing Knowledge and Cultural Institutions:

Museums, archives, and educational institutions play a central role in shaping public understanding of history. Many European museums still house artifacts taken during colonial rule, often without proper acknowledgment or restitution. Decolonization in this context involves not only restitution but also a broader shift in how knowledge is produced and shared, ensuring that historically marginalized perspectives are recognized and valued.

2.2. UDEW FRAMEWORK AND METHODOLOGY

66 The legacy of colonialism is everywhere, from the structure of our economies to the biases embedded in our institutions.

Ngũgĩ wa Thiong'o, Decolonising the Mind (1986)

broader framework In the of decolonization, the UDEW project operates as a practical initiative aimed challenging at and transforming how colonial histories are represented in European cities. While many European countries have begun to acknowledge their colonial past, its legacy remains deeply embedded in public spaces through monuments, street names, and museums—often without critical reflection. These spaces continue to reinforce Eurocentric narratives, shaping how history is collectively remembered and influencing contemporary identities.



As seen in the introduction, UDEW draws methodological inspiration from Decolonize Your Eyes, which employs interactive, participatory methods to reinterpret urban spaces with an anti-colonial and anti-racist lens, making hidden histories visible and fostering public dialogue about colonial legacies.

This approach has proven effective in enhancing historical awareness and promoting alternative narratives within urban environments. The Decolonize Your Eyes methodology is structured around non-formal education strategies, including:

Guided walking tours that critically analyze monuments and urban landmarks.

Artistic interventions that reimagine or contest colonial symbols in public spaces.

Ø

Community-based discussions and intergenerational learning, ensuring that diverse perspectives particularly those of marginalized communities—are included in historical discourse.

For more details on Decolonize Your Eyes, its methodology, and past initiatives, visit:

<u>Decolonize your eyes / Decolonizzare</u> <u>la città</u>





To effectively engage with colonial legacies in urban spaces, UDEW follows a structured methodological approach that includes research, community engagement, and actioninterventions. oriented The to be methodology is designed adaptable different to national contexts, ensuring that each country's unique colonial history and urban dynamics are taken into account.

The main methodological phases include:

Urban Space Analysis & Decolonial Mapping

- Identification of key urban sites that reflect colonial histories (monuments, street names, museum collections, public spaces).
- Historical research and data collection on the colonial narratives embedded in these spaces.
- Critical mapping of contested urban spaces using participatory research methods.

Community Engagement & Participatory Workshops

 Involvement of local communities, scholars, activists, and artists to discuss colonial heritage and alternative narratives.

- Use of oral history and storytelling to integrate the perspectives of postcolonial diasporas and marginalized groups.
- Organization of focus groups and educational sessions to foster intergenerational dialogue.

Artistic&PerformativeInterventions in Public Space

- Temporary and permanent artistic installations that challenge colonial symbols.
- Street art, performative actions, and public memorialization initiatives.
- Experimentation with countermonuments and creative reinterpretations of existing sites.

Policy Advocacy & Institutional Collaboration

- Engaging with policymakers and cultural institutions to promote decolonial narratives.
- Advocacy for the renaming of colonial streets, the reinterpretation of museum collections, and the reframing of public memory.
- Collaboration with universities and cultural organizations to integrate decolonial methodologies into academic research and urban planning.

2.3. DECOLONIZING EUROPEAN CITIES: URBAN SPACE ANALYSIS AND CONTEXT-SPECIFIC APPROACHES

While UDEW follows a structured methodological approach, its application varies according to the specific colonial histories and sociolandscapes political of each participating country. Colonialism was not a uniform process, and its manifest differently legacies depending on historical contexts, the duration of colonial rule, and the ways in which each society has engaged - or failed to engage - with its imperial past.

66 The colonial city segregates; it is a world cut in two.

Frantz Fanon, The Wretched of the Earth (1961)



6€ The legacies of European colonialism are immeasurably far-reaching deep, and evermutating, and SO decolonial work and resistance must take on different forms, methods and evolve accordingly.

Sumaya Kassim, The Museum Will Not Be Decolonised





Urban spaces are not neutral environments—they are shaped by historical power dynamics, processes, and social struggles. The built environment of a city reflects its past and present, embedding dominant historical narratives in its streets, monuments, and public spaces. Urban space analysis allows us to critically examine how colonial histories continue to influence the organization of spatial cities, infrastructure development, and access to resources. Across Europe, cities still celebrate figures associated with colonialism, often without critical engagement.

These symbolic representations shape public memory, influencing how history is perceived while frequently marginalizing the voices of formerly colonized peoples and their descendants. In addition to symbolic legacies, spatial inequalities—such segregated as neighborhoods, gentrification, and disparities in public services—are often rooted in colonial-era socioeconomic structures. Many migrant communities from former colonies face structural continue to marginalization, mirroring historical patterns of exclusion.



UDEW investigates how colonial traces persist in contemporary European cities and works to redefine urban spaces in a way that reflects the diverse identities and histories of their inhabitants.

The project applies this approach in four European cities — Seville (Spain), Dresden (Germany), Brussels (Belgium), and Padua (Italy) — each chosen for its unique colonial connections and urban challenges. More information on the colonial past of these cities can be found on the UDEW website, where mapping events and specific case studies on contested monuments and spaces are documented. Each city presents specific sites of the contested memory, which project has analyzed and mapped as methodological of its part framework. These sites serve as case studies, illustrating how UDEW's approach is applied in different contexts. The following section introduces these cities, highlighting key locations of colonial heritage.

SPAIN



Spain's colonial empire was one of the largest and longest-lasting in the world, spanning from the early conquests of the Americas in the 15th century to the occupation of North Africa in the 19th and 20th centuries. Despite losing most of its territories in the Spanish-American War of 1898, Spain maintained colonial control over Western Sahara, Equatorial Guinea, and parts Morocco until the mid-20th of century.

Seville, historically a key port for Spanish imperial expansion, played a central role in the trade of enslaved people and goods from the Americas. As the economic and administrative hub of Spain's transatlantic empire, the city became a gateway for wealth from extracted the colonies, reinforcing imperial ideologies and racial hierarchies.

Today, this legacy remains Seville's embedded urban in landscape, particularly through street names and monuments that glorify colonial history. As part of the UDEW project, contested spaces in Seville were selected and mapped to reveal their colonial significance, including:

- Paseo de Cristóbal Colón → A riverside avenue named after Christopher Columbus, symbolizing Spain's imperial expansion and the transatlantic slave trade. The avenue runs along the Guadalquivir River, which historically served as a crucial trade route linking Seville to the colonies. Today, the space remains uncritical of Spain's role in colonial violence and forced displacement.
- Calle Tetuán → Named after the Moroccan city of Tetouan, commemorating Spain's military conquest in North Africa (1860) and reinforcing narratives of colonial dominance. This street, now a major shopping area, reflects how colonial histories become normalized in everyday urban life.

GERMANY

Although Germany's colonial empire (1884-1919) was relatively shortlived compared to other European legacy powers, its remains significant. The Herero and Namaqua genocide (1904-1908) in present-day Namibia is now recognized as one of the first genocides of the 20th century, yet discussions about Germany's colonial have long past been overshadowed bv the country's reckoning with Nazism and the Holocaust.

Only in recent years has public discourse begun to acknowledge Germany's involvement in colonial violence, the exploitation of African and Pacific territories, and the economic profits derived from imperial expansion.

Dresden contains several public spaces that reflect Germany's imperial past and the persistence of hierarchies. The racial citv's commercial and cultural institutions benefited from colonial trade networks while its urban monuments still depict imperial exoticized figures and of representations non-European cultures.



In Dresden were mapped places like:

- **Yenidze** \rightarrow A former tobacco factory designed to resemble a mosque, reflecting Orientalist architecture and the commodification of colonial imagery in early 20th-century Germany. Built in 1909, its structure mimics Middle Eastern aesthetics, exploiting exoticized stereotypes to market tobacco sourced from the Ottoman Empire. Today, it remains a popular landmark, yet its history of cultural appropriation is rarely discussed.
- Jorge-Gomondai-Platz \rightarrow А after Jorge square named Gomondai, Mozambican а contract worker murdered in a racist attack in 1991. His case highlights the intersection between postcolonial migration, labor exploitation, and racist violence in reunified Germany. Today, the site is a focal point for anti-racist activism and remembrance.

BELGIUM



Belgium's colonial rule over Congo, Rwanda, and Burundi (1885-1962) was one of the most brutal and exploitative in history. Under the reign of King Leopold II, the Congo Free State (1885-1908) operated as a personal colony, leading to the deaths of millions due to forced labor, violence, and disease.

Even after Belgium took official control in 1908, the colonial system remained deeply oppressive, extracting vast economic wealth denying basic rights while to Congolese people. Despite increasing public debate, Belgium has been slow in reckoning with its colonial history, and many monuments in Brussels continue glorify to its imperial past.

Brussels, the capital of Belgium and the European Union, still bears strong colonial traces in its public spaces. The city was a central hub for colonial administration and trade, with entire districts shaped by Belgium's imperial connections. Today, Afrodescendant communities, particularly from the Democratic Republic of Congo, play a key role in pushing for decolonization, challenging dominant narratives in public memory.

In Brussels, UDEW mapped places as:

- Monument to the **Belgian Pioneers in Congo** → Located in Parc du Cinquantenaire, this monument was built in the early 20th century to celebrate Belgian "pioneers" and their so-called "civilizing mission" in the Congo. Originally, included it an inscription praising the "heroism" of Belgian troops in ending the Arab slave trade, while ignoring the extreme violence inflicted on Congolese populations. Although public has pressure led to some contextualization efforts. the monument remains a symbol of Belgium's colonial amnesia.
- Square Lumumba → Unlike many other colonial references, this square was renamed in 2018 to honor Patrice Lumumba, Congo's first Prime Minister, who was assassinated with Belgian complicity in 1961. However, calls for further action including the installation of a of Lumumba—remain statue unaddressed.

ITALY

Italy's colonial empire (1882-1943) is often minimized or erased from public discourse, reinforcing the myth of "Italiani brava gente" (Italians as benevolent colonizers). Italy's colonization of Libya, Eritrea, Ethiopia Somalia, and was characterized by brutal military campaigns, forced labor, and the use of chemical weapons, particularly during the Second Italo-Ethiopian War (1935-1936). Despite this, Italy has done little to formally address its colonial crimes, and many of its urban spaces still reflect imperial ambitions without critical engagement.

Padua, like many Italian cities, unexamined retains traces of colonialism in its streets and monuments. Several locations glorify military continue to conquests in Africa, reinforcing a sanitized version Italian of imperialism.

Unlike cities where public debates on colonial memory are more active, in Padua these references remain largely uncontested, making it a crucial site for decolonial interventions.



Places mapped included:

- Via Amba Aradam → Named after the Battle of Amba Aradam (1936), a key conflict during Italy's invasion of Ethiopia. The battle is infamous for ltaly's use of mustard gas, a war crime that unacknowledged remains in official narratives. This street name is part of a wider Italian tendency commemorate to military victories without addressing their violent consequences, reinforcing imperial nostalgia.
- Monumento ai Caduti d'Africa \rightarrow A monument dedicated to Italian soldiers who died in colonial wars, presenting a onesided narrative of heroism and sacrifice while ignoring the suffering colonized of populations. This monument was the subject of a performative action by Decolonize Your Eyes in 2021, aimed at reinterpreting public symbols from an anticolonial perspective.

2.4. ADAPTABILITY AND REPLICABILITY OF The udew methodology

One of the key strengths of the UDEW project is its adaptability to different urban, social, and historical contexts. While its core methodology —combining urban mapping, guided walks, community engagement, and artistic interventions—remains consistent, its application is tailored to the specific colonial histories and public memory landscapes of each city.

As demonstrated in the diverse case studies of Brussels, Seville, Dresden, Padua, colonial legacies and manifest in different ways across European cities, influencing street names, monuments, urban planning, community relations. The and project's methodology is flexible enough to address these differences, ensuring that decolonial interventions are not generic, but rather grounded in the local historical, social, and political context.

By adapting to the specific needs of each city, UDEW is able to effectively engage local communities, challenge dominant historical narratives, and create inclusive urban spaces that acknowledge and confront colonial histories. 66 We must decolonize our minds and demand that our history be taught to us, as we lived it, not as others tell it.

Thomas Sankara (1949-1987)



66 Decolonization is incomplete if it does not dismantle the patriarchal structures that were reinforced by colonial rule.

SylviaTamale,DecolonialFeminism (2020)



However, decolonization is not only about redefining urban spaces but also about ensuring that diverse social groups actively participate in this process.

UDEW's methodology is designed to be intergenerational and crosscommunity, engaging children, youth, adults, and marginalized local communities in meaningful urban explorations and critical discussions on colonial histories. Building on the approach developed in Decolonize Your Eyes, the project prioritizes accessibility inclusivity, and amplifying the voices of historically excluded groups. This ensures that decolonization is not only an academic or activist discourse but a participatory process that centers lived experiences.

Different social groups engage with UDEW's methodology through tailored activities that reflect their needs, interests, and ways of learning:

• Young people and students

Schools, universities, and vouth organizations play a crucial role in project. Activities the such as interactive discussions, archival and digital storytelling research, provide educational projects pathways for critically engaging with colonial histories helping while students develop analytical skills and historical awareness.

• Migrant and diasporic communities

Many UDEW activities are designed to center the voices of communities directly affected by colonial histories, ensuring they are not iust participants but active leaders in shaping urban memory. Methods such as oral history workshops, community storytelling events, and participatory urban mapping help reclaim narratives often excluded from mainstream historical discourse.

• General public and local communities

Public engagement is key to fostering intergenerational and cross-community dialogue. Activities such as walking tours, artistic interventions, and community-led exhibitions provide opportunities for broad audiences to critically reflect on colonial legacies, making the process accessible beyond academic and activist circles.

• Women and individuals from cultural minorities

Recognizing the intersection of colonialism, patriarchy, and racial exclusion, UDEW incorporates safe spaces for dialogue, creative expression, and leadership development, ensuring that gendered and racialized experiences of colonialism are not overlooked.

To support the scalability and longterm impact of the project, UDEW has developed this toolkit, designed to equip educators, youth workers, and local facilitators with resources to implement decolonial activities effectively. The toolkit ensures that activity promotes every critical engagement, community participation, long-term and transformation in urban spaces.

These activities are guided by a set of **core values** and principles aimed at fostering meaningful engagement, critical reflection, and long-term transformation in urban spaces:

• Inclusivity

Ensuring that all voices, particularly those from marginalized communities, are actively engaged in decolonial processes. This means not only inviting participation but also creating safe and accessible spaces where historically excluded groups can take leadership roles in shaping urban memory and public discourse.

• Critical Thinking

Encouraging reflection on colonial histories and contemporary inequalities interactive through methodologies. questioning By dominant narratives and power structures, participants develop a understanding of how deeper historical injustices continue to shape urban spaces, fostering independent analysis and civic responsibility.

Community Engagement

Prioritizing collaborative and participatory processes where local communities shape the initiatives. Decolonization is most effective when it is co-created with those directly affected by colonial legacies, ensuring that interventions are not externally imposed but rooted in lived experiences and collective agency.

Sustainability

Developing long-term, embedded practices rather than one-time events. Decolonization should not be a symbolic or temporary action, but an ongoing process that continues through educational reforms, policy changes, and the integration of decolonial practices into institutions and urban planning.

• Collaboration and Solidarity

Bridging activists, scholars, policymakers, and local communities systemic to create change. Decolonization requires multilevel cooperation, where different sectors —academia, grassroots activism, cultural institutions, and government bodies—work together to amplify impact and ensure meaningful, longterm transformations.

By bridging historical analysis with practical action, this toolkit serves as a resource for reclaiming urban spaces and reflecting about critical engagement, collective memory, and social justice.

3. TRAINING ACTIVITIES AND WORKSHOPS

The training activities and workshops presented in this section build on the methodological theoretical and foundations outlined in the previous chapters, translating them into practical, hands-on approaches for decolonizing urban spaces. Designed to engage communities, educators, activists, and cultural practitioners, these activities encourage critical engagement with public memory, urban narratives, artistic interventions. and community participation. Decolonization is not just about reinterpreting history; it is an active, participatory process that requires collaborative engagement, creative methodologies, and sustained action challenge to dominant narratives and reclaim public spaces.

This section has been developed through the collaborative expertise of the UDEW project partners, each contributing their specialized knowledge and experience to create diverse, adaptable, and impactful activities.

Each activity in this section has been designed to be structured vet flexible, allowing facilitators to adapt them to different local contexts and community needs. The workshops integrate historical analysis with participatory exercises, ensuring that learning is not only theoretical but also experiential and actionoriented. They emphasize the importance of public memory and urban narratives, exploring how monuments, street names, and cityscapes continue to reflect colonial histories, often celebrating figures or events tied to oppression while excluding the voices of colonized marginalized and communities. The activities guide participants in critically analyzing these spaces, reinterpreting their meanings, envisioning and alternative ways of commemorating history through creative and inclusive approaches.

A - RETHINKING URBAN NARRATIVES & PUBLIC Memory

Theoretical Background

Decolonizing urban spaces is an dynamic process ongoing, that requires the active involvement of local communities, educators. cultural organizations, and grassroots movements. Public spaces are not neutral; they are shaped by historical narratives, power structures, and collective memory. monuments. streets. and Manv urban landmarks still reflect colonial histories, often celebrating figures or tied oppression, events to enslavement, and imperial rule, while excluding the voices of colonized and marginalized communities. Challenging these dominant urban narratives involves critically engaging with symbols, questioning public memory, and reimagining how history is represented in cities.

This requires a multidimensional combining historical approach, research, policy advocacy, artistic interventions. and participatory community The engagement. language and discourse surrounding colonial memory also play a crucial role in shaping public perception. In many cases, colonial figures are remembered "pioneers" as or "nation builders," while the violence oppression linked to their and legacies are erased or downplayed. The media, school curricula, and official narratives contribute to reinforcing these perspectives, making critical engagement with urban history essential for a more inclusive public memory.

Urban decolonization also intersects with policy and governance. Decisions about which monuments to preserve, which street names to rename, and how historical sites are framed in museums and public discourse are **deeply political**.

Some European cities have already begun reassessing their colonial past, implementing policies such as renaming streets, contextualizing monuments, and transforming museums, showing that decolonization is not only an activistdriven process but can also be supported through institutional policies, public engagement, and education.

Workshops, debates, and public events play a vital role in facilitating the decolonization of communicative practices within different communities. These spaces provide opportunities for open dialogue, enabling communities to critically examine the past and envision new, inclusive futures. By creating platforms for marginalized voices, such events promote diversity and ensure that historical biases are confronted and addressed.

Activities

Public spaces are **not neutral**, they are shaped by historical narratives, power structures, and collective memory. Many streets, monuments, and urban landmarks still reflect colonial histories, often celebrating figures or events tied to oppression while excluding the voices of colonized marginalized and communities. Decolonizing urban spaces means critically engaging with these symbols, questioning dominant narratives, and reimagining how history is remembered in public spaces.

Each activity is structured to help participants engage critically with their surroundings, using interactive exercises, field exploration, and creative mapping to analyze how colonial histories persist in urban landscapes. One of the key strengths of these activities is their flexibility, allowing facilitators to modify content, approach, and level of complexity based on participants' backgrounds, historical settings, and community needs.

These workshops are designed to be inclusive and participatory, ensuring that different groups can meaningfully engage with public memory in ways that resonate with their lived experiences:

students educators and For Activities can be structured as interactive history lessons, incorporating archival research, storytelling, and classroom discussions.

For activists and community organizers

Workshops can be adapted for public events, city walks, and artistic interventions, promoting grassroots engagement in decolonization efforts.

For policymakers and urban planners

Exercises like Street Mapping and Monument Reinterpretation provide data-driven insights for discussions on renaming initiatives and policy reforms.



A1. ICEBREAKER: MEMORY MATCH

This introductory activity engages recognizing participants in the colonial histories embedded in urban through а hands-on, spaces interactive approach. By pairing urban features with their corresponding historical facts, participants begin to critically reflect on the spaces they navigate daily. The activity is based on theoretical references related to public memory and the persistence of colonial symbols in contemporary cities.

Facilitators guide the discussion by explaining how historical and contemporary narratives intersect in public spaces, encouraging a critical analysis of the urban landscape.

This activity is particularly useful for educators, students, and community groups, providing a starting point for discussions on public memory and historical erasure.

≻ Aim

To encourage participants to critically engage with historical narratives in urban spaces.

> Learning Outcomes

Build awareness of the hidden histories of public spaces.Enhance understanding of colonial legacies in urban environments. Foster teamwork and collaborative critical thinking.

> Participants

10–14 participants

➤ Duration

30 minutes

➤ Materials

Pre-prepared cards with urban features and corresponding historical facts.

> Implementation

- Scatter cards with urban features and historical facts, and ask participants to find matching pairs.
- 2 Once a pair is matched, the participant or team presents the historical connection to the group.
- **3** Discuss the findings collectively, focusing on how colonial histories persist in urban spaces.

≻ Tips

Use diverse examples relevant to the participants' local contexts. Ensure the activity fosters curiosity and critical thinking, rather than competitiveness.

Conclusion

Conclude with a group reflection on what surprised or resonated with participants.

A2. UNCOVERING THE STORY BEHIND URBAN NAMES AND MONUMENTS

This field-based activity encourages participants to explore, analyze, and reinterpret street names, plazas, and monuments through on-site discussions and creative reinterpretations. Βv visiting significant historically locations, participants reflect on the power of and commemoration, naming identifying whose stories are being told and whose are erased.

The activity is highly adaptable and can be conducted in schools, local community initiatives, or activist-led tours. lt also integrates artistic reinterpretation, where groups reimagine alternative names. contextual plagues, creative or redesigns of contested spaces. This activity combines critical analysis of street names, plazas, and monuments with discussions about how they reflect and perpetuate historical narratives.

Facilitators provide background on the role of public spaces in preserving or challenging colonial and exclusionary histories, using examples from both local and European contexts. Moreover, it encourages participants to explore public spaces directly. By physically engaging with these spaces, participants can better understand how historical narratives are embedded in the urban landscape and how these spaces influence collective memory.

≻ Aim

To critically analyze how urban names and monuments shape collective memory and to reflect on how they can be reinterpreted to foster inclusivity.

> Learning Outcomes

- Understand the historical significance of urban names and monuments.
- Analyze how the urban setting shapes public memory and identity.
- Analyze how these elements reflect power dynamics and historical narratives.
- Explore creative and inclusive approaches to reimagine public spaces.

> Participants

10–14 participants

Duration

190 minutes

➤ Materials

Chalk, markers, portable canvases or cardboard

> Implementation

1 On-Site Exploration

- Organize a walk through selected streets, plazas, or monuments with historical or contested colonial legacies.
- At each stop, provide a brief historical overview and highlight key details about the space's name or symbolism.
- 2 Group Discussion at Each Stop

Divide participants into small groups and ask them to discuss prompts like:

"What message does this space convey?"

"Who is represented here, and who is missing?"

"How does this space make you feel?"

3 Interactive Creative Reinterpretation: Ask each group to do a short analysis of the location, and then propose reimagined names, plaques, additional or creative reinterpretations to make the space more inclusive. Invite a local artist, urban designer, or muralist to lead the session. The artist can provide examples of creative reinterpretations from other cities murals. installations. (e.g., or temporary public art). Participants can then work in groups to sketch or prototype their ideas directly in the space or on provided surfaces.

For example:

 Envision additional details for a monument/a statue/a map, draw them on a sheet of paper, and then place them on the monument to transform its meaning.

Live Performance or Storytelling: Encourage groups to use performance as a medium to reinterpret the space.

For example:

- Create a brief act, imagining how the space would feel or function before and after their reimagining.
- Use storytelling to convey the new narrative they envision.
- Do a movement piece reflecting a reimagined narrative.

➤ Tips

- Choose places relevant to the local context to increase participant engagement.
- Be mindful of the emotional weight of certain topics and encourage respectful discussion.
- Ensure the selected route is accessible and includes spaces with diverse historical contexts.
- Encourage participants to engage their senses—observe, listen, and reflect on the environment.

- Ensure the activity remains participatory and inclusive by encouraging everyone to contribute, regardless of artistic skill level. Emphasize creativity and collaboration over technical perfection.
- The artist can act as a mentor during the session, offering guidance on visualizing ideas, suggesting creative approaches, and helping participants express their concepts through art.

Conclusion

Conclude the walk with a group reflection in a public square or park.

Use prompts like:

"What new perspectives did you gain from physically visiting these spaces?"

"What did you learn by engaging directly with this space?"

"How would your reinterpretation affect the community?"

A3. STREET MAPPING: THE MAP OF Decolonisation

Through collaborative mapping, participants interactive create colonial representations of and decolonial sites in their city. By identifying monuments, neighborhoods, and urban spaces that reflect colonial histories, they develop a shared understanding of how history is inscribed into the urban landscape.

This activity is particularly effective for youth groups, urban researchers, and educators, as it encourages critical thinking, teamwork, and historical research. During the exercise, participants will explore how boundaries and urban spaces have been transformed by colonization and decolonization. They will also discuss how the history of places and cities is shaped by historical events and how these spaces can be reinterpreted through a decolonial lens.

≻ Aim

To create an interactive map of a local area representing the history of colonisation and decolonisation, highlighting significant places related to these events.

> Learning Outcomes

• Understanding of how boundaries and places have been influenced by colonial history.

- Ability to apply a critical approach to historical places and monuments in one's own city.
- Promoting collaborative work to reconstruct a shared historical narrative.

> Participants

8-20 participants

> Duration

90-190 minutes

➤ Materials

- Blank map of the city or area
- Markers, stickers, historical photographs
- Cards with historical descriptions of significant places

> Implementation

- 1 Divide participants into small groups and distribute a blank map of the city or area.
- 2 Each group will explore a section of the city, using photographs and stories to identify places of historical importance (e.g. monuments, resistant neighbourhoods, places of colonial conflict).
- **3** Each group will mark significant places on the map and write short historical descriptions.
- **4** Bring all groups together to pool information and discuss the choices made.

➤ Tips

- Make sure participants understand the historical significance of the places and do not limit themselves to 'physical marks' on the map.
- Stimulate reflection on untold stories, on historical 'gaps' that may have been forgotten.

Conclusion

Conclude with an open discussion about the selected places and the importance of telling stories that are not always visible or recognised. Encourage reflection on the value of an alternative map that challenges the dominant historical narrative.

➤ Resources

Local historical articles Historical city guides



CASE STUDIES ACTIVITY: CREATING INCLUSIVE SPACES

Public spaces serve as powerful sites shaping of memory, collective historical narratives and influencing national identity. However, many of these spaces continue to reflect colonial legacies through their street names, statues, and monuments, often commemorating individuals and events tied to oppression, enslavement, and imperial rule. As societies grapple with the ongoing impact of colonial histories. renaming streets has emerged as a key decolonial strategy—one that not only challenges dominant narratives but also actively reshapes public memory to be more inclusive.

This activity introduces participants to real-world examples of urban decolonization efforts, showing how activists, local governments, and civil challenged society have colonial legacies and reshaped public memory. Through an interactive and research-based approach, participants will explore case studies, analyze their impact, and develop proposals for renaming or urban reinterpreting contested activity combines spaces. The storytelling and research, providing participants with a case study of a public space or monument linked to a colonial legacy.

They will explore history, its significance, and the ongoing discussions surrounding it, then craft a narrative and imagine alternative new names or perspectives for its interpretation.

≻ Aim

Through this activity, participants develop will deeper а understanding of urban decolonization by exploring reallife examples and using storytelling to give a human and emotional perspective the issue. to Participants will research a case study, present it creatively, and engage in meaningful dialogue.

> Learning Outcomes

- A comprehensive understanding of urban decolonization through case studies. Enhanced research, creativity and presentation skills.
- Development of empathy through storytelling and considering multiple perspectives.
- Strengthened critical thinking about the complexities of public space and colonial legacies.

> Participants

10-20 participants

Duration

90 minutes

➤ Materials

- Printed case studies or digital resources about particular public spaces (e.g., statues, monuments, street names tied to colonial history)
- Paper, markers, and pens for creating story outlinesLaptops or phones for research
- Projector (optional) for group presentations
- Sticky notes for feedback

> Implementation

- ◀ Introduce the concept of urban decolonization and provide participants with a brief overview of the case studies they will be working on (you can assign or let them choose). These could be examples like the removal of a statue of a colonial figure, a renamed street, or an ongoing debate over controversial а landmark.
- 2 Research & Story Creation (30 minutes):

Split participants into small groups. Each group will be assigned one case study, where they will research the historical context and current debates surrounding the public space. They will then create a story from the perspective of different characters involved, such as:

- A local activist pushing for decolonisation through different solution
- A resident or community member who feels connected to the space
- A city official or historian with a different view

Other roles might be: a media worker or journalist; a city planner; a local historian; a member of a historically excluded community; a cultural leader.

The story should highlight the emotional, political, and social factors involved in the case.

3 Creative Presentation

(30 minutes):

Each group presents their case study and the story they've created to the rest of the participants. This could be a short skit, a visual presentation, or a storytelling performance. Encourage creativity in how they convey the different perspectives (using props, images, or even acting).

Discussion & Reflection (15 minutes):

After the presentations, open the floor for a group discussion. Ask questions like:

"What new perspectives did you learn from the stories presented?"

How did hearing different perspectives shift your understanding of the issue? What challenges do cities face when trying to decolonize public spaces? will share Participants their reflections and provide feedback on each other's presentations.

➤ Tips

- Provide clear guidelines for research and storytelling.
- Ensure participants are focused on the historical and social context of the case studies.
- Emphasize creativity in storytelling, allowing space for emotional and personal perspectives.
- Encourage respectful listening during the presentations, as they will cover sensitive topics.

Conclusion

At the end of the activity, ask participants to write or share one key takeaway from the case studies and storytelling exercise. You could also conduct a short feedback round where each participant highlights something they found impactful about the activity.



CASE STUDIES EXAMPLES

Renaming streets is a powerful tool for challenging colonial legacies and reclaiming public memory, yet it often faces resistance and institutional hurdles. The following studies illustrate different case approaches to decolonizing urban spaces through street names, highlighting the complexities of historical reinterpretation and the crucial role of activism, public policy, and community engagement.

examples real-world These demonstrate civil society how movements and government contribute initiatives can to rediscovering and amplifying historically marginalized voices, transforming the urban fabric into a more inclusive space. They serve as an inspiration for participants engaging in the activities, showing how advocacy, historical research, and creative reinterpretation can lead to tangible changes in how cities narrate their past.

Street name change in Berlin

<u>Street name change major step in</u> <u>decolonizing Berlin – DW –</u> <u>08/28/2020</u>

The campaign to rename Mohrenstrasse (M*Strasse) in Berlin reflects longstanding efforts to confront Germany's colonial history and its legacy of racial exclusion. Activists from the Initiative Schwarze Menschen in Deutschland (ISD) and other civil society groups successfully lobbied for the street to be renamed Anton-Wilhelm-Amo-Strasse,

honoring the first African-born scholar to earn a doctorate in a European university.

This case highlights how street names shape public memory, and how community activism can drive change, even amid political resistance.

France renaming streets after African WWII heroes

France to rename streets after African WW2 heroes

In France, renaming streets to honor African soldiers who fought in World War II is part of a government-led acknowledge initiative to the contributions of colonial troops, who have long been excluded from national memory. French authorities emphasize that decolonization should not be about erasing history but expanding it, ensuring that public spaces become places of learning rather than omission. Defence Minister French Iunior Geneviève Darrieussecq urged local governments to name streets after African war heroes and install plagues explaining their contributions, reinforcing that historical recognition is essential for an inclusive national identity. Unlike Berlin's activist-driven campaign, this effort demonstrates how policy interventions can play a role in decolonization, addressing historical omissions in public commemorations.

Resistance in Cirenaica

https://resistenzeincirenaica.com/wh at-we-do-on-the-road/

In Bologna, the Resistenze in Cirenaica movement uses street renaming, artistic interventions, and public performances to challenge Italy's colonial legacy in Libya and beyond. The Cirenaica district, originally named in honor of Italy's colonial occupation, has become a point for public memory focal activism. Through symbolic renaming actions, urban treks, and guerrilla odonymy, activists have recontextualized colonial street names, replacing them with the names of anti-colonial fighters and partisans.

The initiative began in 2015, with an through urban trek the neighborhood that ended with a musical reading. During this event, participants stopped under street signs, reflecting both their colonial past and their transformation into symbols of resistance. Libya Road, one of the last remaining colonial district. names in the was symbolically renamed "Vinka Kitarovic Road", a Croatian partisan Cirenaica who lived in and participated in the Liberation of Modena from the fascists.

B - COMMUNITY PARTICIPATION, STUDENTS & Inclusive Urban Spaces

Theoretical Background

crucial aspect of this А decolonization process is the active recovery of marginalized histories, particularly those of Afro-Europeans and other diasporic communities, whose presence and contributions often have been erased or overlooked in European historical narratives. The traces of colonialism remain deeply embedded in public life, influencing everything from educational curricula to the ways in which urban spaces are designed and inhabited. While the voices of Black Europeans and other historically excluded groups are increasingly gaining recognition, full acknowledgment historical and representation remain limited, both in institutional settings and in the urban fabric of cities.

Education plays a fundamental role in this process. Schools, universities, and community learning spaces must develop intercultural and interdisciplinary pedagogical approaches that do not merely recount colonial history, but actively engage with its lasting effects. Beyond simply informing students, postcolonial teaching encourages critical reflection on how colonial power structures persist today, equipping learners with the tools to identify, critique, and reimagine these systems, including equipping students to identify and critique the "regimes of truth" that shape cultural and social arrangements, like colonial and neocolonial narratives.

High-quality curricula should invite students to critically engage with the legacies of colonialism, while encouraging positive identities that move fluidly between local and global contexts. By fostering this critical awareness, students can build more inclusive identities that help them navigate the complex dynamics of a globalized world.

However, decolonization does not only happen in classrooms—it must also be embedded in public spaces and community engagement efforts.

exclusion The historical of marginalized voices from urban narratives has shaped how people experience, remember, and assign different value to spaces. Educational institutions and local communities must work together to ensure that decolonial approaches beyond formal learning extend settings and into urban life. Schools and universities should engage with local history, grassroots movements, and urban storytelling, ensuring that students not only study colonial history in textbooks but also interact with their surroundings in a way that fosters critical thinking about public memory.

Activities

Decolonizing urban spaces goes analyzing history—it beyond requires engaging communities in reclaiming and redefining public spaces. The historical exclusion of Afro-European narratives and other marginalized voices has shaped how environments urban are experienced, remembered, and valued. This section focuses on how individuals and groups can critically reflect on how spaces are inhabited, represented, and how who is communities can take active roles in reshaping narratives.

The activities in this section are designed to foster empathy, critical thinking, and creative reinterpretation of urban spaces. Participants will explore how different identities perceive the same city, map their personal and collective connections to spaces, and imagine a future where urban environments reflect diverse histories.

These exercises encourage participants to move beyond passive observation and actively contribute to more inclusive, representative, and equitable urban storytelling. Each activity in this section is designed to help participants critically engage with urban spaces, fostering collaborative reflection and reinterpretation.

exercises are flexible The and adaptable, making them suitable for schools, vouth organizations, grassroots initiatives, and public events. While each activity has a structured methodology, facilitators are encouraged to tailor them to community their specific and historical context.

B1. ICEBREAKER: WALK IN THEIR SHOES

Decolonizing urban spaces requires understanding of different an perspectives—how people of different backgrounds, histories, and social positions experience the same environment in radically different activity This challenges ways. participants to step into different roles—such as a local historian, a migrant, a descendant of a colonized community, or an urban planner and analyze an urban space from their assigned perspective. This highlights exercise how race, migration, and history shape the way people experience the same city. Through discussion and reflection, participants will recognize conflicting narratives, understand the divergent marginalized experiences of communities, and develop a more inclusive, intersectional approach to urban storytelling. This activity is ideal and 2 schools, youth groups, for community workshops, serving as an introduction to how spaces can reflect contested histories and why inclusive public memory matters.

> Aim

To foster empathy and critical thinking about diverse experiences of public spaces.

> Learning Outcomes

 Understand how different identities shape experiences of urban spaces.

- Analyze urban environments from multiple perspectives.
- Build skills in empathy and collaborative reflection.
- > Participants
- 10–15 participants

> Duration

30 minutes

> Materials

Images of urban spaces, role descriptions, flipchart for sharing reflections.

> Implementation

- Assign roles such as local historian, migrant, descendant of a colonized community, or urban planner.
- Present an image of an urban space and ask groups to discuss how their assigned role might perceive or interact with it.
- B Have each group share their reflections with the larger group.
- Facilitate a discussion on how urban spaces can reflect conflicting narratives and histories.

≻ Tips

- Be mindful of diverse identities and experiences among participants when assigning roles.
- Use local examples to make the activity relatable and impactful.

Conclusion

Conclude with a reflection question:

"What new perspective did you gain from this activity?"

Use a feedback form or open discussion to gauge participants' understanding and engagement.



B2. MAPPING PERSONAL CONNECTIONS

Urban spaces are not just physical locations; they are deeply intertwined with personal, collective, and historical identities.

This activity invites participants to map their personal connections to a city, reflecting on how individual experiences shape the perception of public spaces, which histories are acknowledged in the urban landscape and which are excluded, and how different people assign meaning and value to the same places.

The activity allows participants to explore the intersection of personal and collective experiences in urban environments, drawing on concepts from urban sociology and cultural memory. It emphasizes how places embody identities and historical narratives, and how public spaces reflect broader societal stories and dynamics.

Facilitators will introduce the activity by discussing how urban spaces tell both collective and individual stories, encouraging participants to think critically about their own connections to these places. This activity is particularly effective for intergenerational learning, school projects, and community storytelling workshops, providing an opportunity to analyze urban memory through diverse perspectives.

> Aim

To help participants uncover how personal and collective experiences shape the narratives of urban spaces, fostering critical reflection on how these spaces reflect societal histories.

Learning Outcomes

- Recognize the interplay between personal experiences and urban histories.
- Develop awareness of how public spaces reflect societal and cultural narratives.
- Foster critical thinking and dialogue about the inclusivity of urban environments.

> Participants

10-20 participants

> Duration

1 hour

> Materials

Paper, colored pens, flipchart for group discussion notes.

> Implementation

1

Distribute blank paper and colored pens. Ask participants to draw a simple map of a street or a neighborhood and mark one public space that holds a particular significance to the person or the community. (15 minutes)

2 Participants share the space they chose and explain why it is significant to them or to the history of the city. Facilitators may encourage them to reflect on its historical, cultural, or emotional importance.

After participants have shared their individual maps, invite them to combine their drawings into a single, larger map of the city. (30 minutes)

Facilitate a group discussion by 3 asking questions such as: "How do our personal stories shape how we see urban spaces?" "What broader narratives might these spaces represent or exclude?" "What does this collective map reveal about our shared perception of the city?" "Which places hold seem to significance for multiple people? Why?"

(15 minutes)

➤ Tips

- Emphasize that there are no wrong answers in this exercise; every perspective is valuable.
- Encourage participants to think beyond physical landmarks and consider emotional or cultural significance.

Conclusion

End with a short reflection circle where participants share their key insights.

Use prompts like:

"How did this activity change how you see public spaces in your community?"

Optionally, ask participants to identify one action they could take to engage with the stories of their chosen space.

B3. TIME CAPSULE: A PAST-FUTURE EXPLORATION

Decolonization is not just about examining the past—it is also about imagining and shaping the future. This activity invites participants to explore how a contested space has evolved over time and to develop a vision for its future. Using the "time capsule", concept of a participants will combine research, storytelling, and speculative design to create a narrative that connects the space's colonial past to a more inclusive future. They will be taken to a site with a complex colonial history and, beyond investigating its significance, historical will be encouraged to speculate on how it might look and function if colonial legacies were critically addressed.

The activity emphasizes historical awareness, speculative design, and creative problem-solving, making it particularly effective for urban planning discussions, artistic workshops, and policy-driven public engagements.By linking past injustices to future possibilities, participants develop a proactive mindset, exploring ways to reshape public spaces to be more inclusive and representative.

> Aim

To critically examine the historical evolution of a public space and collaboratively design a future vision that addresses colonial legacies.

> Learning Outcomes

- Analyze the historical transformation of a public space and its societal impact.
- Develop creative and forwardthinking solutions for reinterpreting public spaces.
- Strengthen collaboration and storytelling skills.

> Participants

10–20 participants

Duration

90 - 120 minuti

➤ Materials

- Tablets or smartphones with internet access (for on-site research or QR code exploration).
- Large paper or whiteboards for collaborative design.
- Props or costumes for storytelling (optional).
- A prepared timeline or set of clues about the space's historical milestones.

> Implementation

- **1** Take participants to the selected space and provide them with historical clues (e.g., QR codes linking to online resources, printed archival photos, or timelines). In small groups, ask participants to piece together the story of the space, focusing on its colonial past, transformations, and current role.
- 2 Ask each group to create a "time capsule" for the space, imagining how it might look and feel 50 years from now if colonial legacies were critically addressed. Participants can sketch redesigns, write speculative narratives, or use props to visually reimagine the space.
- 3 Each group presents their time capsule as if they are future storytellers explaining how the space has changed over time. They can use their sketches, written narratives, or performative elements to share their vision.

Facilitate a group discussion: "What surprised you most about the space's history?" "How did imagining the future help you reflect on its past?" "What actions could we take to move closer to the reimagined vision?"

Δ

➤ Tips

- Make the historical clues and interactive; QR engaging physical artifacts, codes, or creative props can make the discovery process fun and immersive.
- Encourage bold, imaginative thinking for the future visions. There are no wrong answers.
- Use prompts to keep the groups focused on linking the past to the future.

Conclusion

Conclude with a group reflection on what surprised or resonated with participants. Use reflective prompts like:

"How did the time capsule activity change your understanding of this space?"

"What would you like to see in other public spaces facing similar challenges?"

Optionally, capture participants' designs and ideas in a digital format to share with later.

C. ARTISTIC INTERVENTIONS & VISUAL Storytelling

Theoretical Background

Art has long been a powerful tool for and decolonization, resistance offering a way to reclaim narratives, challenge dominant histories, and amplify marginalized voices. While historical accounts often exclude or distort the perspectives of colonized communities, art provides an alternative means of representation, fostering emotional connections and collective memory. Through murals, visual storytelling, performances, and public art, decolonial artistic interventions reimagine urban spaces as platforms for dialogue, engagement, and resistance.

Collaboration with museums, local cultural centers. and governments is crucial in organizing public exhibitions, performances, and events that highlight the colonial embedded traces in urban environments. These efforts can include guided tours, art installations, storytelling sessions, and interactive displays that provide historical context while encouraging citizens to question their urban heritage. Public forums, involving local government representatives, educators, and activists, can help communities engage with their

collective history in a participatory and constructive way.

Artistic interventions—such as street art, public performances, and audiovisual exhibitions—are particularly effective at engaging younger generations, who often feel disconnected from formal historical discourse.

making history Βv interactive, visual, and emotionally resonant, these interventions break the barriers of traditional education and allow for more inclusive decolonial engagement with themes. Diaspora artists, in particular, play a key role in these reinterpretations, using their cultural and historical perspectives to challenge colonial narratives and reimagine historical symbols.

Regenerative artistic practices in urban spaces, including murals and site-specific installations, are critical in the process of decolonizing public memory. Public space, often marked by symbols of colonial power such as monuments, street names, and architecture, reclaimed can be through community participation and creative reinterpretation.

Activities

The activities in this section invite participants to explore art as a tool for historical reflection, social activism, and community Through engagement. creative expression, participants will critically engage with historical narratives, reinterpreting and reimagining them in ways that foster dialogue and inclusivity. Whether through individual collective artistic or projects, these activities encourage collaboration, creativity, and the reclaiming of urban spaces as platforms for diverse storytelling and representation.



C1. ART & VISUAL REPRESENTATION: CREATING POSTERS

have historically been Posters а powerful medium for political and social movements, serving as tools for mobilization, education, and This resistance. activity allows participants to study and create artistic posters that represent significant moments of decolonization, symbols, using quotations, and historical images to communicate messages of liberation and change.

During the exercise, participants will explore the themes of anti-colonial struggle and the celebration of decolonization victories through visual art. They will discuss how historical posters served as powerful mobilization tools of and communication during liberation movements, analyzing their impact and effectiveness.

This activity is particularly engaging for students, artists, and activists, as it combines historical analysis with creative expression, making decolonial narratives visually accessible and compelling.

≻ Aim

Create artistic posters representing significant moments of decolonisation, using symbols, quotations and historical images.

> Learning Outcomes

- Understanding of art as a tool of resistance and communication during decolonisation.
- Ability to use art to express political and social issues.
- Increased skills in visual design and collage.

> Participants

10–25 participants

Duration

90 minutes

➤ Materials

- Paper, markers, acrylic paints, collage
- Historical images (leaders, places, events)
- Quotes from decolonial movements
- Glue, scissors

> Implementation

- 1 Introduce the concept of the poster as a political and cultural tool. Show examples of historical posters related to decolonisation.
- 2 Each participant (or group) creates a poster representing a phase of decolonisation or a symbolic leader.
- **3** Each group discusses the meaning of their poster and how it conveys the message of resistance.
- 4 Once completed, the posters are displayed and discussed as a group

➤ Tips

- Encourage participants to think about how colours, symbols and texts can evoke strong emotions.
- It helps to choose meaningful quotes for each group to inspire the design.

Conclusion

Give collective feedback, asking participants how they felt about visually representing high-impact themes. Discuss the different approaches and meanings of each poster.

➤ Resources

- Historical images and posters of liberation movements
- Books and articles on artistic propaganda during decolonisation



C2. COLLECTIVE FRESCO: THE HISTORY OF DECOLONISATION

Murals and large-scale artworks have been used worldwide to tell stories of resistance, independence, and cultural heritage. In this activity, participants will combine symbols, historical events, and artistic expressions into a single collective artwork.

Through discussion and artistic expression, they will explore how art can function as both a form of collective memory and a tool for public education. Participants will reflect on the role of art in historical memory and how collaboration can bring to life a work that represents a shared vision of history.

This activity is particularly suitable for community engagement initiatives, schools, and public art projects, as it encourages collaboration, historical reflection, and active participation in shaping urban narratives.

≻ Aim

To create a collective fresco that tells the story of decolonisation, combining symbols, characters and key events.

Learning Outcomes

- Understanding of the role of art in collective storytelling and historical memory.
- Ability to work together to create a work of art that expresses complex concepts.
- Exploration of the process of cocreation and group dynamics in artistic production.

> Participants

10-30 participants (divided into groups)

Duration

120-180 minutes

➤ Materials

- Large painting board or surface
- Acrylic paints, markers, brushes
- Carbon paper, pencils
- Glue, additional materials (fabric, sand, texture clay)

> Implementation

- Introduce the concept of a collective fresco and discuss the value of telling shared stories through art.
- 2 Divide participants into groups and assign each group a section of the fresco representing an aspect of decolonisation (e.g. resistance, independence, culture).
- Each group creates their own sectionof the fresco, using different artistic techniques to express their vision
- 4 Once completed, the fresco is displayed and participants discuss together the meaning of the artistic choices.

Conclusion

Reflect on the collective creation process and how each section contributes to the overall narrative. Ask participants to think about how their group experiences influenced the final work.

➤ Resources

Examples of historical frescos and collective art Texts exploring historical memory and decolonisation

➤ Tips

- Ensure that each group discusses and integrates their work with the others so that the fresco appears cohesive.
- Stimulate creativity by encouraging the use of symbols and visual metaphors to represent abstract concepts.



D. REGENERATIVE PRACTICES & LONG-TERM Action

Theoretical Background

Decolonization is not only about challenging historical narratives but also about reshaping public spaces for the future. Regenerative practices emphasize community-led transformations, ensuring that cities reflect the histories, identities, and needs of all their inhabitants. These approaches include reinterpreting colonial symbols, creating inclusive spaces, and amplifying marginalized voices through artistic and participatory projects.

Regenerative practices focus on revitalizing the relationship between people and their environment, particularly through community-led initiatives that reclaim public spaces. The concept of the "right to the city" (Henri Lefebvre, 1968) highlights the importance of local communities in redesigning urban spaces, arguing that cities must reflect the diverse identities and histories of their inhabitants.

These interventions take many forms, such as community gardens, spaces, public art and cultural centers that celebrate local and while indigenous traditions recovering historical memory associated with colonialism.

They also foster stronger community bonds, ensuring that urban spaces serve as sites of collective engagement rather than exclusion.

Public art — particularly murals, street art, and public installations serves as a powerful counternarrative to colonial symbols in cities. These forms of expression challenge dominant histories while allowing local communities to authentically reclaim their heritage narratives. By actively and urban transforming spaces, regenerative practices contribute to long-term decolonial change, ensuring that inclusive storytelling and representation are embedded into the fabric of the city.

Collaboration with grassroots movements, NGOs, and cultural organizations is essential in creating a unified front against colonial influences. These groups often have deep connections with marginalized communities and can help amplify voices that have historically been excluded from urban planning and decision-making.

efforts should Outreach be focused particularly on marginalized groups, including refugees, immigrants, communities of color, LGBTQIA+ individuals, and people with disabilities. By ensuring accessibility—whether through multilingual materials, sign language, or alternative formats such as audio Braille—these and initiatives promote a more inclusive approach to decolonization.

Activities

The activities in this section encourage participants to document, reinterpret, and engage with urban spaces through visual storytelling. By using photography and video interviews, participants will explore how colonial legacies persist in public and spaces develop creative interventions that contribute to a inclusive and just more urban environment. These activities foster long-term reflection and action. empowering individuals to become active participants in shaping the future of their communities.



D1. DECOLONIZING PUBLIC SPACE: A PHOTOGRAPHIC EXPLORATION

Photography is a powerful tool for reinterpreting urban spaces, allowing participants to critically analyze how colonial histories are embedded in the built environment. This activity invites participants to visually document and analyze urban spaces, developing a visual language that highlights both colonial legacies and efforts toward decolonization.

In the theoretical part of the activity, participants will explore how public spaces have been shaped by colonial legacies and how photography can serve as a tool to reclaim and reframe these spaces. The discussion will examine how colonial power structures have influenced urban design, public monuments, and the way space is perceived and occupied. Through a critical discussion on postcolonial theory, the activity will emphasize the importance of reclaiming public spaces and the role of visual storytelling in presenting alternative narratives.

This activity is particularly suited for students, activists, and artists interested in visual storytelling, historical documentation, and urban analysis.

≻ Aim

The goal of this activity is to use photography as a tool to critically with the engage concept of decolonizing public spaces. Participants will examine how their own environment has been impacted by colonial histories and use photography to reinterpret these spaces, aiming to create representations visual that challenge traditional narratives.

> Learning Outcomes

- Gain an understanding of the concept of decolonization and how it relates to public space.
- Learn to analyze urban spaces through a post-colonial lens.
- Develop photographic skills that help them capture and communicate new narratives around public space.
- Create a series of photographic works that address the decolonization of the space they inhabit.

Participants
 10-20 participants

> Duration

➤ Materials

- Digital cameras or smartphones with cameras (ideally, one per participant)
- Laptops/tablets for photo review and editing
- Projector or screen for presentation and discussions
- Printed materials with relevant readings and theory
- Notebooks and pens for notes

> Implementation

Begin with an overview of the concept of decolonization and its relevance to public spaces. Present examples of how colonial histories are embedded in urban landscapes, such as monuments, street names, and architectural styles.

2 Facilitate a group discussion on how participants perceive the spaces they interact with daily. *"How are these spaces marked by histories of colonization?" "How can photography challenge or reframe these narratives?"*

3 Participants go out in groups or individually to photograph public spaces that, in their view, reflect colonial histories or the need for decolonization. Encourage participants to explore different perspectives and compositions, capturing the nuanced ways spaces are used and experienced.

- 4 After the photography session, participants will return and upload their photos. Facilitate a session where they can review their images, share insights, and edit them to enhance their message.
- **5** Conclude with a group discussion where participants share their photographic works and reflect on the experience. Discuss how their understanding of decolonizing public spaces has evolved through the activity.

≻ Tips

- Be mindful of the sensitivities around topics of colonization; create a respectful space for open discussion.
- Encourage participants to engage critically with their surroundings and challenge their own assumptions.
- Provide individual guidance during the photography session, particularly for those who may be new to photography.
- Foster a collaborative and supportive atmosphere during the photo review session.
- Allow time for reflection and ensure there's space for participants to ask questions or voice concerns.

Conclusion

- Use a short survey to gather feedback on the workshop's impact, including what participants learned and how the activity could be improved.
- Conclude with a roundtable discussion, allowing participants to share insights gained and how they might use the knowledge in their future work or daily lives.
- Ask participants to reflect on how they can continue to challenge colonial narratives in the spaces they inhabit and how their photography practice may evolve.

➤ Resources

Readings on decolonization theory and public space (e.g., *"The Wretched of the Earth"* by Frantz Fanon, *"Decolonizing the Mind"* by Ngũgĩ wa Thiong'o).

Articlesonpost-colonialphotography and visual activism.Onlinephotographyresourcesfortips and tricks (e.g., tutorial videos oncomposition, lighting, and editing).



D2. VIDEO-PORTRAITS WORKSHOP: VOICES OF DECOLONISATION

Personal testimonies serve as a crucial counterpoint to official bringing historical narratives, often forward voices that are overlooked or excluded from public memory. This activity focuses on storytelling oral and video documentation, enabling participants lived capture to related to colonial experiences legacies, migration, and resistance. Through storytelling, participants will examine how history is remembered, who is given space to speak, and how digital media can contribute to decolonization efforts.

will activity explore This oral testimony as a tool for historical narration, highlighting personal experiences related to decolonization. Participants will discover how the art of video and documentation can amplify the voices of those who have directly or indirectly experienced the decolonization process, with the goal of preserving and telling stories that are often invisible.

This workshop is particularly valuable for community engagement, heritage projects, and digital activism, providing participants with the tools

to preserve untold histories and create an inclusive public record. The use of video enhances accessibility and encourages a more personal and human-centered approach to historical reflection and social change.

> Aim

To collect video testimonies recounting experiences of decolonisation, personal reflections or family stories, creating a visual portrait of the voices of those who lived through these events.

> Learning Outcomes

- Understanding of the importance of oral testimony in the transmission of historical memory.
- Acquisition of skills in video creation and interviewing.
- Reflection on the personalisation of the history of decolonisation through individual experiences.

> Participants

5-20 (divided into small groups)

> Duration

120-180 minutes

Materials

- Cameras or smartphones with video recording capabilities
- Microphones (if available)
- Computer with video editing software (optional)
- Guiding interview questions
- Books, articles or resources on decolonisation to stimulate discussion

> Implementation

- 1 Introduce the concept of oral testimony and its importance in preserving historical memory, especially regarding decolonisation.
- 2 Each participant or group interviews people (in the family, community or local experts) to collect stories related to decolonisation.

3

Participants record and edit short video portraits, also collecting images that illustrate the stories told (archive photos, documents, places).

4

Each video is presented to the group, followed by a discussion on the different experiences collected.

≻ Tips

- Ensure that interviews are respectful and that participants feel comfortable.
- Stimulate reflection on how individual experiences connect to the collective story of decolonisation.
- Help participants with technical suggestions for video recording, especially if they are not experts.

Conclusion

Discuss how individual testimonies contribute to a more complete understanding of decolonisation. Ask participants to reflect on what they have learnt from listening to the stories of others and the value of preserving these memories.

➤ Resources

Articles and books on oral memory and the history of decolonisation Examples of historical video testimonies

4. FACILITATOR'S GUIDE

4.1 INTRODUCTION - THE IMPORTANCE OF Non-Formal Education and Facilitation

Facilitators play a crucial role in guiding participatory learning experiences and shaping discussions and activities to align with the needs, goals, and understanding of participants.

roles Their and skills are particularly relevant when it comes addressing complex and to sensitive subjects, such as colonial history and its current impacts. Within the context of urban decolonisation, facilitators act as a bridge between past and present, fostering active engagement and ensuring that diverse voices are heard. They create spaces where critically narratives be can examined. rewritten. and contextualised through intercultural and multicultural dialogue rooted in respect and plurality.

The facilitator's role is not to impose knowledge but to **create opportunities** for it, where learners draw from their own lived experiences to make sense of their surroundings.

Non-formal education provides an framework the essential for facilitation and active role of participants. Cooperation is central approach, fostering this to an environment where individuals learn and support each other. Unlike other learning styles, non-formal education places great importance on the participants' experiences and through exploration transforms the experiences into notions and knowledge.

This participatory approach is powerful particularly when exploring concepts like human rights, decolonisation, and social justice. Going beyond the historical facts of colonialism, NFE applied to the decolonisation of urban spaces invites learners to critically analyse the existing realities. This process is only empowering not to and communities citizens that inhabit those spaces but also merges theoretical knowledge with practical application.

Exercises based on experiential methods, such as role-playing and simulations, kinaesthetics and art, encourage engagement and critical thinking. The exercises per se are not sufficient to generate the shift to notions. from experiences Indeed, reflection is crucial а component, ensuring that those notions are turned into values that are ultimately put into action.

A facilitator must possess key competencies and skills such as empathy, cultural sensitivity, and critical thinking. These qualities enable them to navigate diverse viewpoints, situations, feelings and needs to lastly enhance understanding and successfully accompany the participants in the journey of learning. In the context of decolonisation, facilitators must be especially informed on power dynamics and historical events, ensuring that discussions remain inclusive, and respectful, and do not perpetuate historical injustices.

Non-formal education methodology, paired with skilful facilitation, creates learning spaces that become the heart of powerful dialogue, critical analysis, intercultural exchange and social transformation.

4.2 THE INTERSECTION OF FACILITATOR AND LEARNER ROLES

The role of the facilitator consists of guiding the learners, beyond the traditional top-bottom approach of imparting knowledge. The facilitator's role fosters a collaborative, engaging, participants-centred approach that invites them to find their voices and shape their learning experience.

In order to do so, the first step is to create a safe and inclusive environment, where everybody feels respected and comfortable in sharing.

First of all, it is crucial to set a safe environment for participants where they are comfortable to contribute and they feel listened to and respected. A common practice is for the facilitator to create ground rules, in accordance with the participants, that promote mutual understanding, inclusion, respect, and equal participation. A safe learning environment invites participants and learners to take responsibility and be aware of their behaviours, recognising that group dynamics depend on them and their interpersonal skills.

TIP ⁻∕∕

Start off the session with a list of "rules". Some hand gestures could also be used to convey some meanings. Ask participants if they think there is some terminology they would like to be included or some rules that would make them feel safer. Please find the hand signals guide developed by Seeds for Change To run a successful session, preparation is key - this is where theory can come in handy!

Wave your hands upwards to ask the speaker to speak louder. Very helpful in large groups. For someone who is already nervous about speaking in front of a large group this may add more pressure.

Wriggle your fingers in front of your face if you want to tell the speaker and facilitator that you don't understand the content of the discussion. The sign can come across quite negative for the speaker, and an L shape for language or a C shape for clarification can be a more neutral way of signalling the need for explanation.

SPEAK UP





4.3.1 BLOOM'S TAXONOMY: A LEARNING PATH FOR DECOLONISING SPACES

In 1956, educational psychologist Benjamin Bloom created a model to explain different stages of learning, from basic to advanced. This framework supports educators in planning educational paths that are accessible and learner-oriented. Here are the **six** levels:

Knowledge:

At this stage, learners focus on retaining basic facts, concepts, dates, and information. This involves memorising without necessarily applying the information.

Comprehension:

Learners move beyond simple recall and can understand and explain the meaning of the information in their own words.

Application:

At this level, learners apply the knowledge they have acquired in real-world contexts. This involves translating theoretical concepts into practical use or concrete situations.

Analysis:

Learners break down complex information into smaller parts to examine relationships, patterns, and underlying causes. This stage involves critical thinking and understanding the interconnections between concepts.

Synthesis:

Learners combine various pieces of information to create new ideas. This requires creativity and original thinking to generate original solutions or concepts.

Evaluation:

This phase involves making judgments about the value and quality of the data and information analysed. Learners form their own opinions, make adjustments, and critically assess the content.

APPLYING BLOOM'S TAXONOMY TO URBAN DECOLONISATION WORKSHOPS

the In topic of urban decolonization, the facilitator plays a pivotal role in guiding participants through а transformative learning process. By leveraging Bloom's Taxonomy, the facilitator can shape the workshop plan to support participants in transitioning from initial understanding to critical analysis, resulting in the creation of new narratives.

For instance, the facilitator begins the journey with a presentation of facts and dates on colonial historv and how they are reflected urban spaces in (knowledge). This step ensures participants that have the foundational information needed to engage with the topic.

The facilitator can now invite participants to present what they have understand, explaining the meaning of urban decolonisation in their own words (comprehension). The ability to shift this knowledge into concrete new examples and initiatives, for example suggesting what they would do to decolonise urban falls under the spaces, application phase.

Participants can be invited to analyse colonial influences on monuments public or spaces within a city. This activity involves down breaking the acquired information into smaller parts to identify patterns and applying this analysis to other urban realities. For example, participants might compare how monuments in different cities reinforce or challenge colonial narratives.

Building on this, the facilitator guides participants toward synthesis, where they combine their knowledge and analysis to draw broader conclusions. At this point, original thinking takes place and participants are able to create alternative narratives to transform colonial spaces into inclusive, decolonised urban environments.

Finally, participants undergo the evaluation stage. Here, they critically assess the information and conclusions they have developed. This concludes with ability the to present and articulate new narratives, shaped by their learning, critical analysis, and the shared values discussed during the workshop.

4.3.2 ANDERSON AND KRATHWOHL REVISED BLOOM'S TAXONOMY

In 2001, Anderson and Krathwohl revised Bloom's taxonomy, not only passing from noun to verb but also with switching the synthesis evaluation. They changed the categories from nouns to verbs, emphasising learning as an active and dynamic process (e.g., "Knowledge" became "Remembering").

Additionally, what Bloom's taxonomy called synthesis was renamed as creating and, in contrast with the previous model, evaluation is not the last step of knowledge, but it precedes the creating phase. In this way, the authors highlighted the idea that critical judgment (evaluation) often comes before the ability to generate new ideas (creating).





Bloom's Taxonomy revised

TIP 🏹

Then following the latest, a facilitator can design a workshop that engages participants at different levels of learning, ensuring a meaningful experience. This involves considering the phases as follow:

Remember: What important information about urban decolonisation (dates, milestones, examples, etc.) do participants need to engage and learn?

>Understand: How can I help the participants to understand the concepts (e.g. timeline, map, lists, etc.)?

>Apply: How can participants apply their knowledge to analyse a specific monument, public square, or urban policy in their city? Can I provide guiding categories to structure the analysis?

>Analyse: What questions participants should be able to uncover relationships, patterns, and interconnections?

>Evaluation: What collaborative exercises can I introduce for participants to reimagine or renarrate a historically colonial space? >Create: What is the final outcome? How can participants turn their knowledge into something new and meaningful?

4.4 HERON'S SIX DIMENSIONS For successful facilitation

While Bloom's taxonomy gives useful insights into the steps of learning, Heron's facilitation dimensions merge a learner-centred with a facilitatorcentred approach. In other words, pointed out the multiple Heron aspects and factors that a facilitator should consider foster to an environment that not only allows one to learn but also encourages critical reflection, and thinking, active integrating engagement. By both learner-centred and facilitatorcentred strategies, facilitators can create opportunities for individuals to deconstruct colonial narratives, while creating new representations.

The six dimensions are intertwined and cooperate with the others.

Below is an exploration of Heron's six dimensions and their relevance to the facilitator's role, particularly in the context of urban decolonisation.

1 Planning Dimension

This dimension highlights the importance of setting clear goals and designing a roadmap to achieve them. This dimension ensures that the learning objectives and activities are coherent.

2 Meaning Dimension

This dimension clarifies "why" an activity is being implemented. It focuses on finding a sense and ensuring understanding of the material/information presented.

3 Confronting Dimension

Uncomfortable truths, avoidances and resistance are tackled in this dimension. Here participants are invited to reflect and question the knowledge, fostering critical analysis and reflection.

4 Feeling Dimension

The creation of a safe space is a prerequisite to ensure honest, open and active participation. This will allow participants to comfortably express thoughts and emotions.

5 Structuring Dimension

The structuring dimension involves deciding on the learning methods, tools, and formats to be used in the workshop.

6 Valuing dimension

All contributions matter. This dimension recognises the importance of valorising the thoughts and ideas expressed, to forge an inclusive and respectful space where all the voices are heard.



APPLYING HERON'S SIX DIMENSIONS

	PURPOSE	TIPS
PLANNING	 What are the learning objectives for this session? How do these objectives relate to the topic of urban decolonisation? 	Create a list that matches the content and activity with the goal; Collaborate with participants to set their own expectations, timelines and methods
MEANING	 Why is this activity or concept important to the participants? How can I ensure an engaging learning experience? 	Invite participants to build a cause- effect visual representationOrganise group discussion (e.g. you can ask participants to focus on a specific topic)
CONFRONTING	- What uncomfortable questions or truths need to be addressed?	Role play in perspectives; Invite participants to share their views on some monuments and what would they change to enhance representation
FEELING	- What strategies can I implement to ensure everyone feels safe to open up?	A personal experience related to colonialism or urban spaces and active listening exercisesEmotion wheel
STRUCTURING	- What activities, tools, and methods will best support learning?	Combine different methods and assess with participants which one works better for them
VALUING	- How can l create a space where everyone's voice matters?	Appreciation round

4.5 FACILITATOR: ONE PERSON, MULTIPLE ROLES

The priority in facilitation is to safeguard the learning process and the individuals who take part in it. The facilitator guarantees equal participation and representation, without influencing its outcome. As defined in the Compass - Manual for human rights education with young people:

66 We use the word "facilitators" for the people who prepare, present and co-ordinate the activities. A facilitator is someone who "makes something happen", who "helps", and who encourages others to learn and develop their own potential.

According to the phase and structure of the learning experience, the facilitator can cover different **roles**, either simultaneously or at various stages.

Facilitator as Guide

As a guide, the facilitator provides clear direction throughout the process, ensuring that the objectives are met. This role involves preparing and organizing the session, guiding participants through each step, and keeping the group engaged towards the goal. The facilitator should:

- Understand and communicate the purpose, goals, and process of the session.
- Monitor progress, adjust pacing, and ensure that the session stays focused.
- Set clear expectations and ensure that all activities align with the objectives.

Moreover, the facilitator ensures the session progresses smoothly, keeps track of time, and ensures the successful completion of the tasks. This role is critical to prevent distractions or off-topic discussions.
Facilitator as Motivator

As a motivator, the facilitator creates an engaging and energetic atmosphere that encourages active participation. The facilitator should:

- Start the session with an appealing introduction to set the tone.
- Use icebreakers, energizers, and interactive activities to maintain high levels of energy.
- Encourage everyone's participation throughout the session.

Moreover, the acknowledgement and celebration of contributions reinforce a positive approach, and engagement and build participants' confidence. The facilitator should:

- Recognise and value each participant's input.
- Provide specific praise to encourage further engagement and foster a positive environment.

Facilitator as Bridge Builder

As a bridge builder, the facilitator creates a space of mutual respect and understanding. They ensure perspectives that diverse are welcomed and find common ground for collaboration. The facilitator should:

- Foster trust, ensuring everyone feels heard.
- Promote active listening and facilitate respectful, open communication.
- Address conflicts and disagreements in a constructive manner, guiding the group towards solutions.

Additionally, the facilitator steps in when conflict arises to ensure that discussions remain productive. The facilitator should:

Identify the root cause of conflict and facilitate resolution.

Guide participants back to the main objectives and ensure that disagreements do not derail the session.

Facilitator as Active Listener

As an active listener, the facilitator ensures that all participants' voices are heard, encouraging open discussion while remaining neutral. They actively listen, reflect, and summarize participants' points to foster understanding. The facilitator should:

- Listen carefully to participants and ask open-ended questions to invite participants to openly talk.
- Use active listening techniques like clarifying, summarising, and paraphrasing to ensure understanding.
- Stay neutral and avoid jumping to conclusions.

It is also important to be on the lookout to detect signs of discomfort within the group. Being aware of nonverbal cues will prevent significant disagreements or disappointments.

The facilitator should:

- Recognise signs of frustration, disengagement, or emotional distress.
- Use interventions such as humour or a change of pace to maintain a constructive atmosphere.

4.6 THE 12 SKILLS EVERY FACILITATOR NEEDS

skilled facilitator А must demonstrate range of а interconnected abilities that ensure of any session. the success particularly when working on complex topics such as urban decolonisation.

Here are **12** of the most important skills:

Preparedness & Flexibility

These skills are crucial for preparing a successful session that considers possible obstacles, challenges, and opportunities while remaining ready to be reshaped according to the needs that might emerge. Adequate preparation increases confidence, which ultimately contributes to creating an environment of trust and respect. However, flexibility is equally important. Not all activities go as planned. Sometimes new perspectives or unforeseen events arise, and facilitators need to adapt, whether by adjusting or navigating the evolving nature of the session.

TIP: Given the sensitive topic of urban spaces and decolonisation, consider in advance margin times for activity implementation and anticipate possible critical points that participants may raise.

2 Time Management

Maintaining the structure planned for a session is of utmost importance. A facilitator needs to ensure that the session adheres to a well-structured timetable, allowing sufficient time to cover all aspects of the topic without rushing or cutting short, leaving unresolved issues or doubts.

TIP: Plan but stay flexible. Some topics and depending on the group's interests, some discussions may arise. In this case, be prepared to adjust the activity duration accordingly. To use a timer or visual cues might help to keep the session on track.

3 Attention and Focus

facilitator needs The to pay attention to unspoken cues that could unveil participants' discomfort or other feelings and emotions. This is important to ensure inclusion and plays a vital role in guiding participants through complexities the of urban decolonisation. On the other hand, this skill also covers the ability to manage distractions and help participants remain focused on the objectives.

TIP: Read the room, not just the script. – Watch for non-verbal cues like body language and engagement levels to ensure all participants feel comfortable and included.

4 Communication

Communication is at the heart of successful everv workshop. Facilitators must communicate clearly, adapting their approach to efficiently convey the message to the group. Equally important is avoiding assumptions and making sure all participants begin with a shared understanding. In topics like urban decolonisation, it is essential to foster open dialogue, ensuring all participants have space to diverse express viewpoints.

TIP: The facilitator should be informed of the language and appropriate terminology to use in order to avoid a Western-centred approach and view.

Leadership

The facilitator needs to lead by example, setting the tone for the group to successfully discuss the topics. When addressing urban decolonisation, this leadership involves guiding conversations without dominating them and encouraging participants to actively participate in reclaiming and reshaping urban spaces in line with values of respect, democracy and inclusion.

TIP: Guide and lead by example fostering critical thinking and reflection rather than providing all the answers.

Teamwork

The facilitator is part of the learning experience and as such, they collaborate with participants to establish shared goals, build knowledge, and ensure that everyone is equally involved and engaged. Teamwork is especially important, as it requires a collective effort challenge to dominant narratives and explore alternatives.

TIP: Collaboration and teamwork are one of the main pillars of NFE. Invite participants to equally contribute, for example, rotating roles or equally distributing the work (e.g. categories).

Creativity

Creativity ensures innovative approaches that engage participants and stimulate different skills. Facilitators must find new encourage ways to active participation and help participants decolonisation perceive urban "New Eyes", through whether through art, music, poetry, group discussions, or hands-on activities.

TIP: Through interactive activities like drawing, storytelling, or roleplaying, participants can actively participate in rewriting narratives. For example, invite them to reimagine a public space as a decolonised space by drawing or acting it out, what or how would they represent it.

8 Impartiality

This skill ensures that the facilitator assumes the role of an unbiased guide to promote a fair and balanced environment. Facilitators must remain neutral and objective, particularly when dealing with politically sensitive or contentious topics like urban decolonisation. A facilitator's ability to foster a space where all voices are heard and valued, without showing personal bias, is critical to the success of the session.

TIP: Ask open-ended questions to present different views. For example, questions such as "What are the pros and cons of this approach?" or "How might this affect different groups?", prompt discussion, representation and impartiality of the facilitator.

6

9 Respect

Facilitators must acknowledge and value the diverse cultural backgrounds, lived experiences, knowledge that each and participant brings to the session. This implies the creation of a space where everyone feels seen and heard, and where the discussion is rooted in mutual respect.

TIP: Every voice is important and deserves to be heard. Ensure respect by actively validating participants' experiences. In this matter, the facilitator should familiarise themselves with active listening techniques. For example, "I hear what you are saying/ it seems to me that.... Can you elaborate more?"

O Inclusiveness

All participants should feel equally valued in the session. Facilitators must be sensitive to the individual needs of participants and contributions from encourage everyone, especially in discussions that may be dominated by certain voices. Inclusiveness also means recognizing the different ways in which urban decolonisation impacts people and adjusting the facilitation to ensure no one feels marginalised or excluded.

TIP: Monitor the group dynamics and try to pair quieter participants with more outspoken ones. Invite participants who haven't spoken yet or who might have different viewpoints to share their contributions.

11 Self-evaluation

A key skill to improve in the craft of self-evaluation. facilitation is Facilitators must reflect on their performance, considering whether the session met its objectives, what worked well and what could need polishment. When facilitating a topic like urban decolonisation, the facilitator must be open to feedback and continuously refine their approach to the topic.

TIP: After the session, take some time to reflect on what you have experienced. Is there something you had the feeling was not wellreceived, could be improved or needed more time? to ask anonymously participants what part of the session made them think the most or what they would like to change is of a great help in tailoring a more effective activity.

12 Critical thinking

Critical thinking is the ability to analyse and thoroughly interpret information. A facilitator involved workshop urban in а on decolonisation helps participants reflect on how public spaces reflect and are shaped by colonial power structures. A key challenge in these discussions is navigating conflicting viewpoints. As well, the facilitator needs to show openness to evaluate and reflect on different approaches and perspectives. of shutting Instead down disagreements, facilitators should encourage deeper analysis helping participants examine dynamics explore power and creative ways to solve conflicts and/or disagreements.

TIP: Use real-world case studies and role-playing exercises to help participants engage critically with different perspectives. For instance, a facilitator can use role different play to present viewpoints. By encouraging questions like "Who was this space built for?" and "How do different communities experience it?" facilitators can guide participants to recognise unfair narratives in favour of more inclusive ones.

4.7 REFLECTION AND FACILITATION

Create a Safe Space for Reflection:

- Begin by emphasizing the importance of reflection throughout the session. Let participants know that sharing personal insights, feelings, and experiences will be a central part of the training.
- Set clear guidelines for respectful sharing: Remind participants to use "I-statements" (e.g., "I felt uncertain when...") to encourage a personal and reflective approach to communication. This supports participants in expressing their own feelings without projecting onto others.
- Confidentiality agreements: Set boundaries around what can be shared outside the session. This encourages openness and allows participants to reflect deeply without fear of judgment or exposure.

Clarify Reflective Goals:

Define reflective goals for the session. Besides learning objectives, emphasize the value of reflecting on one's own experience during the session and in response to

exercises. Encourage a mindset that it's okay for the outcome not to be clear immediately – the process of reflection is just as important as the end result.

B DURING THE SESSION: FACILITATE DEEP REFLECTION

Foster a Reflective Mindset:

- Continuously encourage participants to reflect on their internal responses during each exercise. Ask guiding questions like, "What did you notice within yourself during this exercise?" or "How did this exercise make you feel?". This will prompt them to observe their inner experience.
- Create space for personal reflection: provide moments of silence for participants to process internally before engaging in group discussions.
- Allow for reflection on the process: Before diving into the next exercise, briefly ask, *"What did we learn from this so far? How do we feel about it?"*.

Remember: energizers and breaks can make a difference in keeping participants involved!

Sharing Reflective Insights:

- Encourage sharing reflections, not just facts. Let participants express how they experienced the exercise, what they learned about themselves (and from others), and how they might apply it moving forward.
- Make sure the sharing is structured: One person speaks at a time, and everyone listens actively, reflecting on the other's experience while maintaining their own internal processing.

Encourage Group Reflection:

In addition to individual reflection, facilitate group reflections by prompting collective questions. For example, *"How did this exercise challenge our initial thinking?"* or *"Did anyone experience something surprising?"*.

C AFTER THE SESSION: DEEPEN THE REFLECTION

Post-Session Reflection:

After the session, facilitate a reflection period to allow participants to process what they've learned. Ask questions like, "What did this session reveal about your beliefs or assumptions?" or "How do you feel about the insights you gained today?"

 Encourage participants to reflect on their growth: Ask them to think about how their perceptions might have shifted, or how they might apply what they've learned to future situations.

Reflection on the Facilitator's Role:

After the session, take time to reflect on your role as a facilitator. Consider how you guided the group's reflective processes, whether participants were encouraged to share openly, and how you adapted to the group's needs.

Follow-up Reflection:

To deepen the reflection, consider providing follow-up prompts for participants. This could include journaling, sharing their thoughts in a follow-up session, or reflecting on how they've applied their learnings in real-life scenarios.



4.8 EVALUATION AND SELF-ASSESSMENT



Self-Evaluation

(for example during the evaluation of the participants)

A - Individual Reflection

(5 minutes)

Reflect on the following questions:

- Did the session meet its intended learning objectives?
- Were participants engaged throughout the session?
- Identify moments where participants seemed most involved.

B - Record Insights

(7 minutes) Take notes on:

- Specific moments
 - engagement was high or low.

where

 Consider any adjustments you would make for future sessions to better achieve your goals.

C - Action Plan

(3 minutes)

Write down 1-2 specific changes you could make next time based on your reflections.

Outcome:

This playful, reflective exercise will help participants prepare for completing a formal evaluation by considering key elements of the training session, including its impact, objectives, and potential follow-up.



A - Role-Play

(5 minutes)

- Imagine you're a "future evaluator" of this training. You're looking back at the session.
- Write down 3 words that describe how the session felt. (e.g., inspiring, chaotic, engaging)

B - Mind Map

(10 minutes)

You can ask participants to choose three words, each representing a different aspect of the session. This will help them reflect on their experience in a structured way. The three areas could be:

- 1.Content A word that captures their impression of the knowledge, themes, or ideas covered in the session. (e.g., insightful, challenging, eyeopening, complex, relevant)
- 2.Process A word that describes how the session was facilitated, the dynamics, and the level of engagement. (e.g., interactive, inclusive, structured, flexible, fast-paced, thought-provoking)
- 3. Personal Experience A word that reflects their own feelings, takeaways, or emotional response to the session. (e.g., empowering, inspiring, overwhelming, engaging, uncomfortable, motivating

After participants have chosen their words, you can visualize them in a mind map or a word cloud to identify common themes and collective insights.

C - Follow-Up Thoughts

(5 minutes)

In the final step, think about the next steps for improvement. Write down:

- One action you would take to improve the next session.
- One new idea you have for follow-up activities or engagement.

Outcome:

Participants will gain insights into the session's effectiveness while also preparing themselves mentally for filling out formal evaluation forms, helping them contribute thoughtful and constructive feedback.

4.9 ENGAGING WITH COLONIAL HISTORY

Engaging with colonial history and its ongoing effects can evoke strong emotions and present challenges in educational settings. To navigate these discussions effectively, consider the following strategies:

1. ANTICIPATE AND PREPARE

Before introducing sensitive topics, thoroughly review your material to potential identify triggers. Familiarise yourself with the historical context current and debates surrounding colonialism to approach the subject with confidence and depth.

Identifying Potential Triggers in Your Material

Before facilitating discussions on colonialism, it's crucial to recognise elements that might evoke strong emotional responses, discomfort, or resistance. Consider the following:

► Language and Terminology:

Words carry historical weight. Terms like "discovery," "civilization," or "race" may have problematic connotations. Ensure you are using inclusive, decolonial language.

Tip: Instead of saying *"Columbus discovered America,"* acknowledge indigenous presence by stating, *"Columbus arrived in lands already inhabited by Indigenous peoples."*

Historical Narratives and Bias: Many historical accounts have been written from a Eurocentric perspective. Scrutinize the sources you use.

Tip: If using textbook excerpts, check how they describe colonial rule—does it justify or minimise violence? Balance narratives by including Indigenous, African, or colonised peoples' perspectives.

Visuals and Media Content: Images or videos depicting colonial violence, racist caricatures, or stereotypes can be deeply triggering.

Tip: If showing an image of enslaved people, prepare the group by discussing the importance of respecting the dignity of the individuals portrayed.

Personal and Intergenerational Trauma:

Colonial histories have direct impacts on descendants of colonised and enslaved people.

Tip: If discussing historical injustices like forced removals or genocides, recognise that some participants may have ancestral connections to these experiences.



Understanding the Historical and Contemporary Context

Facilitators should equip themselves with a well-rounded understanding of colonialism's past and its presentday implications. Here's how:

> Study Multiple Perspectives:

Research beyond traditional Western accounts—read works by Indigenous scholars, African historians, and decolonial thinkers.

Tip: Engage with authors like Ngũgĩ wa Thiong'o (Decolonising the Mind), Frantz Fanon (The Wretched of the Earth), and Audra Simpson (Mohawk Interruptus).

Understand the Local Impact:

Be aware of how colonialism has shaped the specific region where the training takes place.

Tip: In a European city, acknowledge how colonial legacies are visible in street names, statues, or migration policies.

Recognise Contemporary Debates:

Colonial histories are still contested and political. Be aware of ongoing discussions about reparations, decolonization of institutions, and cultural heritage.

Tip: If discussing museum artifacts taken from former colonies, know current debates on restitution and repatriation.

2. CREATE A SUPPORTIVE Environment

Establish atmosphere that an dialogue open and encourages Clearly mutual respect. guidelines communicate that listening active and promote constructive discussion, ensuring all participants feel safe to express their perspectives.

Key Guidelines to Communicate:

Respect Different Lived Experiences

Encourage participants to listen without dismissing or invalidating others' perspectives.

Tip: If someone shares a personal or ancestral connection to colonial violence, others should acknowledge and respect their narrative rather than debating its validity.

Use 'l' Statements

Encourage participants to speak from their own experience rather than making broad generalisations. **Tip:** Instead of *"Colonialism was bad for everyone,"* say, *"I have learned that colonialism had these negative effects on specific communities."*

Be Open to Unlearning and Discomfort

Colonial history challenges many ingrained ideas. Let participants know that discomfort is a natural part of the learning process.

Tip: If someone feels defensive when discussing white privilege, acknowledge that it can be uncomfortable but encourage selfreflection rather than guilt or denial.

> No Interruptions, No Judgment

Participants should actively listen and wait for others to finish before responding.

Tip: In discussions about reparations, participants might have strong opposing views. Remind them to let others finish before responding respectfully.

Acknowledge Harm, Avoid Shaming

If offensive language or perspectives emerge, correct them in a way that fosters learning rather than alienation.

Tip: If someone says, "Slavery happened everywhere, not just in Europe's colonies," you can respond: "Yes, but in this context, we're focusing on how European colonialism structured global racial hierarchies in ways that still affect societies today."

3. EMPLOY A TRAUMA-INFORMED > Collective Trauma: APPROACH

Recognise that discussions about colonialism may surface personal or collective traumas. Being aware of these potential reactions allows handle educators to sensitive moments with care, avoiding retraumatisation.

Personal Trauma:

participants Some may have experienced racial discrimination, migration due to colonial legacies, or family histories of oppression.

Tip: A participant of Indigenous descent may react strongly when discussing land dispossession, as their family may still be affected by land theft and state policies.

> Intergenerational Trauma:

The emotional and psychological effects of colonialism are passed generations, through down influencing identity, self-worth, and cultural disconnection.

Tip: Descendants of enslaved people may carry inherited pain from the brutality inflicted on their ancestors, which continues to impact their community's socio-economic position.

Entire groups may share a sense of historical injustice and ongoing harm, often influencing their worldview and societal interactions. Tip: Debates around the return of looted artefacts to former colonies

can evoke strong reactions from participants with cultural ties to these objects.

lf participant Α. а becomes emotional or distressed... What to do:

- Pause and check in: "Would you like a moment?"
- Offer an alternative way to engage, like journaling instead of speaking.
- If needed, follow up privately after the session.

B. If someone expresses anger or frustration...

What to do:

- Acknowledge the emotion: "This is a painful topic, and your frustration is valid."
- Guide the conversation back to reflection rather than reaction.
- Set boundaries if necessary: "I encourage passionate discussion, but let's ensure we keep it respectful for everyone."



C. If a participant shares a deeply **> Challenge Common Myths** personal or traumatic story... What to do:

- Thank them for their courage in sharing.
- asking for Avoid additional details that may retraumatise them.
- Steer the discussion towards collective learning rather than centring only one person's pain.

4. ENCOURAGE CRITICAL INQUIRY

Promote critical thinking by examining multiple perspectives on colonial history. Encourage students to analyse various sources and fostering narratives, deeper а understanding of the complexities involved.

Use Open-Ended Questions

Encourage discussion rather than memorisation.

Examples:

- "How does colonialism shape present-day inequalities?"
- *"Who benefits from the way history* is told?"

Encourage Independent Research

Give participants the tools to explore beyond class materials.

Assign different Tip: historical sources to analyse and present findings.

Address misconceptions with historical evidence.

Tip: If someone says, *"Colonialism* brought development to Africa", ask:

- "Who benefited from that development?"
- "What do African scholars say about this claim?"

Foster a Culture of Inquiry

Make questioning assumptions a key part of the learning process.

Tip: If a participant cites a history book, ask:

• "Who wrote this? When? How might their perspective shape their conclusions?"



5. ADDRESS EMOTIONAL RESPONSES

Acknowledge and validate the emotions that may arise during these discussions. Providing space for students to process their feelings can lead to more meaningful engagement and learning.

Acknowledge, Don't Dismiss

If emotions arise, name and validate them rather than rushing to "fix" them.

Use Reflective Questions

Encourage participants to explore their reactions instead of ignoring them.

Allow Pauses

Give time for breathing, writing, or small group discussions to ease emotional intensity.

Offer Support Resources

Have mental health or community support contacts available for those who need further processing.

A. If a participant becomes overwhelmed...

- Offer a moment of silence or a short break.
- Check in privately if needed.
- Example response: "Would you like to take a few minutes before we continue?"

- B. If someone reacts defensively...
 - Avoid arguing—reframe discomfort as part of learning.
 - Ask reflective rather than confrontational questions.
 - Example response: "I hear that this is difficult to process. Why do you think these histories are still so contested today?"

C. If a participant feels hopeless...

- Remind them that learning history is a step toward change.
- Offer examples of decolonial movements and positive change.
- Example response: "It's understandable to feel overwhelmed, but knowing history helps us reshape the future. What small actions can contribute to change?"

6. REFLECT ON PEDAGOGICAL PRACTICES

Continuously assess and adapt your teaching methods to ensure they are inclusive and sensitive to the subject matter. Incorporating diverse viewpoints and being mindful of language can enhance the learning experience.

By implementing these strategies, educators can facilitate thoughtful and respectful discussions on colonial history and its lasting impacts, enriching students' understanding and promoting a more inclusive learning environment.

5. EDUCATIONAL RESOURCES

By leveraging these resources, facilitators and participants can develop a deeper understanding of how colonial histories persist in contemporary urban environments and how these legacies shape social, economic, and political Moreover, these structures. materials are designed to reflection, encourage critical and discussion, creative reinterpretation of urban spaces.

Whether through guided discussions, artistic interventions, or public debates, the aim is to inspire active engagement with colonial memory and foster a sense of agency in reclaiming urban spaces. In alignment with UDEW's participatory methodology, the educational resources serve as both informational and action-oriented tools. They bridge the gap between academic knowledge and lived experiences, allowing communities to take ownership of their histories and narratives.

Through these this resources, toolkit empowers individuals and groups to critically examine the urban landscape, challenge dominant narratives, and contribute to the creation of inclusive, historically conscious, and equitable public spaces.

Understanding and engaging with colonial legacies in urban spaces requires both critical reflection and access to diverse educational tools. The Educational Resources section of this toolkit provides a curated selection of materials designed to facilitate learning, discussion, and action-oriented engagement with the themes of decolonization and urban space.

These resources aim to equip educators, activists, and community members with the necessary knowledge and tools to analyze, and transform public question, spaces that still bear traces of colonial histories. The resources compiled in this section cover a broad spectrum of media and methodologies, ensuring accessibility for different audiences and learning styles. They include academic and journalistic readings, multimedia content (videos, podcasts, and interactive tools), mapping exercises, and reflection activities. These materials provide both theoretical foundations and practical approaches to decolonial engagement, making them valuable for both formal educational settings and community-based initiatives.



5.1 - ACADEMIC LITERATURE

This section presents a selection of key texts that provide historical, theoretical, and critical perspectives on decolonization, colonial legacies, and their impact on urban spaces. The curated list includes academic works, journalistic articles, and case studies, offering a broad yet in-depth understanding of how colonial structures persist and how they can be challenged.

The readings are grouped into different thematic areas:

Fundamental Texts on Decolonization

These foundational texts provide a historical overview and conceptual understanding of decolonization, exploring how the term has evolved and its significance in global history.

- Betts, R. F. (2012). Decolonization: A brief history of the word. In E. Bogaerts & R. Raben (Eds.), Beyond Empire and Nation: The Decolonization of African and Asian Societies, 1930s-1970s (pp. 23–38). Brill.
 - 16 pages defining what decolonization means throughout history, written in an academic yet accessible manner.

- O'Dowd, M. F., & Heckenberg,
 R. Explainer: what is decolonisation? The Conversation.
 - A short, journalistic article that explains decolonization in a concise and accessible way.
- Beauchamp, Z. (2015, January 16). 500 years of European colonialism, in one animated map. Vox.
 - This article traces the rise and fall of colonial empires, highlighting their brutal legacy and the lasting impact of decolonization on today's world.
- How did decolonization reshape the world? (2023, February 14). CFR Education From the Council on Foreign Relations.
 - A historical article on the process of decolonization and its enduring effects, featuring engaging maps and graphics.

Critical Decolonial Thought

These texts introduce key scholars in decolonial studies and explore the persistence of colonial structures in modern power dynamics, knowledge systems, and societal institutions.

- Quijano, Aníbal. (2000). Coloniality of Power, Eurocentrism, and Latin America. Nepantla: Views from South, 1(3), 533–80.
 - Aníbal Quijano, a leading figure in decolonial thought, introduces how colonial structures persist even after the formal end of colonialism.
- Mignolo, Walter. (2007). Delinking: The Rhetoric of Modernity, the Logic of Coloniality and the Grammar of De-coloniality. Cultural Studies, 21 (2–3), 449–514.
 - Mignolo introduces the of delinking, concept а of breaking away process from the coloniality of power and knowledge. He calls for the development of decolonial alternatives that reject Western hegemony and offer new ways of understanding the world.

- Tuck, E., & Yang, K. W. (2012).
 Decolonization: Indigeneity, Education & Society. In Decolonization: Indigeneity, Education & Society (pp. 1–40).
 - A critical text on the inflationary use of the term "decolonization" and the danger of weakening its meaning by softening its implications.
- Afisi, O. T. Neocolonialism. Internet Encyclopedia of Philosophy.
 - An academic summary of neocolonialism and its connected topics.

Decolonization and Urban Spaces

These articles explore how colonial histories continue to shape cities through urban planning, architecture, public spaces, and memory.

- Glotzer, P. (2017, December 1). The connections between urban development and colonialism. AAIHS - African American Intellectual History Society.
 - A short text about the connections between urban development and colonialism, with a focus on North America.
- Kølvraa, C., & Knudsen, B. T. (2020). Decolonizing European colonial heritage in urban spaces – An introduction to the special issue. Heritage & Society, 13(1–2), 1–9.
 - An academic discussion on how colonial heritage remains embedded in European urban landscapes.
- Jawanda, J. Decolonizing and reimagining urban public spaces – Primary Colours. Primary Colours/Couleurs Primaires.
 - A research article on the decolonization of museums, memorials, and monuments, mainly in North America

- JESÚS PALOMARES FRANCO (2017, January 24). Toward a definition of urban spaces.
 - A theoretical discussion on the concept of urban space and its intersections with history, power, and identity.
- Decolonizing streets. (2018, October 4).
 - A case study from Berlin that explores how streets can be decolonized by renaming and reinterpreting public spaces.

Ethical and Political Debates on Decolonization

These texts critically assess the implications of decolonization today, discussing the role of museums, monuments, street names, and systemic racism in shaping public memory.

- Richardson, J. (2024, July 2). What does it mean to decolonize a museum? The answer might surprise you. MuseumNext.
 - This article examines the growing movement to decolonize museums, highlighting efforts to confront colonial legacies, amplify marginalized voices, and redefine collections and narratives to create more inclusive institutions.
- Lonetree, A. (2021). Decolonizing museums, memorials, and monuments. The Public Historian, 43(4), 21–27.
 - An in-depth analysis of efforts to decolonize cultural institutions and public memory in North America.
- Butt, D. (2013). Colonialism and Postcolonialism. In H. LaFollette (Ed.), The International Encyclopedia of Ethics. Wiley-Blackwell.

- This article explores the ethics of colonialism, its lasting impact on societies, and the ongoing debates around responsibility and justice in the postcolonial era.
- Arneil, B. (2024). Colonialism versus Imperialism. Political Theory, 52(1), 146-176.
 - A political theory article exploring the conceptual distinctions between colonialism and imperialism, examining their differing structures, goals, and impacts.
- **O'Dowd, M. F.** *Explainer: what is systemic racism and institutional racism? The Conversation.*
 - A short, journalistic article explaining systematic and institutional racism, a phenomenon deeply connected to colonialism.
- Nicholls, T. (n.d.). Frantz Fanon (1925 - 1961). Internet Encyclopedia of Philosophy.
 - A short biography of Frantz Fanon, a revolutionary thinker who explored the dehumanizing impacts of colonialism in books like Black Skin, White Masks and The Wretched of the Earth.

5.2 - VIDEOS AND PODCASTS

This section provides a selection of videos and podcasts that offer accessible and engaging insights into decolonization, its historical development, and its relevance to contemporary urban spaces. These resources include expert discussions, activist perspectives, and visual storytelling facilitate critical to reflection on colonial legacies and how they shape public memory, urban landscapes, and cultural narratives.

Blueprint for Decolonisation: Sanaa Shaikh - Colonisation of Urban Space

This video explores the intersection of urban space colonialism, theory and examining how cities have been shaped by colonial histories. The discussion raises critical questions that can serve as prompts for reflection on how space is used and controlled.

<u>Blueprint for Decolonisation:</u> <u>Sanaa Shaikh - Colonisation of</u> <u>Urban Space</u>





A Brief History of Decolonization

In this short educational video, International History and Politics Professor Mohammad-Mahmoud Ould Mohamedou presents an history analytical of decolonization, outlining key events, concepts, and their implications contemporary for societies.

<u>A Brief History of Decolonization</u>

Decolonization Is for Everyone | Nikki Sanchez | TEDxSFU

A TED Talk by Nikki Sanchez, an Indigenous media maker and environmental educator, which challenges viewers to reflect on territories we inhabit-many of unceded. which are neversurrendered, and occupied lands. The talk emphasizes Indigenous sovereignty and the necessity of decolonizing knowledge and perspectives.

Decolonization Is for Everyone | Nikki Sanchez | TEDxSFU



Decolonization in Action

Decolonization in Action interrogates how people are challenging the legacies of colonialism through art, activism, and knowledge production. The podcast highlights movements advocating for reparations, restitution, and repair, shedding light on practical ways decolonization is taking place today. Created by Dr. Edna Bonhomme and co-produced by Kristyna Comer, the podcast delves into topics such as decolonizing science, education, and museums, while examining how Western academia and present-day colonizing nation-states continue to uphold colonial structures. Through conversations with historians, activists, artists, and curators, the unpacks podcast what decolonization truly means and, most importantly, how it is being put into practice today.

The Big Decolonisation Dialogue

This podcast offers an insightful exploration of the connections between diverse development themes and the process of decolonization. Through in-depth with conversations academics, practitioners, activists, and it provides a platform for collective reflection on integrating decolonial perspectives into research and everyday life. By addressing key issues in contemporary decolonial discourse, The Big Decolonisation Dialogue fosters discussions on how colonial dismantle power to structures, reimagine knowledge systems, and build more inclusive and equitable societies.

The Big Decolonization Dialogue

Decolonization in Action - Link

5.3 - TOOLKITS AND MAPS

provides This section practical toolkits and mapping resources that individuals, educators, and help apply organizations decolonial practices in various fields, including language, education, volunteering, and public health. These tools offer structured approaches to making decolonization, complex topics accessible and actionable.



Toolkits

The following toolkits offer guidance and methodologies for engaging with decolonization in different contexts, from language to global learning and community-based initiatives.

Laghssais, B., Chokairi, H., Benslimane, Y. Decolonizing Language Toolkit – Swana Climate Sirens

 A toolkit focused on decolonizing addressing language, how colonial structures persist in the ways we speak and communicate. lt provides alternative frameworks for discussing identity, power, and resistance.

Decolonize Volunteering: Embrace Awareness and Inspire Action! – SCI Switzerland

 A guide to decolonizing volunteering, encouraging selfawareness and action-oriented approaches to challenge extractive and colonial dynamics in humanitarian and development work.

Various resources on decolonizing programs, initiatives, and volunteering – Toolbox

 A collection of practical tools to support organizations in decolonizing their structures, initiatives, and engagement strategies.

How can we practice decolonization? – Community-Based Global Learning Collaborative

 A practical guide exploring how decolonization can be implemented in different sectors, focusing on education, community work, and global collaborations.

Eye on Global Health – The Decolonisation Toolkit (2024)

 A resource tailored for the health sector, providing insights on how colonial histories have shaped global health systems and what steps can be taken to decolonize medical education and practice.

Justice, Equity, Decolonization, and Inclusion Glossary of Terms – Health Sciences Association of B.C.

 A comprehensive glossary that defines key terms related to decolonization, equity, and justice, serving as a foundational resource for institutions aiming to adopt inclusive and decolonial practices.

Maps

Maps are powerful visual tools for understanding and challenging colonial narratives. They offer alternative perspectives on history, geography, and power dynamics.

• The Decolonial Atlas

<u>https://decolonialatlas.wordpress.co</u> <u>m/</u>

The Decolonial Atlas provides a wide variety of maps that challenge cartographic traditional representations of the world. These maps invite reflection on colonial histories, land ownership, and Indigenous offering sovereignty, critical visual interpretations of power, borders, and spatial justice.

5.4 - ADAPTING ACTIVITIES AND RESOURCES

Decolonial education must be flexible and responsive to the needs of different audiences, ensuring that learning experiences are engaging, inclusive, and impactful. This section various outlines approaches to adapting activities and resources for different groups, from young people and artists educators to and researchers.

Artistic Events for Youth Engagement

Artistic events are one of the most effective ways to attract young audiences (aged 15+) in large, informal settings outside of school. These events create spaces for emotional expression, empathy, and engagement, reinforcing critical themes of diversity, equity, and inclusion. Giving agency to diaspora artists allows them to reshape historical narratives and foster crosscultural interactions through artistic expression. Interactive installations, performances, and exhibitions help communities reclaim spaces and narratives by reinterpreting their colonial past.

Exhibitions/Festivals:

- Entangled Pasts Royal Academy: <u>https://www.royalacademy.org.u</u> <u>k/exhibition/entangled-pasts</u>
 Cuastinity Dispages
- Creativity Pioneers Moleskine Foundation: <u>https://moleskinefoundation.org/</u> <u>creativity-pioneers/</u>
- Dancing Diaspora Symposium STUK: <u>https://www.stuk.be/en/program</u>

<u>/symposium-dancing-diaspora-</u> exploring-europeancontemporary-dance-throughthe-lens-of-diaspora</u>

 African Diaspora Cinema Festival: <u>https://africandiasporacinemafes</u> <u>tival.com/</u>

Books:

- Tina M. Campt (2021), A Black Gaze: Artists Changing How We See, MIT Press.
- Ekow Eshun (2022), In the Black Fantastic.
- Yomaira C. Figueroa-Vásquez (2020), Decolonizing Diasporas: Radical Mappings of Afro-Atlantic Literature.

Workshops and Debates on Colonial Histories

Workshops and discussions are powerful tools for recovering and reevaluating the histories of Afro-Europeans and their colonial legacies. These activities create spaces for through engagement poetry contests, creative writing workshops, colonial space tours, and summer schools.

both academic and Engaging community networks ensures that historical inquiry remains both and accessible. Hybrid rigorous formats, combining in-person and online sessions, make these activities more inclusive.

Workshops/Lectures:

- Decolonizing Initiative EUI: <u>https://www.eui.eu/en/projects/d</u> <u>ecolonising-initiative/events</u>
- Postcolonial Italy Workshop KNIR:

https://www.knir.it/en/events/wor kshop-postcolonial-decolonialitaly/

• Decolonial Storytelling – Writers Victoria:

https://writersvictoria.org.au/cour ses/online-workshop-decolonialstorytelling/

Writing/Poetry Contests:

- IHRC Poetry Competition: <u>https://www.ihrc.org.uk/poetry-</u> <u>competition/</u>
- The Decolonial Passage: <u>https://thedecolonialpassage.net</u> /mission/

Books/Articles:

- Critical Creative Pedagogies: A Decolonial and Indigenous Approach Using Visual Arts and Creative Writing: <u>https://www.researchgate.net/pu</u> <u>blication/336784452_Critical_cre</u> <u>ative_pedagogies_a_decolonial_a</u> <u>nd_indigenous_approach_using_</u> <u>visual_arts_and_creative_writing</u>
- Symbiotic Narratives for a De-Colonial Turn:

https://edizionicafoscari.unive.it/i t/edizioni4/riviste/the-venicejournal-of-environmentalhumanities/2024/1/symbioticnarratives-for-a-de-colonial-turn/

Networks & Platforms:

- Decolonial Network: https://decolonial.network/
- EASA Decolonial Network: <u>https://www.easaonline.org/netw</u> <u>orks/decolonial/</u>
- Aralez Decolonial Collective: <u>https://stichtingaralez.com/</u>



Integrating Decolonial Education in Schools

Schools require structured pedagogical strategies to engage both students and educators. This involves integrating interdisciplinary frameworks, historical critiques, and critical thinking methodologies into curricula. Teaching about colonial postcolonialism and help legacies students can recognize how past injustices shape contemporary social arrangements and power dynamics.

Key Literature:

- Multicultural Education and the Postcolonial Turn – Hickling-Hudson (2003): <u>https://www.tandfonline.com/d</u> <u>oi/pdf/10.1080/18125441.2016.1</u> 192676
- Decolonizing the English Literary Curriculum:

https://www.cambridge.org/core /books/decolonizing-the-englishliterary-curriculum/postcolonialpoetry-and-the-decolonizationof-the-english-literarycurriculum/1BA9A312995E76C5 B04BAB1BFAA7DEDC

Stimulating Constructive Debate on Controversial Issues

Public discussions should explore how colonial histories are represented in monuments, street names, and museum collections. These debates help communities assess whether historical representation should be preserved as it is or adapted to contemporary sensibilities.

Further Reading on Public Memory and Museums:

 Guidelines on Colonial Contexts in Museums: <u>https://www.museumsbund.de/</u> <u>wp-</u> <u>content/uploads/2019/10/dmb-</u>

<u>guidelines-colonial-context.pdf</u>

 Rethinking Colonial Representation in Museums: <u>https://www.tandfonline.com/d</u> <u>oi/abs/10.1080/10598650.2022.</u> <u>2140554</u>

Extending the Debate to Contemporary Challenges

Decolonization is not only about historical memory but also about addressing modern issues such as migration, racism, global inequality, and climate change. Many debates on immigration policies and racial discrimination stem from colonial legacies of economic and cultural dominance.

Recognizing these patterns allows for a more informed and critical engagement with global issues.

Decolonial education must he adaptable, interdisciplinary, and Whether participatory. through artistic events, workshops, school curricula, or public debates, these help bring colonial approaches contemporary into histories discussions. By engaging diverse in critical reflection. audiences creative expression, and historical inquiry, we create spaces that foster awareness, equity, and long-term societal change.

5.5 - REFLECTION EXERCISES

Engaging in critical reflection is essential for understanding how colonial histories shape the present. Reflection exercises help us challenge dominant narratives, explore alternative perspectives, and question historical assumptions.

Critical Reflection is the process of deeply analyzing historical events, structures, narratives and by questioning assumptions, comparing perspectives, and examining causality. It challenges interpretations simplistic and encourages a deeper understanding of how colonial histories continue to influence the present.

Through critical reflection, we move beyond passive learning to actively questioning dominant narratives and engaging with multiple viewpoints.

Further Reading on Critical Reflection:

- <u>An easy text on reflection and</u> <u>reflective practice – applicable to</u> <u>everyday life</u>
- <u>A more detailed and academic</u> <u>analysis: "Colonial Reflection"</u> <u>and Territoriality – The</u> <u>Peripheral Origins of Sovereign</u> <u>Statehood</u>





However, reflection takes different forms: it can be not just critical, as we have seen, but also speculative, by imagining alternative scenarios challenge assumptions to and rethink power dynamics. Both approaches help us engage with colonial histories in meaningful fostering deeper ways, understanding and new perspectives.

66

Critical Reflection is the powerful process of making meaning out of a purposeful combination of experiences and academic content. It adds depth and breadth to meaning by challenging simplistic conclusions, comparing varying perspectives, examining causality, and raising more challenging questions.

(Dr. Barbara Jacoby, University of Maryland, 2010)

Continuous

Reflect continuously before, during, and after the experience

Connected

Connect experiences with other areas of learning



Challenging

Ask familiar questions in new ways and challenge perspectives

Contextualized

Consider and reflect on the context to link theory and practice

SPECULATIVE REFLECTION

Speculative Reflection is а thought exercise that challenges dominant historical narratives by imagining alternative scenarios. It 66 helps us question assumptions, examine power structures from different perspectives, and highlight biases in mainstream the histories. In context of decolonization, it allows us to rethink colonial histories bv marginalized centering perspectives. By flipping historical narratives, we can better understand how colonial legacies shape the present.

Here is an exercise is based on a map that reimagines global history through a decolonial lens, encouraging us to rethink power, conquest, and historical perspectives: Alternative History: Europe as the New World. Imagining an alternate history is a dangerous game to play. We can't change the past, and what-if questions rarely helps us grapple with our current reality. But it can occasionally be a useful tool if it shifts our gaze to help us understand the past better, and why things are the way they are today. So we've delved into this speculative field and created a map which asks: What if colonialism European had been reversed? What if the 'New World' referred not to the Americas, but to Afro-Eurasia. What if it had been Native American explorers who 'discovered' Europe?

This speculative reflection exercise challenges traditional historical narratives by asking:

Explore the map and reflection exercise: <u>Alternative History:</u> <u>Europe as the New</u> <u>World</u>



5.6 - KEY TERMINOLOGY

Understanding key decolonial terms is essential for engaging critically historical the with and contemporary impact of colonialism. This section provides definitions of foundational concepts, drawn from academic and activist sources, to discussions support on decolonization, colonial legacies, and critical reflection.



The word "decolonization" was first coined by the German economist Moritz Julius Bonn in the 1930s to describe former colonies that achieved self-governance.

Decolonization is about cultural, psychological, and economic freedom for Indigenous people, with the goal of achieving Indigenous sovereignty—the right and ability of Indigenous people to practice selfdetermination over their land, cultures, and political and economic systems.

(Belfi, E. & Sandiford, N. (2021). What is decolonization? — Community-Based Global Learning Collaborative) Learning Video:

 Decolonization: Crash Course European History #43 – A short, engaging introduction to the decolonization of European colonies and its historical significance.

Decolonization: Crash Course European History #43

COLONIAL LEGACY

66 The term 'colonial legacies' characterises the lasting influences and outcomes of colonialism and European expansion which expose the interplay between colonial interventions and domestic decisionmaking in contemporary policymaking throughout contemporary economic, political and social structures. The intimate relationship between capitalism and therefore Europe's growth and Africa's developmental stagnation, 'underdevelopment' signals centuries of exploitation and metropolitan imperialism, principally leading to stalled industrialisation and lack of 🤊 🤊 technology.

> (Walter Rodney, How Europe Underdeveloped Africa, 1972)

More literature about this topic:

 Gustavo Gozzi (2024): Europe and the Colonial Legacy: Continuity in a History to Be Told.

https://www.qil-qdi.org/europe-andthe-colonial-legacy-continuity-in-ahistory-to-be-told/#_ftn 1





6. CONCLUSION

This toolkit serves as а for comprehensive resource facilitators, educators, activists, and communities engaged in the ongoing work of decolonizing urban spaces. By bridging theoretical knowledge practical methodologies, with it offers structured activities, facilitation and strategies, case studies that support participants in critically engaging with colonial histories, urban memory, and the reclamation of public spaces

The toolkit has been designed to be adaptable and responsive to diverse **contexts**. Whether used in formal educational settings, grassroots activism, or cultural initiatives, its activities and frameworks encourage participatory learning, creative engagement, and long-term transformation.

Decolonization is not a single event but a continuous process—one that requires collective effort, sustained reflection, and action-driven change. Through community participation, artistic interventions, and regenerative practices, individuals and groups can reshape urban environments, challenge dominant and build inclusive narratives, spaces that reflect the histories, contributions, and identities of all people.

Facilitators are encouraged to tailor the exercises to their local realities, ensuring that the decolonial process is rooted in the lived experiences and needs of each community. As this work progresses, it is crucial to remain critically aware of the power dynamics that shape historical memory, urban planning, and public discourse.

By using this toolkit, facilitators and participants become agents of change, contributing to a broader movement that challenges inherited of oppression and structures envisions futures built on equity, justice, and shared memory. The hope is that this resource not only supports ongoing initiatives but also inspires new projects, collaborations, and interventions that continue to push the boundaries of what decolonized urban spaces can look like.

A **Decolonization** is not simply about removing colonial symbols but about reshaping the way we engage with history and create more just and inclusive societies. It involves listening to marginalized voices, amplifying hidden histories, and actively imagining new possibilities for urban life.

The work does not end here. Decolonization is a collective journey, and every step—whether through education, activism, or artistic expression—brings us closer to reclaiming our cities as spaces of belonging, inclusion, and historical truth.

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