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The potential of youth participation in Pristina, Kosovo

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Summary

It is increasingly recognizing youth as a primary stakeholder group in the planning field and the topic of young people participation has become common during last decades. There is a number of studies providing the contribution of young people and requiring the engagement of them in the urban planning process. However, the understanding of youth participation is still limited in practice and the traditional planning has neglected the role of young people as an essential part of its process. As a result, it remains the challenge to bridge the gap between theoretical concepts and practical approaches.

The study endeavors explaining the impact of young people on participatory activities in the community development at the neighborhood level in Pristina, Kosovo. The central purpose of the study is to recognize the potential of youth participation in the decision-making process, particularly in public spaces projects. The main motivator to choose Pristina is because of the reconstruction process with an emergent acting from the whole population in which the proportion of young people is the highest in Kosovo. Moreover, the paper aims to pave the way for building a study regarding the practice of youth participation and focusing on the impacts of them on the community development in Pristina.

The research carried out two homogenous case studies of public space projects in Pristina with the qualitative methodology. In those cases, it investigated young participants aged 7-18 by applying three methods: interview, observation, and secondary analysis in order to collect qualitative data from interactions with youth. The fieldwork lasted more than one month from July to August 2017 in Pristina, Kosovo.

The result of the research provided the explanations how youth participation affects the public space projects via internal and external factors. Analysis indicated that the internal factor combined capacities of young people that the planning process requires: having interest in participating, technical skills, and communicative skills. Youngsters participated in the projects demonstrated their capacities such as observation skills, analysis and critical thinking skills, or modeling and drawing in a range of participatory activities. Furthermore, the key findings pointed out the roles of the youths and the conditions to involve in these projects, which played as the external factors. The connection of internal and external elements led to the variety of impacts of youth participation on the community development.

Key words:

Citizen participation, youth participation, public spaces, the decision-making process, Pristina, Kosovo

Acknowledgements

Abbreviations

AI	Administrative Instruction
CIA	Central Intelligence Agency
ICT	Information and communication technology
IFES	International foundation for electoral systems
LSP	Law of Spatial Planning
MCYS	Ministry of Culture, Youth and Sport of Kosovo
UN-Habitat	United Nations Human Settlements Programme
UNCRC	The United Nations Convention on the Rights of the Child
UNICEF	The United Nations Children's Fund
US	United States
USAID	United States Agency for International Development

To my dear, kind, patient Dung

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"Coming together is the beginning.
Keeping together is progress.
Working together... is success."

~Henry Ford

Chapter 1: Introduction

1.1 Introduction

During last decades, the practice of public participation generally and the promotion of youth participation particularly have shown a considerable role in the development of our society. There are many scholars investigating the topic of youth involvement in urban settings in terms of political, economic, social or environmental aspects. In the field of urban planning, the participation of young people has become common in many countries around the world (Horelli, 1998, Francis and Lorenzo, 2002). A number of studies have been conducted to recognize that young people are an important group, and also scholars require involving youth in the urban planning process from at the neighborhood to the national levels. The outcomes of these studies provide understanding and insight of the potential role of youth participation with immediately apparent benefits and also accumulated and surfaced advantages over time (Checkoway, Pothukuchi, et al., 1995, Checkoway, 1998, Checkoway, Allison, et al., 2005, Knowles-Yánez, 2005, Frank, 2006, Standler, 2014).

In practice, however, young people have had a limited voice in the process of urban planning. There is a big gap of transition between theoretical concepts and practical approaches. Indeed, the massive barrier to practice youth participation that has been investigated for four decades in the planning context yet remains uncommon and unsupported, compared to adult participation (Frank, 2006). In other words, the planning process does not have typically room or consider actively involving youth as an essential part of it. Moreover, the traditional planning has ignored the potential role of young people since they have had few opportunities for involving in the process in the past (Checkoway, Pothukuchi, et al., 1995, Malone, 2002, Knowles-Yánez, 2005, Frank, 2006, Laughlin and Johnson, 2011). Although there are many pieces of research being conducted, there is no coherent study illustrating how young people have been involved in the planning process, which simply is accepted idea that young people should be "involved" in the process (Simpson, 1997, Knowles-Yánez, 2005, Laughlin, 2008). Consequently, the problem is considered as one of the weaknesses of the urban planning process, and the lack of academic analysis leads to a small number of proposals for youth involvement effectively (Knowles-Yánez, 2005, Frank, 2006, Laughlin and Johnson, 2011).

The purpose of this research is to understand the role of young people in the urban planning process and explain their influence in a particular context of urban revitalization through participating in public space projects at the neighborhood level in Pristina, Kosovo. Specifically, by using case study strategy with multiple methods, I investigate the characteristics of youth in the process of doing public space projects and their impacts on the community. This study is inspired by an individual interest in exploring youth involvement theory and empirical approach. It also illustrates the contribution of young people to the community development in Pristina. I am interested in the topic since the limitation of studies relates to the practice of youth participation in the planning field in Kosovo, the youngest country with a majority of young people population. Also, Kosovo attracts me since, in this country, the young generation will be expected as the country's future owner and experienced the results of their decisions the longest.

This chapter presents the background and describes the purposes of conducting the research. It shows the general information of the chosen topic in the capital city of Kosovo: Pristina, and also

explains the statement problem, research objectives, and research questions. At the end of this chapter, it will provide the significance of the study, the scope and limitations.

1.2 Context of the research

Almost two decades after the end of the war in mid-year 1999, Kosovo is still ongoing in a significant transition process throughout the country (UN-Habitat, 2014). The reconstruction of the capital city, Pristina, was notable with the emergent acting from the whole population − no time to plan. In this situation, the actors, identifying as the major urban developers of the city, are the planning institutions, the international organizations and the citizens of Pristina (Jakupi, 2012). Community involvement in making the country is an act to reawaken the city, and also it rebuilds the perception of communities' affiliation by being part of development journey of the city (Hoxha, 2012). Listening to the people of Pristina and involving them in the process of urban development are integral steps when the city builds urban strategic planning and adopts new policies (Jakupi, 2012, Krasniqi and Krasniqi, 2015).

Figure 1: Kosovo Nation Branding, Agency: BBR Saatchi & Saatchi Tel Aviv, Advertiser: Kosovo Government.

With around 43 per cent[1] of the population under the age of 25, the inhabitants of Kosovo generally and Pristina particularly rank the youngest population in Europe (Krasniqi and Krasniqi, 2015, IFES, 2016). Because of this, young people are considered as the essential segment of the development process, which play an important role in building Kosovo's future (Hoxha, 2011). Young citizens are willing to share responsibilities with other generations in order to fulfill the country's vision. According to the Law on Empowerment and Participation of Youth No. 03/L-145, "aims the advancement and continuous re-affirmation of youth participation in decision-making processes, without any distinction and exclusion, in the development of a democratic society, in order to improve the lifestyle of the youth and their

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[1] Source: CIA World Factbook, This page was last updated on July 9, 2017
http://www.indexmundi.com/kosovo/demographics_profile.html

social status" (MCYS, 2013). This law has brought a new position to youth in which they have the right to participate in the decision-making process that affects directly their lives. Furthermore, the Law on Spatial Planning (LSP) no. 04/L-174 (Article 20) in September 2013 and AI no.05/2014 have been enacted about "Responsibilities of Spatial Planning Authorities as well as principles and Procedures for Public Participation in Spatial Planning" (USAID, 2015). These laws promote the involvement of citizens as one of the principles in the spatial planning. Specially, they make room for public participation in the urban planning process by providing public access for interested parties and considering vulnerable and marginalized groups such as youth, women, and persons with disabilities to be part of it. The local government also is progressively identifying that young people are the best workers to conduct and deal with issues related to their contexts. Besides, the municipality has been sharing space namely "Pristina Youth Centre" to provide space for young people performances with the aim to support youth activities. Through the participation of all sectors and stakeholders, it is part of the decision-making development process (UNICEF, 2004, Hoxha, 2011, Krasniqi and Krasniqi, 2015). However, youth work has been undergoing change and facing problems in practicing of urban planning. The next section of this chapter will present these problems of youth participation with the general perspective from the context of Kosovo and scholars' arguments.

1.3 Problem statement

The topic of youth participation is not new phenomenon; however, it has been neglected in the community development process in recent decades in Kosovo (Felters, 2013). After finishing the conflict in 1999, countless studies have focused on addressing its consequences or discussed the progress of the country. The authorities, decision makers, and even the media have repeatedly turned much attention to political issues and political actors instead of investigating the involvement of their young citizens in action plans (Felters, 2013). This issue is not taken place only in the participation of young generation. In fact, planning activities have not traditionally been common with ordinary people in Kosovo in which involving people in a collaborative method of strategic and action-oriented planning is not yet a general practice. Since it is the traditional participatory planning that, on the other hand, has been directly affected by a few key groups or international contributors providing finance in the process. This issue is extremely persistent in the traditional planning practice (Horelli, 1998, UN-Habitat, 2012). So the primary drivers for shift the form "non-participation" towards "partnership" and "empowering" of the process are the civil society. Because of this, the role of public participation, especially youth participation, appears to be underplayed in Kosovo.

Planners and decision makers have not typically had an insight and sound understanding of the potential role of youth participation in the urban planning process (Frank, 2006, Laughlin and Johnson, 2011). In practice that young people have little room for incorporating compared to the adult participation, which is the biggest barrier towards "empowering young people" and "citizen power" (Knowles-Yánez, 2005, Frank, 2006, Laughlin and Johnson, 2011, UN-Habitat, 2012). There are a number of studies providing evidence that "youth as victims" who are considered as vulnerable members or a marginalized group of the society to be forced beyond their control in the planning context (Simpson, 1997, Checkoway, 1998, Horelli, 1998, Frank, 2006, Laughlin and Johnson, 2011). Kathryn I. Frank (2006) also argues that the capacity of youth to participate in planning that requires highly demanding task poses youth perceptions under the doubt of society in which the view of youth is labeled as a lack of appropriate knowledge level, skills attitudes, and social connections of adults. Additionally, the existing of adult-oriented

establishments and economic interests combined with the lack of understanding from adults to affect youth participation. The differences of awareness in the point of views, work styles, languages or a lack of interrelation of planners and young people lead to adults and young people uncertain to interact in urban planning process in which the political economy of urban areas is in favor of adults concern (Knowles-Yánez, 2005, Checkoway, Allison, et al., 2005, Frank, 2006, Laughlin and Johnson, 2011). In other words, because of the marginalized position of youth in participatory planning, authorities and plan makers had limited in experiences or skills to work with youth. Although planners advocate to strengthen the right of youth in participating in the decision-making related their lives, it is usually without youth participation by putting them in secondary or tertiary position rather than recognizing their essential role in the planning process. As a result, the perception of adults is that they, not young people, should control the community planning (Checkoway, Pothukuchi, et al., 1995, Frank, 2006, Laughlin and Johnson, 2011).

According to the problems above, it is not surprising that the information and literature on youth participation are quite scarce in the context of urban planning in Kosovo. With the high percentage of young people population, around 43.5 percent[2] of youth aged less than 25 years and 41,000 student compared to198,897 inhabitants of Pristina (Mataloni, 2014), it will provide a large source for studying the potential of youth participation in the community. Despite the reason, understanding how young citizens' participation affects the development of the urban planning yet continues subordinate roles in practice and as a field of study in Kosovo. In reality, there are few guidelines by UN-Habitat or USAID for primarily public participation in the spatial planning, which are completely out of proportion with the abundant source of youth. Spite of new legal frameworks previously mentioned that the process should be open and inclusive a public debate related to any development planning of the city or a neighborhood, they are still a one-way communication (Hoxha, 2012). The critical issue is that using technical professional language and illustrating maps and sketches are unfamiliar and incomprehensible to the locals.

During the research period, I have observed the existing conditions of the urban area in Pristina and also communicated with the locals, which revealed that young citizens have literally little open spaces. The problem takes place in throughout neighborhoods in Pristina where the lack of public spaces for young activities is caused by the occupation of public spaces. For young people, the connection to open spaces is particularly important part of their growing up (Laughlin, 2008, Standler, 2014). However, public spaces are ubiquitously occupied for individuals or groups using these spaces as their own places for constructing impermanent, garbage dumping, or car parking. Such a problem remains disadvantaged to young locals who are one of the substantial user-groups of public spaces (Gjinolli, 2012, UN-Habitat, 2013). Besides, the significance of public spaces in perspectives of young people has not precisely expressed in the urban planning process or the landscape concept at the neighborhood level. There is the main reason in which planning for public spaces is commonly designed by adults (Malone, 2002, Laughlin and Johnson, 2011, Standler, 2014). By reason of lack responsibility, power, and experience, young people have traditionally stayed outside of the public space design. Consequently, the conflict between the young people needs for public spaces and conceptions of adults is seen as a potentially negative impact (Standler, 2014). Hence, youth

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[2] According the report "Results of the 2011 census". Revealed on 31st March 2012 and retrieved on 25th August 2014.

participation in the urban planning process links them into the integration of public spaces with their interests.

1.4 Research objectives

The main purpose of the research is to explain the impacts of youth involvement on the community change in the urban planning process at the neighborhood level in Pristina, Kosovo. This leading objective of the study aims recognizing the vital roles of young people in participating in the decision-making in Kosovo during the transition process in post-conflict. This also targets providing insight and understanding of youth contribution to the country.

Furthermore, the study will provide general view of the process of youth participation in public space planning projects as a part of working with young citizens in neighborhoods. The finding can be used to describe the impact of young people on participatory planning in terms of their attitudes and capacities in the community. Finally, this research intends to improve the development of active citizenship of young people in order to adapt participatory research approaches that are suitable for youth.

1.5 Research question

The study is designed to address the following main research question:

"How does youth participation affect the process of public space development projects at the neighborhood level in Pristina, Kosovo?"

To answer the question, the study will explain the participation activities of young people in the urban planning context at the neighborhood in Pristina through public space projects.

Notably, the research question will be examined by four following sub-questions that are:

- On what conditions are young people involved in the public space projects?
- What is the capacity of youth for participation in the planning process?
- Which roles do youth play in the projects?
- What are impacts of public space projects' implementation on the community change?

1.6 Significance of the study

The research will be the first of its topic to provide a detailed perspective of the youth influence in their development neighborhoods regarding public spaces projects in Pristina, both academically and practically. Also, it is practically significant as a guideline that can aid authorities, planners and decision makers in Pristina to understand more deeply the potential of young people participated in the urban planning process. Moreover, this study may pave the way for building the incorporation of adults and youth into the planning context with new strategies to give the rights to young people.

Furthermore, the research will contribute to the academic and empirical knowledge in relation to its nature. In the academic side, youth participation has to be comprehended and implemented regarding the context of local areas. The research will bring insights into youth participation in the process of public space projects. The result of the research will also provide scientific knowledge to the existing literature in terms of the role of youth participation in developing socio-economic countries such as Kosovo. In the practical aspect, the study will broaden the hands-on knowledge about encouragingly increased youth participation in urban planning activities. The comprehensive and useful evaluation methods in working with young participants

in the planning context in Pristina will be presented by this paper.

1.7 Scope and limitations

1.7.1 Scope of the study

This research primarily aims to the case study strategy with analyzing qualitative data and multiple methods in an effort to explain the influence of youth participation in which young people are the age of 7-18 years old involving in the community decision-making in Pristina, Kosovo. From the qualitative work, several methods namely interview, observation, and content analysis will be conducted. The research will rely on investigating young people at the moment living in the city area of Pristina regarding the urban planning field.

1.7.2 Limitations of the study

The major limitation of the research is the language barrier when conducting fieldwork and searching information and data as well. In practice, a small number of the locals can communicate in English well; especially the percentage of young people speaking English who are under fifteen seems to be less. This restriction will lead to limited access to get useful information from young respondents and also do content analysis method in which the minutes of meetings, reports are written in Albanian.

Another severe limitation is that the research will employ an interview method during fieldwork period. This issue means that young participants will be asked questions in relation with experience happening in previous events. The study will be conducted at a particular point in time so that respondents might be required to recall distinctly the situation during participating in the projects. This limitation may result in potential errors, missing data, or even inaccurate information.

1.8 Thesis structure

The paper is designed for five chapters. The chapter 1 introduces an overview of thesis by presenting the context of study and problem statement of youth participation that exists in Kosovo. Also, it provides the key terms of the study including scope and limitations.

In chapter 2, it will explore the literature review in term of public participation and primarily focus on research involving young people. At the end of this chapter, the conceptual framework will be drawn as the intersection of existing studies and the topic of research.

Chapter 3 will discuss the methodology of research that is used to answer research questions. Furthermore, the chapter will explain the rationale of using case study strategy and qualitative data analysis.

In the following chapter, it will be the key findings from the fieldwork in which the case study strategy was conducted to collect data. All findings from qualitative analysis will be presented in the chapter 4.

Finally, the chapter 5 will bring the conclusion as the link of the main contents of previous chapters in order to answer the research question of the study. Also, it will offer recommendations for future study related to the development of youth participation in the community.

"Tell me and I'll forget;
Show me, I may remember;
Involve me and I'll understand"

Chinese proverb

Chapter 2: Literature Review / Theory

2.1 Introduction

This chapter will mainly discuss the theoretical concepts that identify the gaps in the research relation to participation projects. Overall, it has three major parts being encompassed in this chapter.

To begin with, before going to the meaning of youth involvement, it will firstly discuss the public participation by presenting relevant pieces of literature in order to provide a general picture of public participation in the planning context. The second part of this chapter focuses on describing youth participation and the potential role of youth involving in the development of the community. Through the literature review, the conceptual framework was introduced at the end of this chapter as the third section, which is explained how the researcher uses the findings of the literature review to apply in his own study.

2.2 Public participation

This section will mainly provide the understanding of public participation in the planning field. To make the outline of the section, the definition of public participation will be introduced first, and then the role of it in the urban planning will be followed. The last discussion is to present some types of public participation that were employed by scholars.

2.2.1 Definition

The term of "public participation" refers many types of citizen action that are an organized process from which the public communicates their needs and requirements to affect the governance system (Laurian and Shaw, 2009). Its common goals influence the decision-making in order to reach problem-solving, including self-help and supporting social groups, as well as ensuring responsibility of the public sector. The process of it aims to solve conflicts, adjusts to the changing of the society, or engages or builds alternative initiatives of social power connections (Arnstein, 1969, Juarez and Brown, 2008, Meyer, 2011, Ngo, 2016).

According to Checkoway (1998), he argues that participation is a process where people involve in the decision-making affecting their own lives. The process works in formal agencies or indigenous proposals, in all aspects of the society from the housing, health care, services to urban development policies with multifarious income, ethnic backgrounds; and from suburban to city communities. It contains activities and events from city meetings to electoral voting, which are various to respond to growing citizen oppositions.

> *Participation is a field of practice and subject of study which includes initiatives involving young people according to their race, ethnicity, class, gender, or other social identity; in education, environment, housing, or other issues; and in rural areas, small towns, suburbs, or neighborhoods of cities in nations worldwide. As any approach to social practice, youth participation presumably differs from group to group, a proposition whose evidence is growing (Checkoway, 2010, Cammarota and Ginwright, 2007).*

Participation, itself, does not have the only meaning of intellectual tradition or agreement of explanation. Many people can use the term "participation" but have different meanings if it does not come along with it an explicit and framework of descriptions and criteria. The ideal way to view participation is in the terms of vision, such as the quantitative methods, frequency, or the

long-term or short-term of its activities. Thus it is concluded that it is the connection of the number of participation activities happening and the number of people taking part in these events. However, the interest of a group within the community can change over time, which is inevitable to have an equal measure of the quality (Checkoway, 1998, Meyer, 2011, Ngo, 2016).

When applying to the planning and urban development fields, public participation has become an integral part of planning practices in many cities and countries around the world, which is as a means of structuring the relationship between the public sector and the private sector in managing processes of urban complexity (Sorensen and Sagaris, 2010, Meyer, 2011). Hence, there are a wide align of participatory methods have occurred spontaneously so that it raises various questions related to the topic of youth participation such as: who are the youth, what do they do, or which outcome of these activities? Those questions will be addressed in the next part of this section.

2.2.2 Public participation in urban planning

> *"The idea of citizen participation is a little like eating spinach: no one is against it in principle because it is good for you."(Arnstein, 1969, p. 261)*

In the federal (US) urban planning programs 1969, Arnstein delivered these words on her seminal discourse about public participation. Her study has remained a pivotal question from that there is continuously one of the most major concerns in the planning field: to what extent attempts to include the public tokenistic, requiring an entrusted authority to turn citizen participation meaningful? (Lane, 2005). After four decades from the 1970s, public participation study has performed a growing role in planning process generally, building the interaction between community development, urban planning process, and the residents. The brief history of public participation in urban planning has witnessed the changing to respond to raising citizen opposition to urban planning projects, and lack of equal rights of involvement in the decision-making process, searching for a planning practice to match the citizens' demands (Arnstein, 1969, Sorensen and Sagaris, 2010).

Nowadays, the focus in citizen involvement is less explicitly on control struggles between the terms "have" and "have-nots," and it would seem more disagreement of identity and rights of cultural backgrounds (Bone and Thompson-Fawcett, 2007, Meyer, 2011). Public participation approaches have been acknowledged the importance in planning practice with a vast range of participatory ways, which yet has fundamental doubts whether it still needs the marginalized actors or not. It seems clear that, in spite of important performances, there are still real issues to public participation in urban governance (Sorensen and Sagaris, 2010).

2.2.3 Typologies of participation

There is useful for planners, authorities and every citizen when they understand various participation approaches in order to reach goals of public participation in the urban planning process. This section will introduce two typologies that illustrate the range of methods, theories, objectives, which are namely: Ladder, Typology. The perspectives of these typologies of study could be applied in real planning projects (Meyer, 2011, Mckee and Nobre, 2009).

2.2.3.1 Ladder of participation

In a seminal article, Shelly Arnstein (1969) defines the typology of citizen participation with the assertion that citizens need more rights to be involved in a public decision-making process. Her ladder has since developed into a central unit in the urban planner's training (McKoy and

Vincent, 2007). The formula named "ladder of participation" displays the progressively higher ranges of decision-making power representatively by each rung of it. She describes participation as the power of "have-not" groups to affect the outcome of decisions. In short, this is that the more power participators have, the more they can control the end product of choices (Juarez and Brown, 2008, Checkoway, 1998). In order to highlight the inequality, Arnstein emphasizes the differences of participants by using the terms the "have" and "have-nots." This indicates that the community's participation projects generally offer therapy or manipulation rather than putting these groups under control. Hence, when the agency involves a young citizen on its council of controllers but the voice of her or him is not heeded. At the same time, the decisions have made in other places, which are "token" but not "real" (Checkoway, 1998, Arnstein, 1969). Therefore, the ladder has been applied as the metaphor in practicing and categorizing a variety of types of public participation in the planning process. In conclusion, the most important goal of Arnstein's ladder is that redistribute power through participation practices leads to community acceptance. By contrast, the dominant power in one side results in failing of the process and it could cause a feeling of marginalization in some groups of the community, which may be a reason for public protest (McKoy and Vincent, 2007).

Levels 1 and 2- Manipulation and Therapy
Goal: Enable those in power to educate or cure citizens.

Levels 3 and 4- Informing and Consultation
Goal: Allow "have-not" citizens the opportunity to hear and be heard but not necessarily influence.

Levels 5 Placation
Goal: Token representation, watchdogs and rubber-stamping by public.

Level 6 Partnership
Goal: redistribute power through negotiations. Joint policy boards and committees. Groundrules established and respected.

Level 7 Delegated Power
Goal: Citizens have dominant decision-making authority over a plan. They trust there will be accountability. Power-holders start the bargaining to make changes.

Level 8 Citizen Control
Goal: participants or residents govern a plan, and negotiate the conditions under which non-residents or users can make changes.

Figure 2: Ladder of participation (Arnstein 1967); Source: Meyer (2011:23)

2.2.3.2 Typology of participation

Sarah White promoted the typology of participation in 1996, showing how diverse variables influence the outcomes of participation. The assumption shaped the use of involvement process and gave more power to participants to achieve new goals. The idea of this typology is that participation process affects citizens dissimilarly by depending on their views, and also it includes a mixture of interests when the project working (White, 1996, Meyer, 2011).

The hypothesis has four main types of participation namely: nominal, instrumental, representative, and transformative (see table 1 below). To explain it, a "nominal" type can add legitimacy to groups with more power and aid participators by offering an experience of

inclusion (Juarez and Brown, 2008). "Top-Down" position in here points the interests of controlling partner, whereas the "bottom-up" shows the interests of weaker partner (Meyer, 2011).

The typology of White stresses the political position of participation, concentrating on who will participate and the level and relationship of participation as well. It is considered that empowerment can work by top-down or bottom-up. White also displays that it is commonly the groups with more power controlling the issue of programs. By contrast, those who are less power might be working for short-range goals (White, 1996).

Form	Top-Down	Bottom-Up	Function
Nominal	Legitimation: lends credibility and authority to governmental body or organization sponsoring the participatory activity	Inclusion: allows participants to be members of the participatory group, should some benefit (to the participant) arise	Display: function is primarily for demonstrating that participation has been part of the process
Instrumental	Efficiency: participatory activity provides labor for essential services in an efficient manner for the government or sponsoring agency	Cost: participation is viewed as a cost by participants, detracting time and resources from other activities, but participants are willing if they view the activity as a necessity	Means: functions primarily as a way of providing services desired by both the top-downs and the bottom-ups
Representative	Sustainability: governmental body or sponsoring agency seeks participation in order to ensure viability of a program over the long term	Leverage: process gives local people a voice in the project and they use that voice to influence decisions	Voice: representative in allowing people to express their own interests and influence decisions, but program comes from the top down.
Transformative	Empowerment frequently perceived as a bottom-up strategy, but impetus often comes from top down when organization establishes empowerment as a priority	Empowerment: intent is to empower locals to plan and act for themselves	Means/End: functions as a means for providing services, but also as the end in itself as locals exert control over their future

Table 1: Typology of participation (White, 1996). Source: Mayer (2011:26)
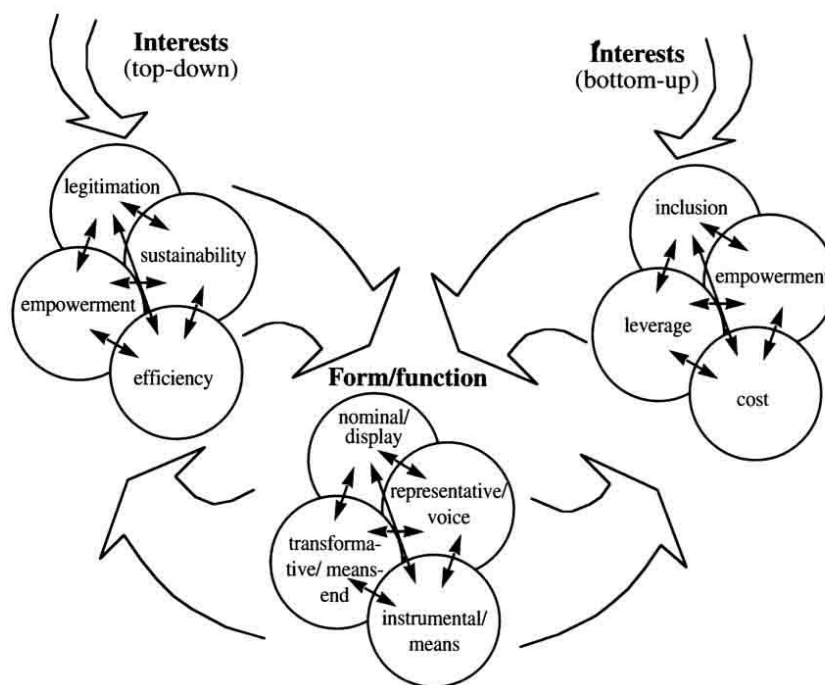
Figure 3: The politics of participation (White, 1996). Source: White (1996:10)

It can be seen that the figure 3 illustrates the dynamic aspect of power to show that the diverse interests and involvement process change over time. The reasons for participants leaving the process are multifarious such as the need for a break, disappointment, frustration, or intolerance. In conclusion, the participation hypothesis of White demonstrates the complexity of urban society, showing the relationship between top-down and bottom-up actors (Meyer, 2011).

2.3 Youth participation

This part of the chapter will introduce insight of youth participation by using the literature review technique. First, it will give an answer to the question: "who are the youth?" in term of conceptualizing participants in order to portray the primary subject of the study. Then the definition of youth participation will be presented before discussing motivations for youth involving in the planning cycle. In following investigations, it will evaluate the capacity of youth and their impacts on participatory activities in the urban planning. The two last arguments will provide the relation between public space projects and young people at the neighborhood level as well as the types of youth involvement in these plans. Finally, the conceptual framework will be drawn to summarize the intersections between the literature review and my own research.

2.3.1 Conceptualizing Participants: who are the youth?

There is a challenge to provide a clear definition of youth. The primary difficulty is that the perception and structure of young people are traditionally varied when they depend on childhood, adolescence, and adulthood. Because of this reason, youth cannot be defined as a uniform or an inflexible group (Aitken, 2005, Laughlin, 2008). Aitken (2005) suggests in his book namely "Geographies of young people" that a young person is opposite of an adult when he or she is still on a process growing up to be an adult. In policy definition, the United Nations Secretariat and the Law on Participation and Empowerment of Youth in Kosovo describe youth as a group of people who is between the age of 15 and 24 years.

However, some scholars have other definitions of youth when they assume that youth, adolescents, or teenagers are in the age from 13 to 15 years (Aitken, 2005, Hart, 2013). The range of age, another example, using in Australian academic literature is different when Malone refers a young people as a 10-15 year person; by contrast, Brian W. Head focuses on young people aged 12-24 years (Malone, 1999, Head, 2011). According to article namely "the potential of youth participation in planning," Kathryn I. Frank illustrates the term "youth" by focusing on persons in western nations who were under the age of nineteen years old. As she explains that the study aims youth participants in the community and the urban planning context in which the popularities of youth participated were under the age of 19 years, the age of primary, secondary, and high school students (Frank, 2006).

The author Checkoway (2010) provides a question: what is age appropriate youth participation? From this question, he discusses that social practice depends on a group's distinct features that affect their participation activities and the position of partners who work with them. The group should provide knowledge itself and realize their characteristics and situation. As a result, there are no best forms of an appropriate age that should be employed to youth participation. Because of this reason, I used the terms "youth," "young people," "youngsters", or "adolescents" throughout the paper to persistently refer the same subject.

2.3.2 Defining youth Participation: what is participation?

"It includes efforts by young people to organize around issues of their choice, by adults to involve young people in community agencies, and by youth and adults to join together in intergenerational partnerships. It varies in its expression from one area to another, but as long as people are involved in the institutions and decisions that affect them, it is participation" (Checkoway, 2010)

The picture of youth has changed over the time. The 19th century when young people were commonly represented as little adults and behaved towards as regular workers. In early 20th century, it witnessed young people as sufferers of the urban-industrial society and searched for them protection from neglect and maltreatment by adults. Youth participation today gives an activity to recognize them as resources of the society. Because of this, young people have a chance to play active citizen's roles, which provides them a right to involve and ally to adults in the community planning (Checkoway, Pothukuchi, et al., 1995).

The field of planning, Checkoway, Pothukuchi, and Finn (1995) give a definition that "youth participation is a process of involving youth in the institutions and the decisions that affect their lives." They argue that the process is the way in which young citizens propose initiatives for social action without adult orientation to solve issues and plan programs at the community level. Known as the Geneva Declaration, the United Nations Convention on the Rights of the Child (UNCRC) 1989 states a right of youth participation. According to the right, young people have an opportunity to practice their rights as citizens. The opportunity is to build the relationship between young people and adults so that adult world can make use of young people's expertise for the development of community (Frank, 2006, Checkoway, 2010, Barry, 2014).

Furthermore, the norm of youth participation has changed the perception of youth in the society. Rajani (2001) argues that youth participation is a practice of young people power since youth are given empowerment and have an opportunity to exercise their rights. There are increasingly recognizing youth from adults to take decisions and play as an important stakeholder group. The recognition of youth is the action by which young people are in the center to promote their initiatives in relation to their lives and measure issues that they interest in (Knowles-Yánez, 2005, Frank, 2006, Maynard, 2008, Head, 2011).

2.3.3 Motivation of youth Participation: why participation?

2.3.3.1 Right to the city: Equality and justice for all

Youth are a people group of the city in which the collection of space is shaped by wealth and ethnic diversity that belong to everyone (World Charter, 2004). The city supplies everyone with equal opportunities to take pleasure its resources and services. According to Peter Marcuse, the right to the city is not only the right of using up the city but also to produce and own the city. He also argues that it is important for people to participation in the city's production (Marcuse, Brenner, et al., 2012). The statement advocates that marginalized groups, including young people who are powerless and lacking legitimacy and unable to actively involve in the community, require the right to the city (Laughlin, 2008, Basha, 2015). Youth participation is a movement from that young people have the right to share and propose their initiatives in the decision making not only in the planning process but also for the development of the community as a whole.

There is the equality in the city in which the group of young people has the same rights like others. It can be seen in some aspects of the society. Youth want to be involved and make better

communities so that they can provide available information to make decisions because they have their own perspectives which need to be considered, especially in improving services related to them (Zimmerman and Erbstein, 1999). Besides, participating in the community development is to facilitate young people to exercise the political rights (Checkoway and Richards-Schuster, 2003). Indeed, when news media describes youth citizens as "problem in society" (Checkoway, Allison, et al., 2005), it creates a persistent block between this marginalized group and others. As a result, a number of young people do not realize the right to participate in their neighborhood. This step, practicing their rights, is to prepare youth for active involvement in a democratic society in the future, which allows them to express the sources of problems in order to take action in the development process. Lastly, youth participation can enhance the city's production as part of social development in several ways by obtaining information or materials and expressing their needs and concerns (Checkoway and Richards-Schuster, 2003).

2.3.3.2 Enhancing the quality of community projects

Youth rights are considered as driving elements which inspire planners and decision makers to put young people into the planning process (Frank, 2006). The movement of the ratification of the U.N. Convention supports youth involvement in the community (Simpson, 1997, Laughlin, 2008). The statement identifies adolescents as independent individuals outside of their families and institutions and provides them the right to show their view (Laughlin, 2008). Also, the participation of young people increases understanding and the active interrelation between adults and adolescents (Frank, 2006, Laughlin, 2008). Planners pay attention to young people because of the differences in how they involve in the planning process. Planners have found on young people as the input resource to build the diversity for the urban planning process because the feeling of them is a connection with their community (Checkoway, Pothukuchi, et al., 1995, Frank, 2006). Indeed, Malone (1999) displays that planners need to incorporate young people demands into action plans and also encourage them to engage in because most leisure time of young people is spent in the local community, which makes them knowledgeable and experienced about the local area and responsive to negative or positive changes to it. Beyond of the reason, the term "making a difference" and "youth as resources" refer the potential benefits for larger society by applying to youth participants (Simpson, 1997, Checkoway, 1998, Checkoway, Allison, et al., 2005, Frank, 2006, Vromen and Collin, 2010).

2.3.4 Initial evaluation of Youth Participation: what types of youth capacity for participation?

Preparing for the involvement of youth in the community development through the planning context not only shows the benefits that young people could gain by participating but also evaluates the capacity of youth to promote the process. For the meaningful participation, there are a number of approaches to lean the capacity of youth to engage in the planning process based on the outcome from the psychological development of young people. Youngsters should be encouraged to participate in community actions because of their diverse competencies such as the knowledge of their neighborhood, the individual perspective of the living environment, or their behavior to interact with adults (Bartlett, Hart, et al., 1999). While some studies investigated the communication development of young people and agreed that they are capable of involving in planning by the analysis of social identity and relationships, other sources demonstrated capacities of youth in terms of technical skills such as mapping their spaces, doing survey activities, or interpreting photographs. Moreover, the existing literature showed indirect

evidence that was findings from the interview method to ask their interest in participating, as the studies of Speak (2000) and Vromen and Collin (2010). Having interest in the participation process could affect directly youth performance since the process requires working voluntarily. In this paper, the abilities of young participants will be shown below recommending by Frank (2006), including the interest in participating, technical skills, and communicative skills.

2.3.4.1 Interest in participating

There is an attraction from the planning process to young people in all aspects of the living conditions. In other words, the planning cycle has no difficulty to appeal to youth interest in participating. Even in the school environment, "problem kids" were anxious to be involved in school projects (Frank, 2006). The main reason could come from the belief of young people when they expect to have opportunities to consult on the community issues. Because of assuming the planning practices as hands-on activities, these actions attract more youth to participate well rather than traditional education. Also, adolescents do think that this is a win-win situation for them when they have a chance to work as adults (Checkoway, 2010).

Also, Lowndes and Pratchett (2006) present one of five participation factors, "Like to", in which the members actively engage in participation activities when they have the feeling to be part of the group. It could show a connection between the interest in participating and the sense of being part of the community into youth. On the other hand, in a case they feel excluded or marginalized from the participatory activities then they may tend to refuse becoming participants. Because the participation activity in the planning context is seen as a voluntary decision regardless of youth or adults, this action leads to members' manner and performance (Frank, 2006). The important initial phase for planners or coordinators of each project is to understand the connection of people and their living area in order to enable them to work together efficiently (Lowndes and Pratchett, 2006). A project: "Growing Up in Cities" described by Malone (1999) witnessed the interest of young participants when they developed a comprehensive list of their needs in the living community, although the local authorities neglected the list since they gave the priority of adult needs. In spite of this issue, youth attended regularly the project when they felt they were part of it. Recognizing and enhancing the sense of civic citizenship and the neighborhood adhesion can help promote the productive outcome of participation activities (Lowndes and Pratchett, 2006).

2.3.4.2 Technical skills

In terms of technical skills, Frank (2006) shows many case studies in which young people were evaluated their competence with a variety of planning techniques including research, analysis, and design applications. There were mostly positive results when adult professionals rated the quality of young participants' design. Although it has only one case that result is negative evaluation, it shows that youth are competent in participating in the urban planning process. Lifting New Voices (LNV), for instance, was a project in which young participants worked on community evaluation research. The project was seen as a demonstration of promoting the participation role of youth who were in the age from 15 to 21 years old in the community. Usually, a youth-adult team used a variety of approaches to collect data such as observation, interview, survey, and recording videotapes. The findings of these data collections develop evaluation reports to consult adults about priority issues and concerns of the community members (Checkoway and Richards-Schuster, 2003). Another example was an Intergenerational

Design Charrette at the University of Washington to bring two groups of young people (the first one was pupils of 4th-5th classes, the other was 9th-12th graders). The charrette activities focused on elementary schools, suburban neighborhoods, and urban village. Participating in these charrette, the young members needed to define problems and issues of these selected areas and build plans by using photographing, drawings, making slides to present, and learning design skills (Sutton and Kemp, 2002).

2.3.4.3 Communicative skills

Several case studies show the impression of researchers about youth communicative skills. Young participants indicated their competent expressions during the involvement in the planning context. In a case study of Cruddas Park, Speak (2000) noticed that young people expressed their comments confidentially in front of the project council, even she observed an eleven-year-old girl was able to make her expressions without any prompting from adults. The passionate and honest characteristics were also reported in the project meeting and their performance at the public speaking were adept. Furthermore, in the design charrette mentioned above, young people showed their communicative skills in a case they need to persuade their audiences and adults to approve their ideas and plans which they created at the end of the charrette. These communicative skills turned the perspective of adults' attitudes about youth's potential (Frank, 2006).

The technical and communicative skills can be referred to a "Can do" factor of participation so that a researcher can understand generally the variations of participation activities depending on the members. It recognizes that people favor to involve in something when they have the appropriate abilities and resources. Lowndes and Pratchett (2006) suggest in their research that "these skills range from the ability and confidence to speak in public". Further, they remark that those participants can be found in groups having people in a higher level of education or higher socio-economic position. This means that the operators of participation activities need to equip their participants with the suitable skills by providing workshops or instruction classes, which is possible for all kinds of members. The "Can do" factor is an evidence to ensure that citizens would be provided and equip skills and resources in order to invole in the planning process.

2.3.5 Impacts of Youth Participation: which impacts on the community?

The purposes of youth participation are generally twofold. As a discussion of Checkoway (2010), youth involvement is important when at the same time young participants have the right as adults to practice their power and improve their practical skills and hands-on knowledge. Young people have opportunities to learn about democratic society and to open-mindedness (Frank, 2006, Checkoway, 2010). In the other side, the planning process and results of community change benefit from youth participation as well. In this study, it is designed to investigate the influence of youth in participating in the urban planning context and anticipating the impacts of youth involvement in their communities regarding potential values of youth and effect upon community change. This section will provide following four primary effects on community context by a suggestion of Kathryn I. Frank (2006).

2.3.5.1 Fulfilling young people and community concerns

It could be understand that with any projects conducting in the community in which the impacts that can assess positive or negative depend on the degree of addressing the locals' concerns. In

the context of this study, youth participation contributes addressing youth and community concerns in terms of three aspects. It is the concern of youth, firstly, because traditional planning is neglecting the role of youth in its process, which is required to satisfy youth-specific worries. For example, young people not only request the appropriate equipment in public space but also need to present themselves in social distance (Standler, 2014). In practice, young people most commonly choose projects related to their environment such as education and school conditions (Frank, 2006). Secondly, youth involvement initiatives focus on community concerns towards solving problems in their neighborhoods including housing, graffiti issues or natural areas, drug and alcohol abuse. For example, Speak (2000) portrayed children to keep the streets clean without pet waste. Lastly, young people express their preferences when addressing their concerns or community issues. Frank (2006) provides several academic examples of youth's values in the participation process from the involvement of young people in the neighborhood development in three European countries to designing a playground. Those cases show that the values of youth involvement were expressed in many types of information, ideas, or policies.

2.3.5.2 Creating information

One of impacts of youth participation on the urban planning process would be the generation of information about the living conditions of communities or the environment of young people's neighborhood. This kind of knowledge is a considerable source that could shape the change of community (Frank, 2006). Malone (2000) argues that young people are knowledgeable about their neighborhoods and sensitive to negative or positive change in the areas. Youth participation is a platform in which data or problems of the community are collected and communicated. Horelli (1998), for instance, described a case study in Finland about a school class cooperated with the locals to designed a traffic safety solution that evolved from an official citizens' initiative which was allocated from public funds. Youth's recommendations are a potential resource to provide information to the urban planning process, which is a merit input that is not only depended on young people preferences but also was gathered from their awareness of community issues (Frank, 2006).

2.3.5.3 Presenting feasible recommendations

As the discussion above, youth's recommendations are the information collected during the process of planning for the development of the community. Frank (2006) argues that the feasibility of recommendations from young people during the participation process was revealed whether the difficulties of implementation already exist in the capacity of young participants or the planning context. Some scholars advocate feasible suggestions of youth participation that the competence of youth is assessed by their proposals in terms of practical, insightful, and operable features (Malone, 1999, Tonucci and Rissotto, 2001, Frank, 2006). Also, she showed some cases to explain why youth's recommendations were not carried out despite their feasibility because of lacking financial resources or refusing from business firms. These issues of two cases could be addressed in the urban planning process if it is changed to be extensive and productive (Frank, 2006).

2.3.5.4 Implementing recommendations

There are the developments of neighborhood liveability by the youth participation's recommendations which are increasingly active in information generations or solution suggestions. Frank (2006) provides an example of many Italian projects resulting in positive changes by implementing. These projects show that a new policy approves young people to play

in public open spaces, develops in streets such as building new public spaces or equips surveillance cameras for a neighborhood. Besides, she showed the finding from Breithbart (1995) when youth involvement increased the quality of outcome in implementing the public art project. These cases partly demonstrated the impacts of youth participation at the neighborhood level from proposing ideas stage to implementing initiatives, which turns a positive perception of youth participation's impacts on the community.

2.3.6 Youth participation context: which connections of young people and public spaces?

Public space is an important part of young people who are also one of the strongest user-groups of these open spaces in the city (Laughlin and Johnson, 2011, Standler, 2014). In the perspective of young people, public spaces are where they can hang out, communicate and interact with the social network. Public spaces are also referred as the "space in between" (Atkinson, 2003) in which citizens celebrate, whirs and live. It can normally see a variety of public spaces through the city such as pavements, parks, and streets (Hoxha, 2012). These spaces are categorized according to private and quasi-private spaces, which all of them are the backbone of the neighborhood particularly and the city generally. The connection of public space and young people can explicitly recognize when they contribute room for youth growing up, and in contrary, young people navigate and enjoy it (Laughlin, 2008). In recent years, the changing of cities has turned the position of public spaces to be revitalized for all groups of citizens. Since young people are one of these groups, it is necessary to investigate the role of them in participating in public space development projects.

However, the nature of traditional planning context is closely connected with the development of the local economy and administration. This process is influenced by the power groups in the society as the basic mechanism, and marginalized groups including young people have litter room for participating (Horelli, 1998). Consequently, planning for public spaces is primarily designed by adults (Malone, 2002). This problem leads to excluding young people who are key users of public spaces to involve in the decision-making process that relates directly to their lives. In Kosovo context, there are companies conducted by the local governments frequently to have the right in designing public spaces. The outcomes of these projects are simply focused on designing and adding its equipment rather than building a process for people involving (Hoxha, 2012). Because of this reason, young people are facing the legal and social restrictions on them and the significance of public space for young citizens is not reflected in the planning of these spaces, which is underrepresented the public realm of young peoples (Laughlin, 2008, Standler, 2014).

2.3.7 Youth participation context: what types of youth participation?

From aforementioned typologies, the Ladder of citizen participation illustrated by Sherry Arnstein (1969) has been influenced in the planning field regarding the perspective of public participation, though the typology is not principally described the participation of youth (Barber, 2009). In this situation, it needs to investigate others typologies, which are suitable for applying and comparing the ways involving youth in the urban planning process. Forms of youth participation can be tracked back to Roger Hart' ladder (1992) that was built from Arnstain's model to demonstrate a ladder of youth participation in different ways in the process that adults work with young people in the planning context (Head, 2011). Also, another typology of

Checkoway and Richards-Schuster (2003): Evaluation roles of young people will be portrayed following in order to provide the general view of the ways young people involving the planning cycle. However, this is a relatively comparison in the community practice; thus, the evaluation of youth participation will be varied on each project.

2.3.7.1 Roger Hart's ladder (1992)

The most instrumental typology to apply widely for youth participation is Hart's ladder (McKoy and Vincent, 2007, Seebach, 2008). According to Hart's ladder (see figure 4 below), the lowest position steps including manipulation, decoration, and tokenism are "non-participation" level since these rungs are designed by adults and put young people under control. In these levels, youth participation is part of the process by ordaining of adults. Manipulation and decoration mean that young people are used in the planning process so that the roles of them are to communicate the adults' announcement (manipulation) and promote the project regardless whether young people understand the issue or not (decoration). The most common position of youth participation is Tokenism by which young participants are considered as symbolic members of the process in which they do not have truly voice (Laughlin, 2008). In other words, in three lowest rungs of the ladder, adults' role in the participatory process is the central and the young people group is marginal.

In the higher steps of the ladder, they are seen as more genuine performances of participation. The next step is "Assigned but informed" where young participants still have no right to proposal their initiatives, but they understand the sense of the issue. The process that young people have a chance to give their voice with adults is "Consulted and informed," which provide them a serious consideration of adults but their role is still informed because this pattern stops at which their views are considered seriously by adults (Shier, 2001). In other words, projects, which provide space for young people participate with their roles are as consultants, are normally run by adults in order to consult with young people. The youths will be informed about the project process and give their opinions of adult initiatives (Laughlin, 2008).

At the "adult-initiated shared decisions with children" rung, young people have the right to be part of the decision-making phase, which is different to the previous level "consulted and informed. The slightly difference here is young people actually participate in the decision-making process where they have the full right to make decision with adults (Shier, 2001). In the highest rungs "Child-initiated and directed" and "Child-initiated shared decisions with adults" request for both youth participants and adult members to have the remarkable capacity. These stages of participation need competent and self-assured young people who can work cooperatively with other members, and also these rungs illustrate the justification of trust between youth and adults (Laughlin, 2008).

Children have the ideas, set up the project, and invite adults to join with them in making decisions.

8. Child-initiated, shared decisions with adults

Children have the initial idea and decide how the project is to be carried out. Adults are available but do not take charge.

7. Child-initiated and directed

Adults have the initial idea but children are involved in every step of the planning and implementation. Not only are their views considered, but they are also involved in taking the decisions.

6. Adult-initiated, shared decisions with children

The project is designed and run by adults but children are consulted. They have a full understanding of the process and their opinions are taken seriously.

5. Consulted and informed

Adults decide on the project and children volunteer for it. The children understand the project, and know who decided they should be involved and why. Adults respect their views.

4. Assigned but informed

3. Tokenism

Children are asked to say what they think about an issue but have little or no choice about the way they express those views or the scope of the ideas they can express.

2. Decoration

Children take part in an event, e.g. by singing, dancing or wearing T-shirts with logos on, but they do not really understand the issues.

1. Manipulation

Children do or say what adults suggest they do, but have no real understanding of the issues, OR children are asked what they think, adults use some of their ideas but do not tell them what influence they have had on the final decision.

Degrees of Participation

Non-participation

Figure 4: The ladder of children's participation Roger Hart. Source: Shier (2001: 3)

2.3.7.2 Evaluation roles of young people

The authors Checkoway and Richards-Schuster (2003) illustrate some perspectives in youth involvement in the article: "Youth participation in community evaluation research", which identifies the participation design and assessment roles of youth in the participatory activities. The pattern has four levels: 1) "Youth as Subjects", 2) "Youth as Consultants", 3) "Youth as Partners", and 4) "Youth as Directors". An understanding of the special features of each level can contribute a useful characteristic to understand effectively youth participation in the planning in which the decision-making process could affect directly their lives in the neighborhood.

To specific, in the first level of participation, "Youth as Subjects", young people play a subject role in the project or research. It could be seen as the non-participation level in the Hart's ladder. On the one hand, adults is the central when they design the research, collect data, and develop initiatives to address youth' problems or issues. These solutions will meet the needs of youth and improve their quality of life. On the other hand, since young people are as subjects of the research, their role is underrepresented when they do not have a voice and cannot change the process. Because the perspective towards young people is "as victims" or "problems" rather than recognizing as competent citizens, normally, young people are analyzed and tested by implementing projects related to them or the community in which they are members of it (Checkoway and Richards-Schuster, 2003).

The next level is "Youth as Consultants". As the name says, young people in the process will play as consultant roles in initiatives promoted by adults in order to make the solutions to be effective. In this pattern, young people are seen as potential resources of the group in the community, especially about themselves. To improve the quality of the project, adults or planners may consider to apply or not this kind of information from young people in the decision-making process. Because of being in this role, young people will have a chance to review the process, participate in focus group discussion, or may give their opinions on the process. When they do those actions, it recognizes their effort to make a different thing, which could affect the process (Checkoway and Richards-Schuster, 2003). This level could be referred to the fifth rung in the Hart's ladder.

In some planning projects, young people work with adults as partners. It could be seen as intergenerational relationships in which youth are one of the partners in the project. Although the project initiatives come from the side of adults, young participants can evaluate the methods, help them to design concepts, or propose ideas for the project. As it can be seen, the role of young people in this pattern is the transition from "consultants" and on the way to reach "adult-initiated shared decisions with children" (Roger Hart's ladder). Since the crucial distinction is that McKoy and Vincet (2007) mention that "youth as partners" in which young people work with and support adults but they do not involve in the stage where the last decision are really make. Indeed, the role of young people has more power than previous level since all parties in the project may be equal in their position of participation. This relationship goes beyond the consultant one to bring more benefits for both sides of the project, young people and adults (Checkoway and Richards-Schuster, 2003).

The highest level is "Youth as directors", which young people have the right to organize and manage their own initiatives in the project. In this pattern, they work as directors of the project from proposing ideas to the community, designing concepts, choosing solutions to implementing proposals. In practice, this role is little known as the two highest rungs "Child-initiated and directed" and "Child-initiated shared decisions with adults" since young people here need to do action-taking rather than designing ideas. Also, young people may work without supporting from adults in this pattern (Checkoway and Richards-Schuster, 2003, Laughlin, 2008).

To sum up, two typologies of youth participation above could work as references in order to carry out projects in the planning process in which adults and young people work together. However, it could be agreed that every project will be differ from place to place and group to group in the real-world so that applying these typologies should be flexible.

2.4 Conceptual framework:

According to the discussions in chapter 1, the major purpose of the study is to explain the impacts of youth participation in the urban planning context to affect the community change at the neighborhood level in Pristina, Kosovo. Furthermore, the study employs the impacts on public space development projects, which are an important part of young people growing up and the condition of their lives, to demonstrate the roles of youth participation. In order to answer research questions, it investigated the literature review to identify the intersections between the existing studies and the topic of research. I make use of the literature review to draw out a conceptualization of how youth participation affects the community change.

From the literature review, it can be seen that the relationship of youth with adult in collaborative projects like public space development projects in the planning process tend to vary depending on youth interests, capacities, and the conditions of participation activities or the project (Sutton and Kemp, 2002). Moreover, the CLEAR framework designed by Lowndes and Pratchett (2006) as a diagnostic tool for planners and practitioners emphasizes the same aspects to evaluate the strengths and weaknesses of participation initiatives. The tool portrays the connection of these factors by asking questions before organizing participation practices "about their capacities, their sense of community and their civic organizations" or "they are going to be listened to and, if not always agreed with, at least in a position to see that their views have been taken into account". From those reasons, the conceptual framework of the study rests upon three bodies of literature: the capacity of youth, the condition of participation and the impacts on the community.
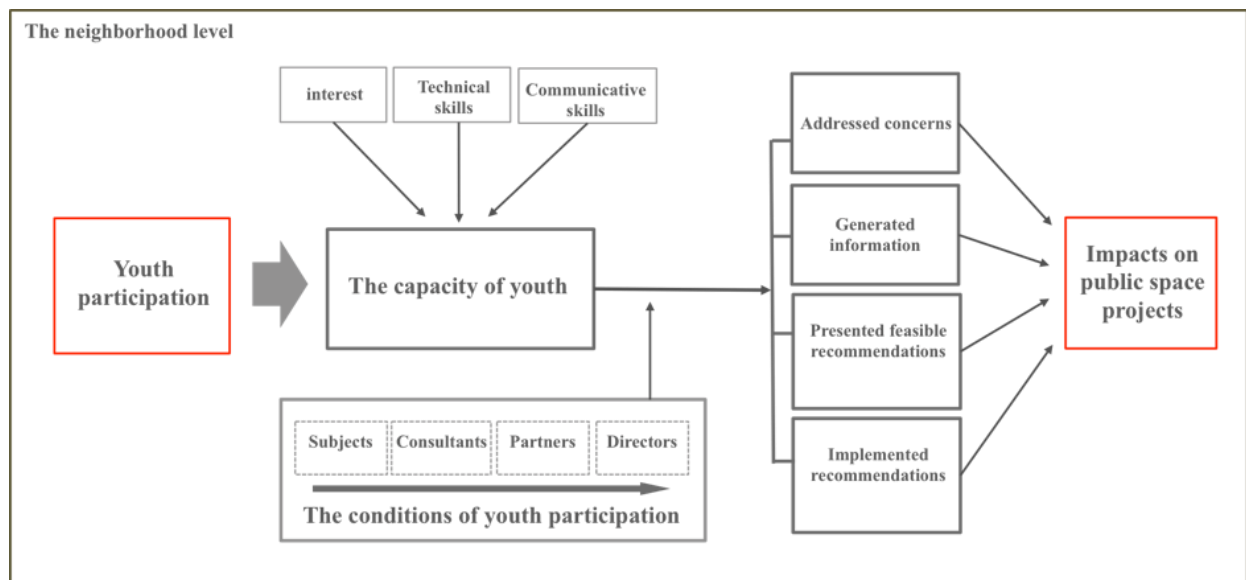
Figure 5: The conceptual framework of the study. Source: The author (2007)

Generally, the effects on the community will be measured by focusing on four dimensions that were discussed in the previous sections. While the capability of youth will be assessed in terms of interest and relevant planning skills, the conditions of the participation practice basically rely on four levels. To be specific, the independent variable of the study, youth participation, will be measured by the capacity of youth during involving public space projects. The capabilities of youth are varied depending on three dimensions namely interest in participating, technical skills, and communicative skills, which could be seen as internal factors. This concept is influenced by

external factors that are the conditions of youth participation, which will be assessed with four patterns based on the evaluation roles of young people (Checkoway and Richards-Schuster, 2003): Subjects, Consultants, Partners, and Directors. The external factors will be an interaction effect which influenced the dependent variable of the research - the impacts of public space projects. The concept of impacts on public space projects will be covered aspects from addressed youth and community concerns, generated information, presented feasible recommendations, and implemented recommendations. However, the diagram is the outline and will be conducted dependently in each case study. This framework was employed to two case studies under investigation, which will be presented in the following chapter.

*"If you want your content to be great,
ask your community to participate"*

~ Lee Odden

Chapter 3: Research Design and Methods

3.1 Introduction

The chapter will present and discuss the research strategy applied in this study to answer the research questions proposed in Chapter 1. In order to describe the research activities pre-, during, and post-fieldwork period related to data collecting and interpretation, the chapter is designed for four leading parts. Firstly, it will discuss the nature of the study, the rationale of study. The second section will portray operationalization of the research including concepts, variables, and indicators. The following section will explain the qualitative data collection and employed methods. At the end of this chapter, challenges and limitations, validity and reliability, and the ethnical issue will be discussed as the last section.

3.2 The nature of the study

The main objective of this study is to explain how youth participation affects the urban planning context by employing public space projects at the neighborhood level. Following to the review of the literature in relation to youth involvement in the community change has displayed that the influence of young people in the planning practice comes from two significant factors. There is the capacity of youth (internal factors) and the levels of participation (external factors) in the process in which each element has an interactive relationship. Moreover, the impacts of young people's involvement will be measured by four dimensions, suggesting by Frank (2006) through the literature review in chapter 2, namely addressed youth and community concerns, generated information, presented feasible recommendations, and implemented recommendations. It can be acknowledged that all factors of internal and external elements that influenced the process of youth participation are identified following to the conceptual framework (the figure 5). However, it is difficult to explain and describe how all factors within such a wide canvas of a research area during the short time of research implementation. The research needs to illustrate how these factors have caused the impacts of the youth participation in the community at the neighborhood level in Pristina, Kosovo. Also, within public space development projects, four varied dimensions have shaped the impacts on the process in various ways. Hence, the exploratory technique is not necessary; instead, an explanatory research will be conducted to reveal such critical phenomena. Furthermore, the explanatory technique will support to get insight and understanding the perception and behavior of participants involving in the planning context. Besides, the investigation in the study will provide results from the long practice and the issues of previous events in the community by using descriptive approach during implementing to public space projects. Because of those reasons, the nature of the study has two functions that are explanatory and descriptive.

3.3 Research design

The study is explaining the impacts of youth participation on the community change through conducting public space projects at the neighborhood level. The focus is more particularly on the local young people, planners and partners of chosen projects, authorities and the representatives of the neighborhood. As a result of those reasons, the research combined qualitative methodology and a case study framework that have been employed to achieve the aim of the study. Also, information from the research was collected from a range of methods to gather maximum triangulation data. According to Van Thiel (2014), the case study strategy can deal

with different methods and techniques. Thus, this research has applied three qualitative methods namely interview, observation, and secondary analysis.

The research will investigate several cases, the multiple case studies. By conducting the multiple cases, it will find information and data that are frequently considered more comprehensive, which will reinforce the reliability and validity of the research. At the same time, from the collection of multiple cases, I can pick case studies following a purposive selection in order to conduct homogenous cases that will discuss later. Also, the same results finding in multiple case studies will help to build the cohesion of the study. These results that have been assessed are probably to be valid for other cases which have the same context and not been studied (Van Thiel, 2014).

The following figure demonstrates how the qualitative methodology and the case study strategy, including interview, observation and content analysis methods would help to collect and analyze a wide of data to explain the impacts on the community by involving young people in the urban planning process.
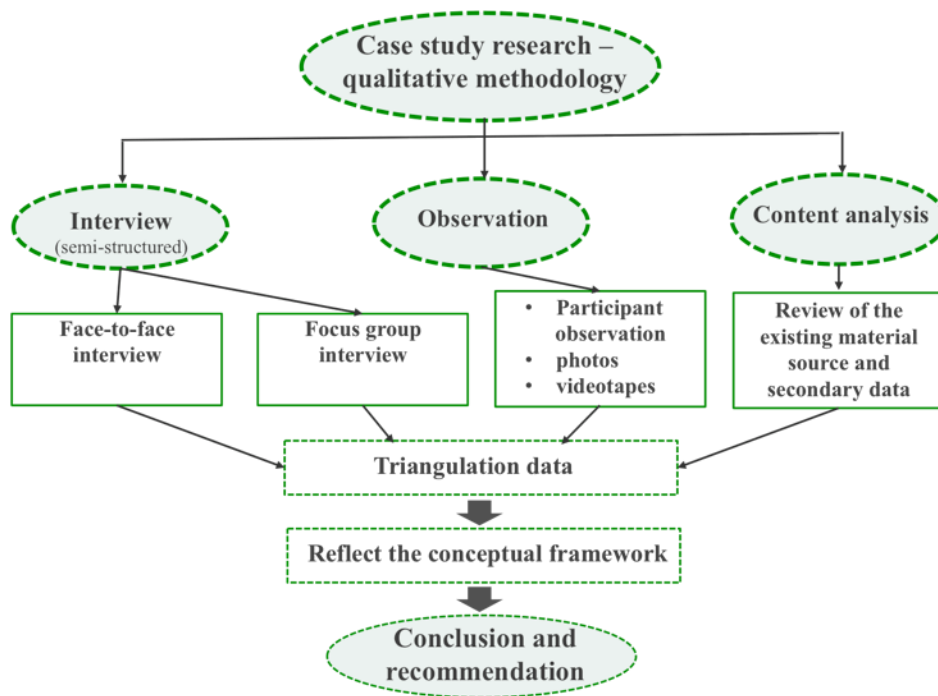
Figure 6: The research design diagram. Source: The author (2017)

3.3.1 Rationale of using qualitative methodology and case study strategy

The central intent of this research is to explain how youth participation affects the urban planning process in the community. Thus, the research conducts multiple cases of the subject of study in an everyday and real-life setting. This dimension of social reality has changed over time. By conducting explanatory research, the study will provide insight and understanding into young participants. At the same time, the researcher conducts a descriptive approach in order to describe the issues and characteristics of events that have been taking place in the real-life setting. Further, these events cannot be controlled under the researcher and the phenomenon is close connected with the context. Thus the case study research will be conducted in the paper.

Furthermore, the qualitative methodology has been employed to explain the research subjects, young people and their neighborhood, to acquire a detailed understanding of the process of youth involvement in the planning context. Based on an argument of Prof. Dr. Sandra van Thiel (2014): "adherents of qualitative research prefer to focus on describing and understanding reality in the context in which actors operate or in which certain phenomena occur", it will select qualitative approach because of the complexity and context of the community – the research area. Also, she mentions four features that work with qualitative methodology, which are the keys of the qualitative research's nature. Firstly, the qualitative method is to focus on the process in order to understand the world and the experience of young people – the subject of this study. The researcher, secondly, will structure the data collection and data analysis by delineating the boundaries of research from his concepts. Next, in the qualitative approach, the researcher will clarify the qualitative data from the structure that was done before. Finally, the outcome of the qualitative technique is lavishly descriptive to provide better insight of the research subjects, which cannot be summarized in numbers (Van Thiel, 2014). Moreover, the product of qualitative research in case study strategy is not only to describe the information in a real-life context, but also to help to explain the complexity of topical events from everyday life, which may not be summarized through implementing experimental or survey strategy.

According to the idea of Yin (2009), the case study research will be adapted by the figure 1 below.
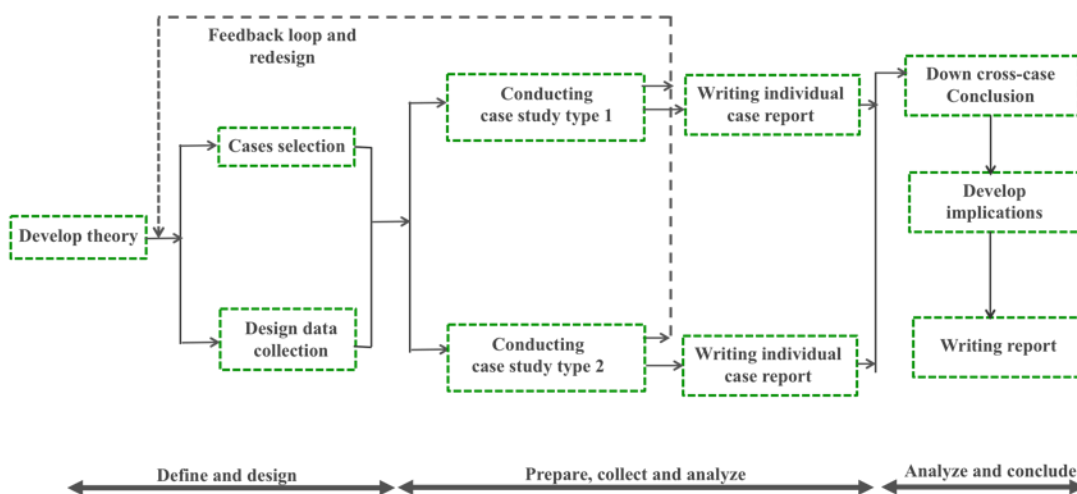
Figure 7: Multiple case studies model. Source: The author (2017). Adapted to the idea of Yin (2009)

3.3.2 Rationale for selecting the study area

The study has selected Pristina for this research principally for three reasons.

Firstly, Pristina is the capital city of Kosovo, which is a good example of urban development in Kosovo after the conflict 1999. The reconstruction of this city has been identified from the whole population as the fundamental urban developers of the city. The actors are the planning institutions, the international organizations, and the citizens of Pristina (Jakupi, 2012). Undoubtedly, the development of Pristina will be dependent on the locals who are a major important part of the future growth of the city (Jakupi, 2012, Krasniqi and Krasniqi, 2015).

Secondly, Pristina has the highest percentage of young citizen population in Kosovo with around

43.5 per cent[3] (86,538 people) of citizens under the age of 25. Furthermore, the vast majority of students, who were not only the locals but also immigrants, were enrolled in universities located in the city. Only the University of Pristina has estimated about 41,000 students compared to 198,897 dwellers of the city (Mataloni, 2014). These people are living in 33 neighborhoods with 15 areas situated in the city urban area and 18 ones placed around (Hasimja and Krasniqi, 2013). Because of these features above, it will be considered as a large source for implementing the study of youth participation in the community.

Lastly, being the largest city and having the highest population compared to 33 municipalities of Kosovo, the development of urban area in Pristina is more complexity than others. Hasimja and Krasniqi (2013) argue that the urban morphology of Pristina represents one of the worst examples on the field of urban planning. The study focusing on multiple cases in Pristina can investigate contributions of youth participation in the urban planning process of the place with the diversity of features and the complexity of the context. By doing this, the outcome of the study will be valid for other cases in other municipalities which have not been examined.

3.3.3 Rationale for selecting the research's subject

In the study, my interest encompassed people aged 7-18 who live in the urban area of Pristina and participate in public space projects as the main subject.

Originally, the age of young people that the researcher identified for the study was in between 15 and 24 years based on the policy definition of the Law on Participation and Empowerment of Youth in Kosovo. However, it refers a perspective of a research conducted by Matthews, Limb and Taylor (1999) in which it aims to focus largely on younger children in analyzing perceptions of urban environments. This research shows an argument against adultist assumption that has denied rights of participation to young people under the age of 18 and assumed that youth are not social actors, but are persons in a process to grow up to be adults or "adults-in-waiting" (Matthews, Limb, et al., 1999). This made the researcher decide to target at everyone aged under 18.

At the same time, the experience of the social conditions within Pristina during a three-month fieldwork trip was that youngsters around the age of 7 have started to involve in some public space projects. Moreover, the researcher would focus on a group that lacks voting influence and it needs to be supported and guided in a case the members of the group involved in the decision-making process that affects them. Simpson (1997) points out to the 7-18-year-old group as "those who have not yet reached full intellectual or social maturity". This a range of ages of youth participants brings a recognition that those young people need to support and guidance in a case they take part of the decision-making process that affect their lives. Furthermore, the researchers would experience the difference of their capacity to come to the decision, which will stress the increasingly diverse capacity of young participants when they grow older.

According to those reasons, the researcher decided to investigate young people in a range of age from 7 to 18 years old.

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[3] According the report "Results of the 2011 census". Revealed on 31st March 2012 and retrieved on 25th August 2014.

3.3.4 Rationale for selecting cases

The justifications for selecting public space projects to study the influences of youth participation are threefold. Firstly, it needs to be a public space development project implemented at the neighborhood level in Pristina with those discussed reason above. The chosen projects will be good representatives for other unstudied cases in other cities. Secondly, the projects were implemented under control of the municipality of Pristina. Indeed, the results of these projects that could be organized by the municipality will demonstrate the application for new legal frameworks in practice activities. By doing this, it will illustrate the efforts of the local government on the way to bridge of the gap between formulating theoretical concepts and applying to the practice towards "citizen power". The third reason is that the selected projects were completed or almost finished by July 2017. Because the major aim of the study is to explain youth participation's impacts on the community in the urban planning process, it needs to use explanatory research to reflect the outcomes of chosen projects. The finished projects will provide explicitly outcomes of youth involvement in the process, which could strengthen the validity and reliability of the study. Besides, conducting multiple case studies, I determined to choose homogenous cases in terms of those reasons above with the purpose to have the research findings to be homogenous as well. I expect to have "replication logic" to reinforce high reliability and validity of the study (Van Thiel, 2014).

Within a three-month fieldwork trip from May to July 2017, the researcher had a great chance to learn public space projects in Pristina in order to select case studies. As mentioned above, because of the reconstruction progress after the conflict in 1999, Pristina has implemented projects in which citizens have been involved and their voice has been heard, including the group of young people. From contacting the municipality of Pristina to ask information regarding public space projects and youth participation, the local authorities confirmed that there were a number of projects that encouraged youngsters to take part in. Unfortunately, the researcher faced two problems when choosing case studies. First, some of projects were still in paperwork and projects' data were only planned in the document such as the framework or the concept of it. Those projects have been waiting for the approval of the municipality or seeking for funds or donors. Another issues was that other projects that could be appropriate to examine were difficult for the researcher to access its documents.

Based on these criteria and reasons above, two public projects have been investigated namely: Minecraft and Y-Plan Kosovo. There is general information of them:

> *1. Minecraft project:* The project was completed in September 2015 and took place in the "Former Market Place" in Bregu I Diellit/Sunny Hill neighborhood, Pristina. The project was a result of cooperation between the municipality of Pristina and Un-habitat in the area of public space planning and management related to the development of policy. Activities of the project contained two main characteristics. The first one was the participatory upgrading of a public space by employing Minecraft computer game as a youth mobilization and visualization tool. Another was the complement various initiatives taken by the Municipality to further involve actively citizens of Pristina in the shaping of their city and neighborhood. Two of the project's primary objectives were to promote and empower the youth to involve in the planning process, and demonstrate the commitment by the Municipality to contribute the public space enhancement based on the ideas and proposal that resulted from implementing the project (UN-Habitat, 2017).

2. Young placemakers initiative[4]- Y-Plan Kosovo: the project is implemented within nine months by Kosovo center for Urban research "PRO – Planning" and partners are the Municipality of Pristina and a high technical school in the local area. At the moment, the project is at the final stage before reporting to the municipality at the end of August. Some of the project's primary activities were to design proposals for public spaces and public presentation of the project's outcomes conducted by the high school students. The target subject of the project was a group of high school students in order to raise their awareness for their right to be involved in the decision-making of the urban development and also empower their roles through participation in designing public spaces in their neighborhood.

3.4 Operationalization: Variable, indicators

This section of the chapter presents the transition from discussed theories in previous chapters to empirical research. Following to the conceptual framework in chapter 2, the concepts of the study will be built into measurable indicators. The operationalization was designed to answer the research questions in chapter 1 that will be repeated again.

"How does **youth participation** affect **the process of public space development projects** at the neighborhood level in Pristina, Kosovo?"

- On what conditions are young people involved in the public space projects?
- What is the capacity of youth for participation in the planning process?
- Which roles do youth play in the projects?
- What are impacts of public space projects' implementation on the community change?

Independent Variable: Youth participation
Dependent variable: Impacts on the process of public space projects

In chapter 2, it was discussed youth participation in terms of their capabilities and the level of participation in the urban planning context, which will influence the process of public space projects. Also, the effects of youth participation are varied and depended on the contribution of young people participation. The tables below illustrate the way to measure independent and dependent variables that are the transition from discussions in the previous chapter.

Table 2: Measurement of youth participation concept

Authors	Youth participation
(Checkoway, Pothukuchi, et al., 1995)	"It is not a form of adult advocacy for local youth or of <u>token representation</u> of youth in the meeting of agencies, but a process through which young people <u>solve problems and plan programs</u> in the community… youth participation can contribute to organizational development … document <u>young people's capacity</u> to build organizations where supportive intergenerational ties for mutual learning are cultivated … youth participation can contribute to community development … <u>act like leaders in the community</u>"
(Simpson, 1997)	"Children today are seen to possess many <u>rights independent of adults</u> and together with a rethinking of <u>the capacity of children</u> to act on their own behalf it is no longer true to contend that children cannot participate in shaping the urban environment in which they live."

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[4] More details information: http://yplanks.com/ or http://yplan.ro/language/en_us/home/

(Speak, 2000)	"To do this we need to know more of <u>children's capabilities and understanding</u>, in order to incorporate <u>their needs and abilities</u> into urban policy."
(Frank, 2006)	"Including the right of young people to participate in decision-making processes that affect their lives, in accordance with <u>their capabilities</u> … During the participation processes, adults also learned about youths' needs and <u>capabilities</u>, prompting adults to initiate improvements."
(Barber, 2009)	"This work begins to offer a contextualization of youth participation which is influenced by where young people are starting from, the nature of the decision making they are involved in, <u>how often they take part</u>, and perhaps <u>the type of young people involved</u> in the activity itself."
(Checkoway, 2010)	The quality of participation is measured not only by its scope, such as the number of people who attend a number of activities, but also by its quality, such as when people have <u>real effect on the process</u>, <u>influence a particular decision</u>, or produce a favorable outcome. The issue is not necessarily whether the effort is <u>youth-led, adult-led, or intergenerational,</u> but rather whether people have some effect
(Head, 2011)	"First, there is the argument for the legal and moral rights of children and young people not only to be protected and nurtured but also to be <u>involved in appropriate ways</u> … suggested that the <u>various levels of involvement</u> may be variously seen as providing "openings, opportunities and obligations""

Table 3: Measurement of the process of public space projects

Authors	The process of public space projects
(Horelli, 1998)	"One class took up traffic safety in the area, and presented <u>its findings together</u> with the residents at the meeting of the local council…"
(Malone, 1999)	"Consequently, <u>they are knowledgeable</u> about their local area and <u>acutely susceptible</u> to negative or positive change to it."
(Speak, 2000)	"Children were asked to <u>discuss the good and bad things about living</u> in Cruddas Park. As with the adults on the estate, there was a wide range of different opinions. However, several more <u>negative issues were strongly represented</u> throughout all discussions. Crime, arson, vandalism and boredom, or lack of places for children to go…"
(Tonucci and Rissotto, 2001)	"In a number of cities children's groups have been set up that <u>work together</u> with architects on <u>proposals and projects concerning</u> the General Town Plan to be presented to the department responsible for <u>its implementation</u>"
(Francis and Lorenzo, 2002)	"Researchers have shown that <u>children have unique needs</u> that should be considered in <u>designing environments</u>."

From those tables above, it shows the operational definition:

Youth participation: The capacity of youth participation, the conditions of the participation process including the role of participatory activities.

Impacts on process of public space projects: addressed concerns, generated information, presented feasible recommendations, implemented recommendations.

The following table expresses the operationalization of the study's concepts. From each concept, it will be divided in depth into several variables playing as smaller units of the concept, which are measured via corresponding indicators. Meanwhile, indicators will provide concrete data and information that needed to select during the research. Also, there are three main sources as presenting on the list, Document, Observation and Interview, which will be used as the method of data collection.

Table 4: Operationalization

Concepts	Variables	Indicators	Sources
Conditions of the participation process	Reasons for participating	• Changing the place's function • Improving the quality of the place • Designing a new place	Documents Observations Interviews
	Activities	• Which activities to be involved • The content of workshops or meetings	
	Participants	• 7-15 years old (elementary and secondary school) • 15-18 years old (high school) • Male • Female	
Capacity of youth	Interest in participating[5]	• Yes • No • Had a sense of being part of the community or the process encourages to engage	Documents Observations Interviews
	Technical skills in urban planning	• *Techniques of research:* Demonstrated abilities of conducting interviews, reviewing documents, observation or doing surveys	
		• *Analysis:* Showed abilities of reading planning maps, sketches, or critical thinking	
		• *Design:* Had abilities of drawing or modeling	

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[5] According to discussions in chapter 2. The urban planning process attracts youth in all studied cases. However, it still needs to add this question for the research in Kosovo in which the context is different with others.

Table 5: Operationalization (continued)

Concepts	Variables	Indicators		Sources
Capacity of youth (Continued)	Communicative skills	Expressed yourselves in front of public • Hesitant • Confident and independent • Showed the ability to listen to other's opinions		Documents Observations Interviews
The roles of participation	Subjects	• Receiving information from a decision maker • As symbolic members and not to have truly voice.		Documents Observations Interviews
	Consultants	• Recognized their knowledge • Understanding the progress		
	Partners	• Providing opinions could affect the decision-making • Working with and supporting adults		
	Directors	• Full right to propose and implement the ideas		
Impacts on the process of the project	Addressed concerns	• Yourself concerns • Community concerns	• Disagree • Partly agree • Achievement	Documents Observations Interviews
	Generated information	Provided the understanding of the neighborhood		
	Presented feasible recommendations	Proposed reasonable ideas to improve the project and the neighborhood		
	Implemented recommendations	Applied and implementing the ideas in the project in reality		

3.5 Data collection

The case study strategy with analyzing qualitative data approach will be employed in the research process. Additionally, it refers to use three methods that provide qualitative data: interview, observation and secondary data analysis, which can apply in case study research and go according to the research schedule (see Annex 1) (Van Thiel, 2014). Because the goal of research was to gain information from interactions with youth and their behaviors of the involvement in the public space projects, the qualitative data was suitable for the study's topic and it could be flexible to apply in the fieldwork based on the findings. Additionally, the semi-structure type of questions was carried out throughout the interviews, which was an adequate

approach for gathering data. The way to collect and analyze data and also the detail of each method will be discussed below.

3.5.1 Primary data

In the research, it will provide primary data by using interview and participant observations of the public space projects. According to the Annex 1, it can be seen that primary data has been gained mostly in July 2017 and the rest was collected at the beginning of August. To be specific, the interview method was divided into the focus group interview and the face-to-face interview, which were conducted by preparing the semi-structured questions. As mentioning above, the semi-structured interview is a common method to support the data collection process regarding qualitative methodology in youth participation in public space projects. In fact, applying semi-structure questions into interviews increased the rate of response from interviewees during the fieldwork, which helped the researcher control the content of the communication, the meeting time, and observations of respondents' behavior naturally (Neuman, 2002). At the same time, the researcher had more opportunities to inquire unplanned questions depending on the interviewees' answers and was flexible to lead the questions focusing on the level of understanding about the participation activities.

To carrying out the interview and participant observation approaches productively, the researcher used an audio recorder application and a camera to record the meetings, workshops, interviews, and discussions with young people and planners. With the audio recorder, it allowed the researcher to note how a respondent communicated, together with her/his body language and behavior. In addition, the researcher got a second recommendation relied on sharing the audio files to ask colleagues and other interviewees in order to improve the reliability and validity of the information. Those audio files can be listened many times after conducting the interviews, which allowed the researcher to revise semi-structured questions, ideas for the next conversations. On the other side, photographing and recording videotapes were the appropriate ways to collect data during attending meetings, workshops, and walking tours to check the projects' site. The recorded documents were used during the research process and stored as the database of the study afterward.

3.5.2 Focus group interview

The study has designed focus group interview model based on the homogeneous groups in which the interviewees were classified by different groups that have its own characteristics. The respondents had the same experience of the studied subjects have been selected. Since the Minecraft project was ended in September 2015 before the research started, it was difficult to get in touch with young members of the project. This was the reason that the researcher could not carry out the focus group discussion with young participants of Minecraft project. On the other hand, after attending a workshop and a meeting of Y-plan Kosovo project, it built a relationship with participants and the researcher could access information and contact them with the help from the project's coordinator. By doing this, the researcher arranged two group discussions for interviewing with the members who were 16-18 year-old participants (see the table below). In Annex 3, it is the list semi-structured questions, which was to follow to ask young members of discussions. All conversations during interviews will be recorded, transcribed and stored afterward (Van Thiel, 2014).

Category	Number of respondents	Project name	Duration	Language
Aged 16	8	Y-Plan Kosovo Project	1h20 minutes	Albanian
Aged 17	1			
Aged 18	1		1h40 minutes	
Total	10	2 groups		

Table 6: Details of focus group discussions with young people. Source: The author (2017)

3.5.3 Face-to-face interview

Another type of interview method was a face-to-face interview by applying snowball-sampling method, which was conducted with representatives of the community, planners, and leaders of the projects. The quotations that will be taken in the results chapter came from the transcripts of interviews, but the personal details of respondents were kept anonymous by using codes (see Annex 2). By doing this, I could investigate information from them and also use their network to have new contacts of persons who were relevant to the research topic. This interview approach was built insight understanding of the process in which the development policies are enacted and applied at the neighborhood level. The list of face-to-face in-depth interview's respondents is presented in the following table. Also, there are semi-structured questions that can be found in Annex 4. The outcome of interviews will be compared with other data sources and reserved for checking later.

Category	Number of respondents	Projects	Language
Managers	1	Y-plan Kosovo	English
Planners and architects	4	Y-plan Kosovo	English
The municipality officials	3	Y-plan Kosovo Minecraft	English Albanian
The project's staff	4	Y-plan Kosovo Minecraft	English
Young Volunteers	5	Y-plan Kosovo Minecraft	English Albanian
Total	17		

Table 7: List of key informants. Source: The author (2017)

3.5.4 Participant observation

In this study, the method played an important role in providing initial information input. Within three months staying in Pristina, Kosovo, the researcher was a member of one meeting and one workshop. By taking photographs and being a part of the project, the researcher was a volunteer of the chosen public space projects. It provided more benefits for implementing the research

when I could work and support planners of the projects and also participating in daily activities such as the meeting or workshop with young people. This method could be perfect for evaluating their capacity during working on the projects, and at the same time I gained extra information by having short conversations with young participants. The results of method strengthen the logic for preparing semi-questions of interview.

3.5.5 Content analysis

The content analysis was important for doing the research since one of two selected case studies has been completed for almost two years. It needed to use the reports or the minutes of meetings and also pictures from other sources (Van Thiel, 2014). Also, the researcher checked other sources that are available on the Internet, because the Minecraft and Y-plan projects in Kosovo were applied from the original framework in other countries around the globe. From those sources, the researcher could understand the wider picture of the projects and compared the information between similar structured projects, which could increase the reliability and validity of the study.

3.6 Data analysis

The study implemented qualitative methodology with three methods, which acquired information and data from different sources, both documents and images. The results being recorded from doing interview method, face-to-face and focus group interviews, were transcribed manually. Also, the researcher's notes including my thoughts, opinions and questions from participant observation were reported after attending meetings of the each project. The transcribed data were indexed by using a software package, Atlas.ti, to implement and organize the code system. The qualitative application has enabled the coding of the achieved data, which has built the code list based on the operationalization variables. Atlas.ti was chosen because it provides methods to organize patterns and correlation from interviewees' perspective, perception and experiences as well. The next sections will discuss the data management and analysis by implementing Atlas.ti.

3.7 Challenges and limitations

As the discussion on the chapter 1, the major restriction of the research to implement in the fieldwork and search information and data on the Internet or in official department was the language barrier. Cannot speak and communicate in Albanian was the biggest obstacle for the researcher. Also, the primary data would be gained by doing interviews with the local authorities, planners, and young participants. Because these interviews required the local knowledge, a solution to overcome this situation is to look for an assistant who was native and has the hands-on experience of administration in order to establish relevant interviews with key informants. This strategy would be realistic since several post-graduate students of the architectural faculty of University of Pristina worked for the Municipality. Those students were willing to help to conduct the research in July. The detailed process to work with assistants to collect data will be presented in the validity and reliability section later.

Another challenge of the study could be inaccurate responses from interviewees who answered questions through the interview method based on their recollections from the past events. It was acknowledged that there were not all events happening at the same time while carrying out the project, which could make the respondents to recall hardly all the previous situations in the past. The secondary data could help to conquer this situation when the documents and reports from office departments were recorded previous information in order to compare with the answers of

respondents. Also, using maps and photographs of the past event would recall the memories of interviewees.

Moreover, the fieldwork was conducted from 25th Jun to 27th July, which was about one month. When it started in the first phase, the researcher ran into a trouble that was unexpected before jumping into the research since the school was over and high school students had their summer holiday. Although having the contact of the young participants, it was tough to gather them together to hold the focus group discussion. After trying to ask them kindly by sending invitation emails, the researcher had help from some high school students and joined a group of them online, which was helpful to form groups for discussing.

3.8 Validity and reliability

As the discussion above, the study employed homogenous multiple cases in order to focus the impacts of youth participation in-depth. Also, the researcher expected to have "replication logic" from the outcomes of doing research in those projects, which would strengthen the validity and reliability of the study. Moreover, the study applied the triangulation data approach. By using triangulation, the study is conducted more than one method. And in this paper, interview, observation and secondary data were applied to build the triangulation data in which information from these methods would complement to each other well. Besides, all interview conversations were recorded and interpreted, and then the report was sent all respondents to request an agreement with the transcripts. Finally, the database collected would be reserved to reviewed and checked afterward, which would enhance the reliability and validity.

Because the researcher needed to be assisted in conducting interviews with non-English speakers, particularly with young people, it was important to know the process of how assistants could support to collect data for the research, concerning reliability and validity of the study. The process to work with assistants had several steps. The initial phase was to explain and discuss the topic of the study with research assistants by sending the research proposal and communicating in person. The assistants were studying in the University of Pristina and were knowledgeable of the young local people, which helped providing valuable experiences for the researcher. Before carrying out the interview method, the researcher would send the semi-structured questions beforehand, and then together discussing the aims and roles of these questions in the research findings. The purpose of this step was to ensure that the interviews were conducted in the appropriate way. While attending the focus group discussion, the researcher not only supervised the assistants but also observed the behavior and attitude of young respondents when they answered and discussed the questions because the study was to get real insight and understanding of young people's interactions in the projects. The interviews and focus group discussions were recorded and stored for translating afterward. Lastly, the content of these transcripts would be investigated and checked by communicating informally to young participants in the next time meeting in order to confirm its reliability and validity.

3.9 The ethical issue of the research

Regarding ethics and confidentiality, the respondents being interviewed during the process to conduct the research were insured to protect their personal information from potential risks. Since the study may affect the life of people living in the neighborhood, the name of participants was changed in order to preserve the anonymity.

"I shall participate, I shall contribute,
and in so doing, I will be the gainer"

~ Walter Annenberg

Chapter 4: Findings

4.1 Introduction

The following analysis will focus on key findings from the research on youth participation in public space projects in Pristina, Kosovo. According to the previous discussions above, the chapter will present multiple case studies based on homogenous types. Those case studies will provide outcomes that could be valid for other cases having the same context in Pristina particularly and in other municipalities generally in Kosovo. The findings that will show in this chapter aim to the goals of the study to answer the leading research question: *"How does youth participation affect the process of public space development projects at the neighborhood level in Pristina, Kosovo,"* including four sub-questions.

The structure of this chapter will be divided into two major sections. The first part will start with Minecraft project. The next section will be about the analysis of the second case study, Y-Plan Kosovo project. In each investigation, it will discuss the findings of each project by conducting the fieldwork in detail, mainly based on the structure of the operationalization concept that was presented in chapter 3.

4.2 Minecraft project

In order to present the analysis of youth participation in Minecraft project, the section has six main discussions. It will provide the overall background information of Minecraft project. Then, it will describe the process to acquire data in detail, including difficulties in the fieldwork. The following parts will provide findings corresponding to each sub-question.

4.2.1 Overview of Minecraft project

To begin with, it will be important to have the general view of the case study. By doing this, the following piece will display the outline of the selected project namely Minecraft. The most information that will be presented in this part is the result of employing the secondary data analysis method and the list of sources can be found in Annex 5

The description

Acknowledging the importance of public spaces for sustainable cities, UN-Habitat efforts attempt to apply new effective ways in the design of urban public spaces to involve marginalized groups such as youth, women, and slum dwellers in urban areas. As a way to engage citizens of the community, especially young people, in the urban public space development, UN-Habitat started implementing the global public space program in 2012. The aim of the program is to improve worldwide public spaces, focusing on urban public space plans (UN-Habitat, 2015).

In September 2012, UN-Habitat established a partnership with a game company Mojang AB in the project named Block by Block. According to the aim at public spaces, the goal of Block by Block is to improve urban spaces by using Minecraft as a tool and raising a greater awareness among citizens of public spaces. This goal is also to promote the importance of urban spaces when encouraging urban dwellers to together create sustainable cities and how they can make their quality of life better. In the project's framework, it combines knowledge, methodologies, and technical tools in a particular public space, cooperating with the local government to make

this place accessible to the residents. These aspects of the project play an important role in promoting the participatory development in the community in order to bring benefits to citizens and cities as a whole (Olesen and Stenudd Ermeklint, 2015).

The video game Minecraft was a product of Mojang in May 2009. Being one of the most popular computer games in the world, Minecraft is well-known nowadays and played on various platforms. Minecraft is a sandbox computer game originally launched in 2011. So far, the game has sold nearly 100 million copies worldwide. In Minecraft, the gamers play on purpose to build their own realm in a virtual world by placing and breaking colored blocks as a complex "digital Lego" (UN-Habitat, 2015, von Heland, Westerberg, et al., 2015). This is an easy way for players to create structures similar to those in a real world as a three-dimensional sample. Block by Block has used Minecraft as a technical tool in the community participation regarding public spaces projects. The primary function of the game is to make design step easier for participants. After experimenting initial pilots in Kenya and Nepal, the project has been launched in many places across the world, and its target is to produce a long-term effect on the participatory development around 300 public spaces (Minecraft R-Pr, 2015, Block by block, 2017).

Figure 8: The poster of Minecraft project in Pristina. Source: UN-Habitat Kosovo (2015)

4.2.2 Research process

This part of the chapter will display the process to obtain data of Minecraft project during the fieldwork in detail. Before starting to research Minecraft project, three data collection methods have been determined: interview, secondary data, and observation.

The interview method is the common approach to collect qualitative data (Van Thiel, 2014). The researcher applied the face-to-face interview with semi-structured questions in this project, including snowball-sampling method. Since Minecraft project was completed in September 2015 (almost two years until now), the contacts of the project were limited. Identifying the limitation of this case study, the research took advantage of key informants or people who were relevant to the topic as much as he can. Initially, email invitations were sent to 10 contacts that were considered to take charge of the project in Kosovo or have an in-depth understanding of the Minecraft project in other places. Unfortunately, there were only three people agreeing to be involved in semi-structured interviews, while the rest did not reply even having been sent a reminder email. Three respondents who participated in the workshop of the project were one project coordinator, one architect, and one young female volunteer. After getting back to the university from the fieldwork, the data analysis process still ran into trouble when it did not have enough necessary information. By sending requests again with the last effort, the researcher received more four agreements to answer the semi-structured questions via Skype phone calls. Finally, the research conducted seven interviews, including three project coordinators, three young participants, and one architect. The details of Minecraft project's interviewees are in Annex 2.

The secondary data had been drawn to support the face-to-face interview methods in order to enhance the quality of qualitative data collection. The main sources of this method came from UH-habitat reports, presentations at conferences, web pages, and on Facebook. Moreover, the project staff provided pictures and videotapes of the workshop and meetings; those were important to understand the project's activities. At the same time, the researcher went to the project site that has been under construction to carry out the direct observation. This stage was substantial since the evidence would provide the comparison between the design process and the implementation. The full list of secondary data can be found in Annex 5.

4.2.3 Conditions of youth participation in Minecraft project

The purpose of this part is to contribute knowledge to answer sub-question 1: *"On what conditions are young people involved in the public space projects?"* The findings presented in this section are resulted by implementing the secondary data analysis method, the information otherwise has been confirmed by key informants through interviews.

Early 2015, Block by Block came to Kosovo in which UN-Habitat and the Municipality of Pristina worked together in the section of public space planning and management and related policy development. Pilot activities include the participatory upgrading of a public space using a computer game, Minecraft, as a youth mobilization and visualization tool, and complement various initiatives taken by the municipality to further encourage actively citizens of Pristina to engage in the shaping of their city and neighborhoods (Minecraft R-Pr, 2015).

4.2.3.1 The project site

The "Former Market Place" in Bregu I Diellit, which was located in Sunny Hill neighborhood, was selected as the pilot site of Minecraft project in Pristina. There were social housings and private blocks surrounding the area. Initially, the site was aimed for trading, but the place for market was hardly functional. The project had a task to replace the "Former Market" to become a new park in the neighborhood (UN-Habitat, 2016). The site for Minecraft pilot initiative was jointly selected by the Municipality of Pristina and UN-Habitat against some criteria. According to informal conversations with project staff and information from the reports, they selected this

area since mainly the Sunny Hill community was one of the largest and most populated neighborhoods in the urban area of Pristina. However, public spaces in the area have a high level of deprivation, and it was not a pleasant site in the city, particularly the lack of greenery, lighting, and safety issues (Minecraft R-Pr, 2015). Another reason to make the area become the pilot site was the diversity of it in terms of income, gender, and age. This place has a high percentage of young people under the age of 20 years old, about 38 per cent. Overall, the project location covered approximately 1830 square meters of land under the ownership of the municipality. Also, it is next to the major intersection and primary city roads (Minecraft R-Pr, 2015).

Figure 9: The existing conditions of Minecraft project site. Source: UN-Habitat Kosovo (2015)

4.2.3.2 Activities

The charrette was held in Pristina during four days, from 11th to 14th September 2015. Young participants coming along with other generations joined several activities that followed the program's methodology, including seven steps which are based on the structure of Minecraft on Block by Block website. Firstly, UN-Habitat's experts prepared an original model that is imitated plans of the project's site in Minecraft, including buildings, roads, trees, and other available materials. Project's participants including youngsters were trained and supported by attending a training course. In the community participation workshops, which could last three or four days, the participators joined with project's staff and partners in order to take part in activities. Those activities were a arrange from instructing members to get familiar with the game and the modeling, raising awareness of public spaces' issues generally, introducing the sample model, to building the ideas from each group of 2-4 people on a computer. After finishing to build the ideas, each group prepared and presented their design concept to stakeholders and other groups. Then it held a deliberation progress to achieve a consensus of all members' opinion. The final stage was to translate the last proposal into professional design work (UN-Habitat, 2015).

4.2.3.3 Participants: Who were "Minecrafters"?

The selection of a group of citizen was based on some criteria. Firstly, after deciding to hold the project in Sunny Hill neighborhood, the project operators targeted to members of this area who had the highest priority to be involved in the project. However, the range of participants needed to change to be more flexible since the charrette could take continuously four-day attention. The charrette was announced on the Internet through from UN-Habitat website to Facebook in order

to invite more people who would be available for an intensive four-day-long interactive event and all who were interested in the project. Also, the potential participants were recommended from various local NGOs operating in the neighborhood

Participating in the project, it had thirty-nine members representing to different social and age classes. In each project, UN-Habitat is always seeking for the balance of gender participants in the workshop (Olesen and Stenudd Ermeklint, 2015). The workshop in Pristina had 18 female members attending, compared to 21 male ones. Besides, the participants coming from Sunny Hill neighborhood accounted for 47 percent, while the proportion of residents from other parts of the city was 53 percent. The basic criteria for the participant selection were: Young male/female (from 7-16 years old), women, senior citizen (more than 60 years old), a middle-aged group in the age of 40-50, university/college students, disabled people, low-income group. In order to encourage young people to take part in the project, it actively recruited young and adult participants based on the scale: 80% and 20% respectively. Specifically, the students studying in universities or colleges made up 16 people, about 43 percent of the total participants. Likewise, young people under the age of 18 years old were 41 percent, 15 persons who went to elementary and secondary school (Minecraft R-Pr, 2015).

For young people who participated in Minecraft project, the researcher will call them as "Minecrafters" throughout the study later on.

4.2.4 Capacities of "Minecrafters"

This section aims to understand capacities of youth participants in Minecraft project. It also provides enough knowledge to answer the second sub-question: *"What is the capacity of youth for participation in the planning process?"* The structure of this section has three discussions. Firstly, it will portray the findings of youth interest in participating in Minecraft. Then the technical skills of young participants will be described in the workshop of the project. Lastly, they key findings will show the communicative skills of "Minecrafters" in the project.

4.2.4.1 Interest in participating

Generally, Minecraft project increased the youth's interest and participation in public space design (Olesen and Stenudd Ermeklint, 2015, UN-Habitat, 2015). To be specific, it will describe the way young participants to be interested in participating in the project from several aspects.

First, the findings showed experiences from UN-Habitat projects in which Minecraft have been using as a tool in the workshop. Through 15 projects in 12 countries, Minecraft projects were applied with the formal methodology attracted non-traditionally stakeholders to be involved in, particularly young people group (UN-Habitat, 2015). The initiative of the project played a fundamental role in appealing to citizens of the city, especially to youth. The main objective of the project was to improve the participatory planning process to empower the role of citizens and demonstrate that they are important and they can decide themselves to build a place what they want to look like. The following quotation describes:

> *"[…] I know that they would make the area as more comfortable for people as they can. And I know they wanted to teach people and there are different means of dealing with problems. For example, Minecraft, it was a game. It was a really good approach to it" (Young female participant, interview 5)*

Also, the findings revealed that the main factor in the project was to use technology as a tool for participatory activities in the urban planning and design, which could be an influential method to

appeal to marginalized groups such as women and youth (Olesen and Stenudd Ermeklint, 2015, UN-Habitat, 2015). There were some notices of youth participants in Minecraft project to show their interest. While attending the charrette, young people paid attention to the computer and tried hard to produce perfect models as much as they can. Experts observed that the participants seemed to enjoy designing their ideas themselves.

> *"[…] When we started to do that, they took the task seriously and finished the whole model with 12 hours without any leading. […]" (Male coordinator, interview 1)*

Minecraft is a simple game; it is more attractive since young people can create products reflected their ideas in a simple way. Some experts have witnessed that young people felt interested in the project because it brought more fun into the participation (Olesen and Stenudd Ermeklint, 2015). In other words, adolescents were interested in the project firstly because of the game. With young people, most of them are familiar with Minecraft and this game stimulated the interest of being a part of the charrette where "a large number of the youths joined the workshop because of their interest in gaming" (von Heland, Westerberg, et al., 2015). Understandably, when the project staff pointed out that most of the young members knew the game Minecraft before. This indication expressed that the familiarity with the tool of the project could encourage them to be involved in.

> *"**Researcher:** Did you play Minecraft before?*
>
> *G: Yes, I did, it was easy and its characters were adorable. […] I heard the game and I came there […]" (Young female participant, interview 7)*
>
> *"[…] Also I really enjoyed working with the kids. That was a really good thing because, honestly, they were too familiar with Minecraft and I was too […]" (Young female participant, interview 5)*

Even not all of them knew the game before attending the workshop; gaming has a strong attraction towards youngsters. One of the interviewees recalled her reasons to go to the project with an excited feeling.

> *"**Researcher**: Did you know about the game (Minecraft)?*
>
> *G: I didn't play that game before. But my Mom brought me there. I didn't want to do at first. But she said it was a game. I thought that would be funny and that made me curious […] It was easy to learn and play, I could build the things that I imagined easily, which were the things I liked most." (Young female participant, interview 6)*

Second, the researcher also investigated the other aspect what motivated the youths to engage in the participatory activities. By interviewing young respondents, the results have indicated that the reason that the marginalized young people group decided to involve was mainly the concerns of the neighborhood and everyday life in public space. Youngsters expressed that agreeing to participate in the project would contribute to the progress that would affect the community development for them and for their environment. Furthermore, they believed that if they were able to involve in, they could be about "making a difference." This reason has been discussed in other studies in which young people were asked which reasons drive them to participate in decision-making programs (Vromen and Collin, 2010). Their explanation mostly related to personal experience. They talked to the researcher about their feeling of the neighborhood informally after we finished the main topic of the conversation. There was not limited to problems related to them directly in their daily lives, generally about negative experiences. They understood about those issues and wanted to make something different or just know how should be done to avoid problems. The subsequent quotations are illustrative:

"[...] I wanted to be more involved in a project that involved people because the main duty was to make people comfortable in the place they are living. So I thought it was a great initiative so I went to this. When I was there, I found a new thing that was one even more what people needed. When I went to the workshop and when we decided to work on it [...] especially the fact that they will be asked what they need and they had to say on it. Like they needed to know what inhabitants need for them to create an actual place for them. [...]" (Young female participant, interview 5).

"[...] I went to and from my school every day through the site. It's dangerous since it's near the main road. I wanted to change something there to be safer for my little brothers [she does not study at that school any more], and... or at least for others. I expected to do that if I was in the project, I thought [...] or listen to others solutions improving the neighborhood's safety." (Young female participant, interview 7)

"[...] I could contribute to build that neighborhood, even I lived in another one. But it could be great, right? I thought it needed to be safer for kids like me [...]" (Young female participant, interview 6)

The last aspect that the researcher found while questioning the youths was the feeling of being part of the project. Undoubtedly, the project was about the public space in the neighborhood that they were living in and they were knowledgeable of that area. They thought that this project just required their knowledge of that area and they experienced the problems of it and they understood their needs in the particular site. With young people, they felt a sense of being part of this project since simply they saw their peers who also participated in the project like them. This was important for them when they did not have a feeling of marginalization from other members if there were just old people. The aspect showed the connection of young participants with the project, as described below:

"I think the great thing about the project was that there were others like architects involved who were older than me. (She was an architecture student at that time) [...]" (Young female participant, interview 5)

"I wasn't scared. Honestly, I was shy at first, but I saw some younger than me and one was the same my age. I felt better then, which made me like to participate [...]" (Young female participant, 10 years old, interview 6)

"[...] Of course, many youngsters like me there. It would be boring if it has only the elderly [...] some of them I already know before since we've lived in the neighborhood [...] (Young female participant, 16 years old, interview 7)

Those reasons above expressed that young people were interested in participating in Minecraft project in several ways. At first, young people were interested in gaming to decide to be part of the project. However, several expressions betrayed youth interest because of feeling a part of the community since they were concerning in the existing issues of public spaces in the neighborhood. Further, having a sense of being part of the project, young participants felt more comfortable to participate in the project in which they could see their peers.

4.2.4.2 Technical skills of "Minecrafters"

Regarding technical skills of young participants in Minecraft project, it should be considered by two points. The first discussion is that all members gathered together to work on the public space development in the charrette by using the game, Minecraft. Their ideas or the project's solutions were all presented in Minecraft. So it would be reasonable when the study pointed out that the capacity of young participants to use Minecraft might be likely to vary in the quality of the

project's outcome. The next point is their technical skills that planning requires, which will evidence which abilities the youths have had during engaging in a range of participatory activities.

In Minecraft, it could be important to find out how young participators used the computer game to improve their ideas in the charrette. This is an aspect the researcher would like to investigate first. As discussed in the previous part, young people were interested in Minecraft and some of them were appealed to playing the game. This point brought more advantages to them when they had to team up with others, particularly with adults and the elderly in the workshop. These advantages will be considered in the side of technical skills first and then it will contribute to the communicative skills in the next section. Indeed, youth participants had technology skills to work in computers and used tips in Minecraft flexible and effective to collaborate with team members, which influenced not only on them but also on the quality of the group and the workshop as well. Also, the charrette experienced the positive aspect from young people when they can learn the game quickly in the short time (UN-Habitat, 2015). It was immediately noticeable in some project staff when within a few hours of the workshop the youths who were unfamiliar and limited knowledge of Minecraft could able to begin visualizing their concepts on the computer screen. The below quotations describe the situation:

> *"[…] Actually, this is a tool that really speaks to youth. They feel comfortable with computers then older people and are more willing to experiment with computers […] so you have some youth with some adults together. And often you can see youth can take control their mouths, start building, and start getting comfortable quite quickly. […] You know, it's like the older people explain what they are gonna build to young people and then young people show the older ones how to build." (Male coordinator, interview 3)*

> *"[…] Most of them can play the game; they knew that game. Let me see, it was maybe 4 or 5 of them they didn't know the game before, but they got it in one hour. […]" (Male coordinator, interview 1)*

The participants did not have only one job to play the game throughout the workshop; others participatory activities witnessed their technical skills in the urban planning. The findings evidenced several aspects which could be seen before they started to work on the computer. Their skills of observation have been demonstrated conclusively in the walking tour activity that took place in the first stage of the workshop. In order to further contextualize the discussion on public space, a visit to the site of the former market place was conducted with the participants. The visit enabled participants to have a better idea on the project site and to preliminary and visually identify the challenges and key issues for improvement. There was a short interactive activity in which every member had a chance to understand more the neighborhood by walking in groups and discussing the existing conditions as well. Indeed, young participants based on their individual experience to assess the project site, which expressed their observation skills that would be valuable for the planning process. The following view from a boy expressed:

> *"I thought about removing the truck to make there a better shop, and I thought about an overpass, because cars here move very fast and overpass would offer more safety" (Young male participant, video 1, see figure 10)*

Figure 10: An idea of a young participant in Minecraft project. Source: UN-Habitat Kosovo (2015)

All participants realized the positive and negative features of the existing project site. They pointed out which aspects they liked and disliked and which activities should be performing in the area to meet their needs and address their concerns. Young people involved putting themselves into other generations' position while walking around and analyzing the new park. From imaginations, their ideas could be representative for the whole community members' needs, as the subsequent reports below:

"[...] Honestly, I thought to most about of kids, because the road was not an easy thing to deal with. There are schools and kids when they go out or go to schools, so the road is most dangerous thing for them. I think that was one of my main objectives to think about of. [...]" (Young female participant, interview 5)

"Together with our group, we thought that it would be good that the shop currently near the site could remain there, because all the locals use that shop. We also thought to create an area with a playground for children and green zones, because in Pristina there is a lack of those areas. I hope those will be considered [...]" (Young female participant, video 1)
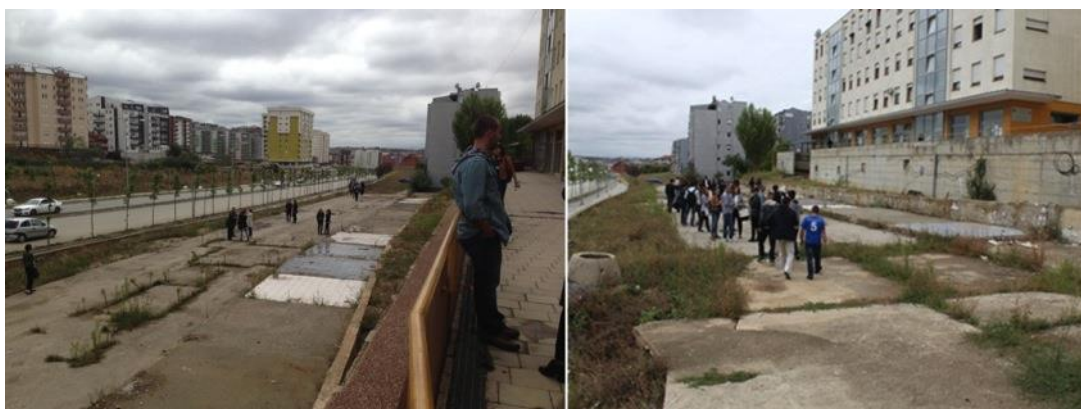
Figure 11: A Walking tour through the project site. Source: UN-Habitat Kosovo (2015)

Their observation skills allowed them to have good insight and understanding of the project site, which provided the high quality of input data to come up with a solution for the project. This type of youth capacity has prominently displayed in the walking tour.

Furthermore, the follow-up session demonstrated their analysis and critical thinking skills during the workshop. Before the designing section in the charrette, each group consisted 8-10 people,

and they evaluated the quality of the area conditions, which was a step for young people to bring out comments and experiences in the workshop. In this session, young people who were non-professional planners needed to realize which factors were important to put in the area and which ones should not bring into. During the discussion session, evaluations from all members were presented and brought to the debate. Some interviewees mentioned that young participants put themselves into a wider perspective by focusing on the physical elements, and they argued passionately from their perspective to find the best idea for the whole group.

> ""[…] **Researcher:** Could you tell me which activity you like most?
>
> Honestly, the debate (laughing). It was a bit competitive, I guess. For me, that was the most important part, I guess. […] Why? Because that park was small area for all of them, I think it would be a green area or covering with green like a green wall or stuff like that. I do think it would be nicer if using that in the area, because I think we need a way more of those in the city general, especially in this area.
>
> […] To reduce the dangers for kids, street bumps could be good for that. First of all, we don't have a wider street. Second, people do feel insecure to go over and to go up and down because it is really dark and it usually scares most people, I guess. This was the thing I knew that even we built the fly bridge or the tunnel, which is not gonna be used. So I thought street bumps could be the best decision to it." (Young female participant, interview 5)
>
> "[…] They quite engaged in and they were quite good at thinking and dealing with things that they ever think of. It was different approvals with them as well. I meant it was easy with them, which was not something that they could not handle with […]" (Male coordinator, interview 1)

The next technical skill that can be noticed from start to finish the designing part was to work with a three-dimensional model. The fundamental feature of this project compared to other traditional ones was to use the game Minecraft as the tool for designing ideas. Young people expressed themselves in building 3D models and enjoyed to navigate the project site model. This aspect of the game combined with young people's imagination to produce their buildings and structures in a satisfying way. The project staff observed directly each team performing their work by creating their own different complicated concepts, which indicated their quality of modeling in the charrette. The subsequent quotation describes:

> "[…] which was easy for them to build and try new things even they would be consultative with the older one. So they had a powerful tool in their hands so they were actually leading the project. […] At the end we took all youngsters and let them to build the final model with the consensus between all the models that we had from different groups […] We just told them in the beginning that "we had to do this like we're gonna build the skateboard, park, open area". So they did all things without leading them […]" (Male coordinator, interview 1)

Figure 12: Young people with the modeling skill in Minecraft project. Source: UN-Habitat Kosovo (2015)

Their models in Minecraft have complemented the professional architecture and engineering work since these models were built in the three dimensions to make architects and planners easy to understand and transfer into technical plans, as the words of an officer:

> *"[…] We didn't have to work hard in the step to translate their ideas. Most things they needs were in the final model that they built all facilities in detail […]" (Female architect, interview 4).*

4.2.4.3 Communicative skills of "Minecrafters"

Communicative skills were one of the features that young participant performed while attending the workshop. Generally, the Minecraft charrette is a product of the partnership between UN-Habitat and the local government (UN-Habitat, 2015). By doing this, the municipality officials, planners, or policymakers frequently attend the presentation session of the workshop. According to various types of secondary data, the researcher found that they had sufficient presentation skills in Minecraft project. Indeed, without hesitance, they confidently worked with other members of the group, even with adults. Because the project had 17 teams, some of the young members needed to present in front of others in the debate session as well as the final presentation. The interesting point here was that some of them expressed that this was the first time they spoke in the presence of a large audience without any experience of speaking in the meeting. Nevertheless, the charrette witnessed that young members performed their self-confidence in public speaking skills. It could be the result of working in the design model themselves, which partly boosted their public confidence and in here it was the presentation skills, as expressed below:

> *"[…] Their communicative skills can be seen that the kids were more opened if they were presenting. When they were presenting, it was not hard for them to do. Because they were engaged in the project, […] They just said what they did in the project […]" (Male coordinator, interview 1).*

> *"[…] You can see young people are so shy in the first day and, four days later, they are really confidently presenting their ideas and arguing for the ideas they come up with goals against to professionals. It's a really fantastic thing to see." (Male coordinator, interview 3).*

Furthermore, the findings from the semi-structured interview showed that young people communicated effectively with adults and other older members through cooperating in the working group. Some project staff informed that the working group was as "*[…] the way we combined them, the way we set up the team that it had 2-3 people. So we set up each team with a young kid with the older one. […]*". This process required the interaction between members in an intergenerational relationship. From the session, it revealed young people's communicative skills regarding listening others' comments or opinions. In the words of an interviewee expressed that: *"[…] they were not afraid to say what they think and they were not afraid to give their opinions even when they were in opposite in the older people's opinions […]" (interview 1),* which indicated that young people might have disagreements with older members and they might be in opposition to older ideas. A respondent reported: *"[…] One example of a disagreement in one group was that an older guy wanted to build a bridge to pass the street, but the young guy said "no one wanted to use that, since we have so far examples, so we should build a tunnel"[…]" (interview 1).* Surprisingly, the interviewee averred shortly afterward that: *"[…] so in general, they were kind of came up with consensuses although there were an older guy and a kid in the same group […]" (interview 1).* This suggested that young people had a listening skill in the public speaking with adults, also like the words of young female participants below:

"[…] Give you a fact that we had our presentations, like I said, kept everything you would like to say there. […] People have talked to you that you should talk about, which gave me a lot of hints. […] That was quite important when I also heard other opinions of my project, my group, my city, and me in general. I think it taught me a lot." (Interview 5)

"[…] I wanted to build a tunnel crossing to other side, but... (recalling her memory)... in the final presentation, they explained some problems leading it to be dangerous at night. I think that was right since I experienced already that before […]" (Interview 7)

To sum up, the youths demonstrated that they have sufficiently communicative skills in Minecraft project from discussing, listening to sharing. This type of skills sometimes was seen in a professional way to organize the labor within the teamwork, as project staff described:

"[…] And you can see people worked very well together through sketching their ideas and communicating. Sometimes, they're identifying the one person who is a quick builder so that person will do a building, while the others are discussing, sharing tips or so on. It's very collaborative I would say." (Male coordinator, interview 3)

Figure 13: Young people presented in the charrette. Source: UN-Habitat Kosovo(2015)

4.2.5 The role of "Minecrafters" in the project

This section of the chapter will present the findings from secondary data and interview methods in order to answer the third sub-question: *"Which roles do youth play in the projects?"*

To identify the role of young people in Minecraft project, it needs to review the whole participation process from its proposal, carrying out the project to making the last decision. As mentioned above, the Minecraft project (Block by Block program) is a product of the partnership between UN-Habitat and Mojang AB with the aim to improve sustainable public spaces in urban areas by using a game Minecraft (Olesen and Stenudd Ermeklint, 2015, UN-Habitat, 2015). The project purpose is to build room to engage community participation, especially focusing on youth, women, and slum dwellers in cities (Block by Block, 2017). A young female mentioned: *"[…] It was like a friendly environment because you wouldn't be scared to say anything and people wouldn't rush you like you would do this and do that. It looked like they created room for people to have their voice […]" (interview 5)*. According to the proposal, UN-Habitat developed the initiatives in which young people are enlisted in the project's participant and work on an

intergenerational relationship with adults, which meant that adults designed the whole process without the involvement of young people.

> *"[…] That was the idea that UN-habitat had together with Microsoft […] in order to engage people into the participatory planning process, especially for the neighborhood with small degrees. In Kosovo, inviting people and leaving them to design their spaces in the way that they think it is the best for them or the way they like to do so […]" (Male coordinator, interview 1)*

Secondly, the youths participated in the charrette with the goal to design a public space in Sunny Hill neighborhood in a four-day-long interactive event. During the charrette, young participants worked with adults to learn about public spaces, investigate the project site by a walking tour, make a final model in Minecraft, and present the final solution to public officials (Minecraft R-Pr, 2015, UN-Habitat, 2015). In other words, the ideas of the project were the outcome of partnership between young and adult participants. In the project the youths had the equal level of participation with adults and the elderly members and their voice of youth was heard by adults, planners, and the municipality officials, as portrayed below:

> *"[…] I think it was a really good thing because whatever we said, which wasn't stopped by others like: "DON'T". […]" (Young female volunteer, interview 5)*

> *"[…] By doing this collaborative process with groups and the presentation at the end, we're making sure that all voices in the group is heard. […] Then we are able to have a discussion together with participants about which final ideas should be included in the final design. […]"(Male coordinator, interview 3)*

The final recommendations were sent to the municipality in which architects, planners, and authorities were considered again based on the values, priorities, and the most important one: the project's budget. In this stage, the decision will be depended on these people and they would assess what could be implemented in practice and what should be ignored and changed (Olesen and Stenudd Ermeklint, 2015), which expressed that the final decision were made without the presence of young people, as project staff's reported below:

> *"[…] at the end and we do consulting building exercises and then the Mincecraft design will be translate to professional design by professional architects […]"(Male coordinator, interview 3)*

> *"It was not easy when you decided to pick some from all great ideas. But we had to do that. Then the final decision would be translate to the professional plan and model to use in the construction stage […]" (Female architect, interview 4)*

From those reasons, it can be seen that the youths were in the transition of consultation when they took up the position to influence decision-making by giving recommendations as the input for the decision-making process. However, they were not in the phase in which the last decision was made. By way of explanation, they do not have the power to reach the final decision. As a result, young people were as the partner in the intergenerational relationship in Minecraft project.

4.2.6 The impacts of "Minecrafters" on the project

The target of this part is to answer the last sub-question: *"What are impacts of public space projects' implementation on the community change?"* with the key findings as the result of conducting two methods: face-to-face interview and direct observation.

Although the charrette lasted only four days, some preliminary observations of youth's impact on the project were possible. The results of the research revealed that young people together with adults contributed the design concept for the new park. The participatory activities provided

them opportunities to express their individual experiences, which impacted directly on the final recommendations of the project.

First, young participants provided a significant resource of information about the neighborhood and environment in the area. After taking a walk through the project site on the first day, the short interactive discussion built a database of the community concerns, especially youth concerns, based on their findings and understanding of the area. Indeed, most of them worried about the road safety since the project site was located next to the main road and intersection. They experienced themselves every time going to and from their school near the project site. Further, their worries were the same with ones in the common problems that occurred not only in the neighborhood itself but also in the whole city. In the words of the respondents below:

> *"[…] Because of the new road been built, it brought too many things, which was chaotic. And for who ever lived there, it was a bit of challenge. Honestly, I thought to most about of kids, because the road was not an easy thing to deal with. There are schools and kids when they go out or go to schools, so the road is most dangerous thing for them. […]" (Young female volunteer, interview 5)*

> *"I used to live in the neighborhood as well, for 4 years. I knew the neighborhood very much, but after working with youth I got to know their requests, I meant their needs of the community as well. […] And these kids got to know the needs of elderly to have a place to sit and to relax. They had to think about different assess as well, not for themselves, but also for the others. So they understood the concerns and needs of everyone. […]" (Male coordinator, interview 1)*

Also, during the conversation with young female interviewees, it found that female participants concerned about the lack of lighting in the neighborhood. It's common for girls to experience the high risk of sexual harassment or sexual violence.

> *"My Mom don't let me to go there at night (**Researcher:** Why?) It's dark" (Young female participant, interview 6)*

Other mentioned about some places that were near the project location where junkies and drug dealers gathered together at night.

> *"[…] They (planners) don't know that, this place has some dark sites where certain groups of people take drugs. Not only me know that, all kids in the neighborhood know […]" (Young female participant, interview 7)*

Some findings from young people seemed to be basing on their personal views, but the perspectives were entirely related to the locals' daily lives and routines. A young girl participated in the charrette talked:

> *"[…] We (her group) told them (planners) that the locals preferred to buy stuff there because it had a vendor shop, they thought it was convenient for them. So we thought that it should be good to maintain a small market like that in the site […] We thought about of that since we have seen after they (the authorities) built a new thing, the locals had to change their daily routines" (Young female participant, interview 7)*

Also, all pieces of information had been listed in the final recommendations as the petitions requested by the project participants (see figure 14).

Second, in the technical skill section, it discussed the analysis and critical thinking skills of the youths, which has been fully explicit about their capacities. The result of it was to come up with the list of potential concepts of the new park. Figure 14 presents the list of desired amenities. As

it can be seen, the high votes were proved by project participants for green areas with more trees or basic facilities such as tables and benches.

> *"[…] I think we could apply those, the top five of the list, in the reality since those are simple and not complicated to design and construct in the site […]" (Female architect, interview 4)*

Although some functions have been removed from the final model, most of the recommendations were feasible to apply in the practice.
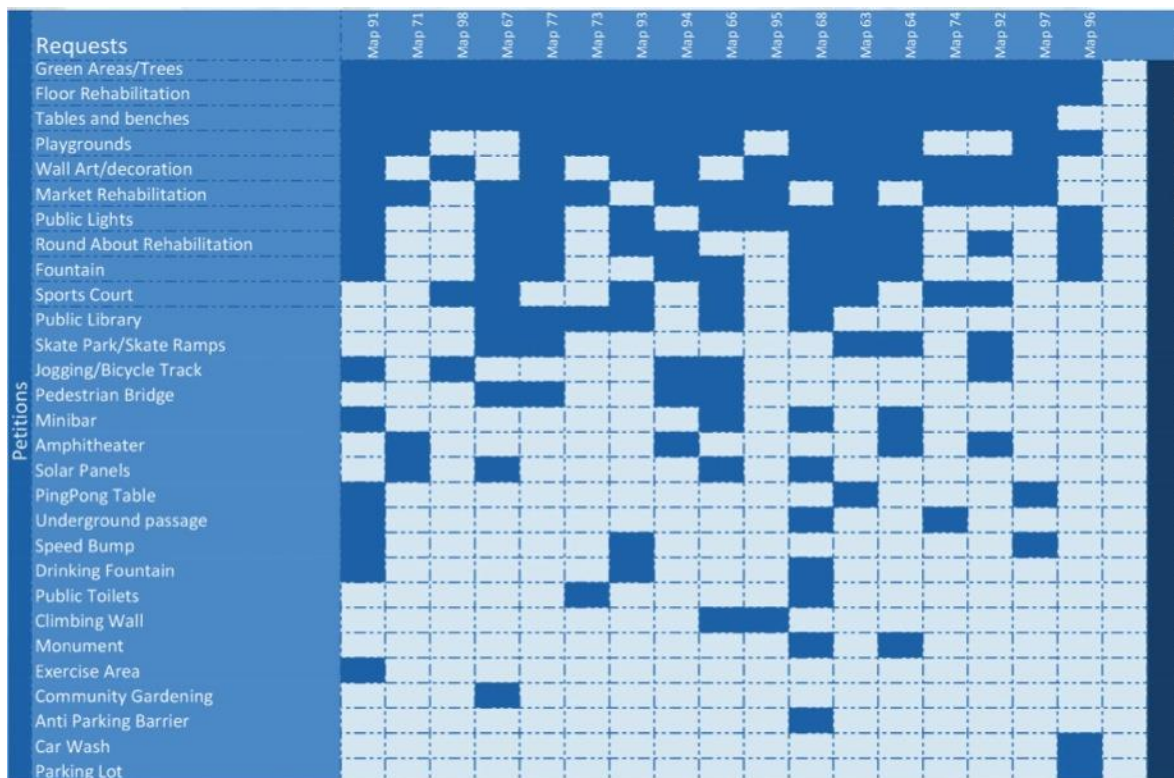
Figure 14: Amenities deriving from the discussions and presented models. Source: UN-Habitat (2015)

Finally, the youth participants' initiatives went beyond simply generating data for the project to achieve implementing their ideas. The findings from the observation approach showed that most of the top petitions were under the construction. Furthermore, the researcher discovered that the influence of young participants' requirement has greatly impacted on the implemented plan. Instead of building a playground, a skatepark was constructed in the project site, though the agreement to build it accounted for a small percentage. Also, as the discussion of the project staff, is indicated that: *"[…] Skateboard (the skate park), for example, was one of something I did not include in there because I didn't see people to play skateboard there. But the problem is they didn't have a place to play it, which was why I didn't see that. […]" (Interview 1).* However, at the end of the workshop, this idea was added in the final model since most of the young people have arrived at a consensus that a skateboard would bring more attraction to them in this new park, as described: *"[…] So in the case of Pristina, for example, there are a lot of young groups wanted to include a skatepark in the final design […]" (Interview 3).* Even the municipality officials did expect to build a skating field there in their design concept before: *"We changed the initial concept that was a playground for kids, now it was the skating field for youngsters" (Interview 4).* As a result, we can see via the following photos of the constructions site, compared to the final modeling.

Figure 15: The perspective of the final model. Source: UN-Habitat Kosovo (2015)

Figure 16: The construction site of Minecraft project. Source: The author (2017)

Besides, talking with respondents brought a new finding to the researcher in respect of impacts on the process. Some of the interviewees informed that one of the great influences when working with young people was that they affected the process in positive aspects that improve adult perceptions towards youth. During the charrette, it experienced that youth and adults were willing to collaborate in the building session. At the same time, their behavior and attitude impressed adults most, which was contributing to change in adults' view of youth capacities, as reported below:

> *"[…] Also I really enjoyed to working with the kids. That was a really good thing because, honestly […] For example, kids were as partners. I think there was the main thing I learned from them those things are not complicated. I think we overthink like adults tend to overthink, especially how world specifically works. […]" (Young female participant, interview 5)*

> *"[…] The older people have to find way to communicate with youth. It's quite interesting, because you know, usually, the older people have the power that the older have the speech or so on. This is a kind of thing you see when the older people ask young ones to help […]" (Male coordinator, interview 3)*

> *"[…] Their final concept was great, I do think. Each part of the design had its own function to meet the need of each generation: youth, adults, the elderly, or they did forget mothers and their kids […] they were really reasonable and connected […] I was really excited when receiving the concept and transferring it into the professional architecture plan." (Female architect, interview 4)*

This impact of youth participants on the process was striking since the perspective of adults in young people play an equally important role in the intergenerational relationship in the participatory activities not only in public space development project but also in the urban planning process as well.

4.3 Y-Plan Kosovo project

This section will portray the key findings of Y-Plan Kosovo project that is one of case studies of the research. Its structure has six major parts. The first one is to bring the general picture of the project by the brief description, which was found from collecting information on the Internet, interviewing in the fieldwork, and interpreting reports (see Annex 5 to get more). Then the following part is the discussion of the process to collect data of Y-Plan project during the fieldwork. For the rest sections, each one will present the analysis in order to answer each sub-question of the research, which based on the design of operationalization concept in chapter 3.

4.3.1 Overview of Y-Plan project

"Youth Creative Initiative of Public Space - YPLAN-KOSOVA is a project developed by the Kosovo Center for Urban Research - PRO-Planning in cooperation with the Municipality of Pristina and a Technical High School named "28 Nëntori." Originally, the project initiatives came from Y-Plan project, which has been implemented in Bucharest, Romania. The Y-Plan project (Youth Placemakers Initiative), as the name calls, targets at two fundamental factors for the urban future: youth and public space. It interprets that "public space is the ground of social cohesion and community spirit, while young people are the future generation, who will be responsible for the well-being of our cities" (Y-Plan book, 2017). The project is funded by the Democratic Society Promotion (DSP) project - funded by the Swiss Cooperation Office in Kosovo (SCO-K), the Danish Ministry of Foreign Affairs (DANIDA), and managed by the Kosovo Civil Society Foundation (KCSF) (The framework of Y-Plan Ks, 2016)

Figure 17: The Logo of Y-Plan project. Source: Y-Plan (2017)

Specifically, It aims to raise awareness among young people of their right to influence the decision-making process in the urban planning and their empowerment for active citizens through participating in designing public spaces (place-making) (The framework of Y-Plan Ks, 2016, Y-Plan Book, 2017). One of the desired results of this project is to train young people to

be involved in the process to revitalize public spaces and the living environment around their lives. By doing this, young participants will be enriched with knowledge of public spaces and upgrading process, including skills of creativity, teamwork, and communication skills. Those skills will result in increasing confidence among them in being future actors and improving the living conditions. Besides, the project enables young citizens to take advantage of advanced technologies such as "Geoblog" and smartphone applications in addressing public space issues and other planning problems. Lastly, the involvement of youth (including high school students and volunteer students) and municipal authorities in this project will encourage a culture of dialogue and collaboration between two parties in solving the city and neighborhood problems. Those purposes will bring positive changes in social and political behavior (The framework of Y-Plan Ks, 2016, Y-plan Ks concept, 2016).

4.3.2 Research process

This section of this chapter will display in detail the process that researcher applied to obtain data of Y-Plan project, including challenges. At the proposal stage, it proposed to employ three methods throughout the fieldwork to collect information in Y-Plan project: observation, content analysis, and interview.

The researcher came to Pristina from May 2017 when Y-Plan project was in the middle phase of its process. This brought countless opportunities to the researcher to learn directly about the project by applying the participant observation method. By doing this, the researcher attended two workshops with young members, including the identifying workshop and vision workshop. To take advantage of participating in the workshops, he could ask more information via informal conversations and get the list of youth contacts. At the same time, he went to visit the project site with youngsters to talk with the locals, identify the area himself, and evaluate the capacities of the youths in terms of techniques of research and analysis skills.

Moreover, the researcher conducted the interview method to collect qualitative data. It was separated into the face-to-face interview and focus group discussion approaches, coming along with the semi-structured question. With the face-to-face interview, he sent email invitations to the key informants who took charge in the project or got real insight and understanding about Y-Plan project. Unluckily, he ran into trouble when at that time the project was in the last intensive phase, which meant that the key informants delayed the interview meeting time after time. He changed the plan to carry out the semi-structured interview with the project volunteers first and then with the key informants in the municipality of Pristina. Simultaneously, realizing that students would go to their summer vacation once the school was over, he started to contact young participant to conduct the focus group discussion. This was not easy as he thought, most of the youngsters could not speak English well, which made he ask support from some post-graduate students in the University of Pristina. As a result, two focus group discussions were held with five young students participating for each and ten face-to-face interviews were conducted before 28th of July. Two recorded audios of focus group discussions were in Albanian and they needed to translate into English versions afterward by the help of research assistants. Before analyzing data from these audios, the researcher checked the information again in the following meeting with youngsters informally to ensure the reliability and validity of the research.

The content analysis mainly focused on the document from ProPlanning. The problem here was that they had limited documents related to Y-Plan projects when being asked. Most information

was analyzed from the project's proposals, project's concept, and the report of doing the survey. Apart from these documents, the researcher has received minutes of the meeting with young participants. Although the contents of them encompassed the topic of each meeting, those were important to know what aims of them and which activities youngster participated. All of them were written in Albanian.

4.3.3 Conditions of youth participation in Y-Plan project

The part aims to provide knowledge in order to answer the first sub-question of the study: *"On what conditions are young people involved in the public space projects?"* To do this, it will provide the findings of secondary data analysis and interviews.

4.3.3.1 Project site

The pilot area chosen by the municipality of Pristina and Pro-Planning is in "White House Complex" in Mujaxher's Neighborhood. Presently, the potential project site is still an empty land between roads and mixed-use blocks. From talking with the locals in the area, the land does not have any function in the neighborhood, and the residents simply use it as "a space to pass through" (UN-Habitat, 2013). Without any cares, the ground seems to be a place for disposing of rubbish and car parking. Recognizing the degradation of the living environment around the area, the municipality decided to build a new park on the empty land. Originally, the leading reasons for picking this neighborhood were that the project operators focused on an area in which it has had limited problems related to the poverty, and it needed to be a mixed-use area constructed after the conflict 1998. They confirmed that this was a pilot site for applying Y-Plan in Kosovo so that it needed to test beforehand, as expressed below:

> *"[...] The one of the criteria is that we didn't want to deal with a neighborhood which has many issues regarding poverty. And the neighborhood that have the construction before the war (1998). The area is to easily to intervene. [...] it is really an interesting area and populated in that neighborhood [...] The area was extended after the war, so it is the mixed-use area with high buildings and houses. So the area combined with individual houses, so they can use also that park (mentioned about the selected park to design). [...]" (Female coordinator, interview 8)*

Though the chosen area does not have a great impact in terms of poverty on it as the project coordinator reported, it still has other issues regarding the living environment. Planners analyzed problems of public spaces in the selected neighborhood such as: a lack of lighting which leads to feeling unsafe at night, unmaintained facilities, a lack of parking lot. The youths also complained about some troubles in the meeting with them: *"feel a kind of risk when walking through the road"* because the area does not have a zebra crossing for pedestrians, or the bad smell of the illegal dumping garbage, or because of some places *"which drugs are taken by junkies" (focus group discussion 2).* Furthermore, according to the regulatory plan, there is an area with some playgrounds and the kindergarten that will be replaced in the near future, which will put the place in the circumstance of less public spaces for the residents (Muhaxhires, 2017). This reason was confirmed by the project staff so that they *"[...] decided to treat and also cover some functions in the area in the future [...]" (interview 8).*

Besides, the selected side was the outcome of a process in which the residents of this area involved in doing a survey and choosing the potential location for the project to be changed into a public space for users of different age groups. The area covers about 4280 square meters with a width of 107 meters and a length of 40 meters. According to the data from the Urban Regulatory Plan, the neighborhood is a place for 3300 inhabitants living around the project site. The selected

site has good connections and accesses from all sides (The survey's findings, 2017).

Figure 18: The existing conditions of Y-Plan project site. Source: The author (July 4th, 2017)

4.3.3.2 Activities

The planned beneficiaries of Y-Plan project were youths studying in a technical high school named "28 Nëntori" in Pristina. These young people would be the first Kosovo generation of "Young Kosovo Placemakers" who were trained through several workshops and meetings in order to improve their awareness of public spaces and placemaking design. This would consequently increase their responsibility to engage in urban planning and decision-making processes in the municipality. The criteria to choose youth participants will be discussed in next part.

In Y-Plan project, all participants were young people and they joined together in participatory activities based on the project's methodology following seven stages. Firstly, the project's operators cooperated with a software company in order to develop the application for mobile phones and Geoblog website. This was the foundation step for carrying out survey methods afterward. The second phase was to provide a training course for young people to raise their awareness of the importance of the development of public spaces and why they need to be involved in the process as well. From the step 2, young people formally started to be involved in the project. It prepared for a meeting with experts from Romania in the next stage. The meeting was about exchanging experience and lessons with experts of Y-Plan project in Bucharest, Romania. This was significant sources for members of Y-Plan Kosovo project before jumping into the workshop and design phases. In the next step, planners set up a walking tour and then to conduct a survey in order to identify and analyze the site. The workshops were held on two days to when the project site was selected based on the opinions of the residents and youngsters. The primary function of the workshops was to portray the vision and concept of the new public space. Sixthly, based on the recommendations from the workshops, the planners and architects started to transfer it into the final model. This paper examined the project until this stage since the fieldwork was finished when the project was in the process to transfer the recommendations of young people. Lastly, it will be anticipated that young participants will present the final design to experts, the local officials (The framework of Y-Plan Ks, 2016, Y-plan Ks concept, 2016).

All stages have been taking nine months from 1st December 2016 to 31st August 2017.

4.3.3.3 Participants: Who were "Y-Planners"?

As the name says, Y-Plan Kosovo project is for young people to become young placemakers. All participants are young students under the age of 18 years old. At the moment, Y-Plan project has 15 young participants. Most of them are in the tenth grade and are a mix-social group. From researcher's perspective, it is the project with gender imbalance in participation because it has a small percentage of girl participators, 5 students, compared to 10 boys in the group. While 12 members involving in the project are outsiders, it has only three young residents living in the area. Most significantly, all of them are studying in the technical high school "28 Nëntori".

The researcher had received the information from talking with the project staff. They informed that 15 students were selected based on some criteria. Since the project managers focused on youngsters with design skills, they have pick students in technical high schools in Pristina. However, it has only one technical high school named "28 Nëntori" in the city. That was the reason why all participants have studied in the same school. Besides, the young residents of the neighborhood or living in "White House Complex" apartment buildings were on the priority list. Lastly, the project staff anticipated that the project would take time and effort of participators so that, apart from the interest in the project, the school decided that young participants needed to have a good academic result. Based on the comment of the manager: *"[…] this was a criterion from the school. They thought it could affect their study since the project would last some months, I guess […]" (interview 11).*

For young people who participated in Y-Plan Kosovo project, the researcher will call them as "Y-Planners" throughout the study.

Figure 19: ProPlanning and young participants in Y-Plan Kosovo project. Source: ProPlanning (2017)

4.3.4 Capacities of "Y-Planners"

This part targets to answer the second sub-question: *"What is the capacity of youth for participation in the planning process?"* by providing the key findings from carrying out research approaches: face-to-face interview and focus group discussion with semi-structured questions and observation.

Also, this part will be divided into three major discussions. First, the findings will show evidence of youth interest in participating in Y-Plan Kosovo project. Next, it will portray the technical skills of "Y-Planners." Finally, the communicative skill of young participants will be illustrated at the end of this section.

4.3.4.1 Interest in participating

The research outcome through the fieldwork in Kosovo demonstrated that young students are interested in participating in Y-Plan Kosovo project. The statement is the result of evaluating from two sides: young people opinions and adults' view in the project.

When the researcher had an opportunity to attend a meeting with young people in the project, they were asked informally why they decided to involve in the project. Most of the young participants, without hesitance, indicated that the motivator led them to take part in the project at first was because of a certificate of the training course. Some young students explained that their school had regarded the project as an extra course for them and they will receive it after finishing the project. However, they did not stop at that point and continued talking about their motivations that they had when involving in the project. Similarly, this question has been asked in the focus group discussion to have insight into their perception of the project. Without any prompting or instigated, they were excited to answer the question. The youths confirmed that a significant motivator for participating in Y-Plan project was a desire to experience a new learning environment and get new skills and information. They found that taking part in the project brought more valuable rather than a certificate. Some of them have learned about their interests regarding architecture or planning, while others expressed that they could learn soft skills such as the team working skill. The quotations below indicate that:

> *"[…] **Researcher:** Why did you participate in this project?*
>
> ***RGJ:** I came to get the certificate because I need extra credits for college. But later I realized that besides the certificate, the experience that I got here is very valuable to me, and I am also learning how to implement a genuine project.*
>
> ***YM:** I also came in for the certificate, although it was a little bit late, […] This project has taught me how to work in a group with other people, and only so, but I have been rated as an individual. The experience I gained with this project has shaped itself as an individual and as a prospective professional.*
>
> ***M:** I wish to participate, so I have been accepted to be part of the project. As far as benefits are concerned, I think that besides the certificate, the experience that we benefit during the various phases is prone to professional training […]"*
>
> *(Focus group discussion 1)*
>
>
> *"[…] **Researcher:** Tell me why you participated in this project? […]*

SHD: I wanted to know how to make a regulatory plan for a space, whether public or private, to expand my knowledge, and to see architecture at a slightly different level, not just how we are taught. That's why I took the opportunity to practice.

BM: Practical work is lacking. This has helped us a lot because it is a lesson for us. It has been a good experience for us.

LK: I've been willing to participate, and I think it's good practice for us as an architect [...] In fact, we have done a practice in which we saw that a building is being built, but we have only supervised it, and we are used to realizing different positions of an object, so we did not have the opportunity to give personal thoughts or to put ideas. [...]"

(Focus group discussion 2)

Also, some young participants expressed that they are interested in the aim and goal of the project. They told the researcher about the project objective to explain their understanding and perception of the process they involved in. This indication was an indirect evidence for paying attention to participation in the project, as two youngsters replied:

"[...] X: The idea has been very good. The focus of this project is to learn how important public space is and how to plan them. That is why I decided to attend."

(Focus group discussion 2)

"YM: [...] I liked Y-Plan project because they focused on the Mujaxher's Neighborhood and they are doing something that people need: a park or space where you can spend your time sometimes [...]"

(Focus group discussion 1)

Furthermore, the researcher explored the other motivator by which young students engaged in participation process of a public space development project. The answers from interviewing resulted in a reason that young people generally were interested in issues of the neighborhood and they believed that their efforts would contribute to improving the living quality of the area. Their feeling of the neighborhood had been shown when they confidently predicted from making a difference of the community, which would be enhanced a better future from involving in the project. There are youngsters' words below:

"[...] YM: What we are doing will remain an image for the neighborhood, as this space is made by the students in cooperation with the professional assistance of "Pro-planning" as well as with the residents' ideas.

After we grow up, we'll say that you see what I've done. It's a kind of pride... [...]

BM: I wanted to be part of the revitalization process, with the participation in the implementation. [...]

RGJ: You feel proud to be doing something for the community.

(Focus group discussion 1)

"[...] DH: The Y-Plan Project is a good initiative, because it is helping a neighborhood and is developing the neighborhood for the better. That is why I decided to be part of this project. [...]"

(Focus group discussion 2)

"[…] They were more tempted to promote different things. They want to give the area a chance to improve. […]"

(Female manager, interview 11)

Figure 20: A focus group discussion with "Y-Planners". Source: The author (July 18th, 2017)

In addition, the researcher discovered that young people had an interest in participating in the project when they have felt a sense of being part of the process. Understandably, they found in the project that they had a say, which they did not get in the traditional planning projects. This was a new feeling of a marginalized group, as the words of two youngsters below:

*"[…] **YM:** That you feel the sound. Since usually no one asks us about important issues. And by this project we are raising our voice.*

***RGJ:** I believe that everyone will welcome this much more, as we are doing it, not architects from their offices. […]"*

(Focus group discussion 1)

Indeed, their attention for the project was not limited in participatory activities. The youth interest in participating in Y-Plan project went beyond the expectation of planners. According to the project framework, young students do not need to attend any informal meetings which were not in agreement between the school and the project operators. This situation meant that it was not mandatory to present after finishing workshops or meetings. Surprisingly, some project staff expressed their feeling on young people's attitude towards the project process. As they mentioned, young participants were actually interested in the project by actively asking about the designing steps to know how it is going on as the interviewees described below:

"[…] Also in this period, as I said within two months, we don't have any workshops with them. They all asked that: "could we come to your office, and maybe see how the project is going on". And that is a very good side because you're on your holiday and you would like to go to see the project. I meant it was so surprising on me."(Female manager, interview 11)

"[…] Also they asked us like: "Can we see the way that you did in the project during the summer holiday", which made us to create a group on Facebook for them to see pictures and things that we have done." (Young female volunteer, interview 9)

"[…] This is very interesting. From I saw in the project, they are very engaged and they like to be part of the project. I saw them very committed to work, and they started to think about that all the time […]" (Female trainer, interview 10)

Those reasons above demonstrated that young people were interested in participating in Y-Plan Kosovo project.

4.3.4.2 Technical skills of "Y-Planners"

In order to assess technical skills of young participants in Y-Plan project, it needs to review two aspects. First, the general evaluations from planners who have taken charge of the project. Since they have worked with them from the beginning step, their comments and feedback on young people's performance would be valuable for the analysis. Besides, the researcher will review comprehensively all activities again that young students involved by interpreting the results of interview and observation methods in order to display their technical skills.

According to one of the criteria selecting potential youth members for the project, most of Y-Plan's participants were studying in a technical high school. In the school, apart from providing standard classes similar to other types of high schools, it adds professional lessons related to art, architecture, and engineering. Overall, young participators already had a basic knowledge before involving in the project, but it needs to take a review of opinions and evaluations from planners and architects. Regarding technical skills, all responses from interviewees came up with a general agreement that young participants had proper skills in design and drawing. Although a small percentage of respondents indicated that those skills were not enough for them to meet planners' requirements, others were satisfied with the way they have performed. The subsequent quotations illustrate the comments of the youths:

"They already have some backgrounds from their classes which they study architecture and engineering. […] It is easy to talk with students because they already know some technologies and also when you talk to them about design programs or software which they already know. […] But it is not enough for them. […] In planning, they don't have it as a separate subject in their classes. […]" (Female coordinator, interview 8)

"They are students of a technical school here, they have their knowledge but they need more to do design. I haven't seen their designs of how it would be, but in this vision session I think they are good on that. They will need to learn more but it was good now. The technical skills will depend on the group that you're working on but in the project, youth can work on the vision part of the project." (Female trainer, interview 10)

"They know what they are doing, but they are still students so. From my perspective, I know something they cannot do but overall they have good skills. For example, they used a lot of colors. I was afraid to use colors when I was a first year of college, you know. But they don't have any problems with colors at all" (Young female volunteer, interview 9)

While participating in the project, young people have shown some types of technical skills in participatory activities. For example, the walking tour went beyond the aspect of sightseeing the neighborhood; it experienced their observation skill when young participants served as tour guides. The tour brought young people the opportunity to determine the advantages and disadvantages of the whole area and also identify what was note-worthy, which was depended on

their individual experiences (Laughlin and Johnson, 2011). Through the walking tour, they demonstrated a good insight and understanding of the area and public realm, including physical and social factors. Concerning physical feature, young people pointed out what they liked and disliked in the neighborhood. They showed the physical factors of public spaces such as problems of buildings, a lack of lightings in the streets, a lack of trees or green areas, problems with road safety. On the other hand, youngsters talked about social elements that they could value public spaces in the neighborhood. Those social factors related to the local people, their daily routine, or public activities. From their observation, it resulted in a map of potential project sites in the area. The subsequent quotations and figure 21 are illustrative:

> *"[...] So when they spent their time to going to the field and accessing the area. They knew how to assess the place, for example, the safety, the lighting, the access, the greenery, the urban furniture and something like that, which is important for the public space. [...]" (Female manager, interview 11)*

> *"[...] Or in some cases they would show us which part is more frequented with people like what they like to do there, what would be the connection between the different parts because there are residential areas with many block buildings with small internal green areas. They would prefer that, for example, it would be a shortcut there or a connection between there. [...]" (Female manager, interview 12)*

Also, while walking there, they took advantage of talking with the locals and passersby regarding their needs and concerns. The observation skill of young participants provided them enough input knowledge of the neighborhood as well as the locals' needs. *"How can young people apply this data into the project?"* this question has been raised in mind by the researcher until he actually participated in the vision workshop with them.
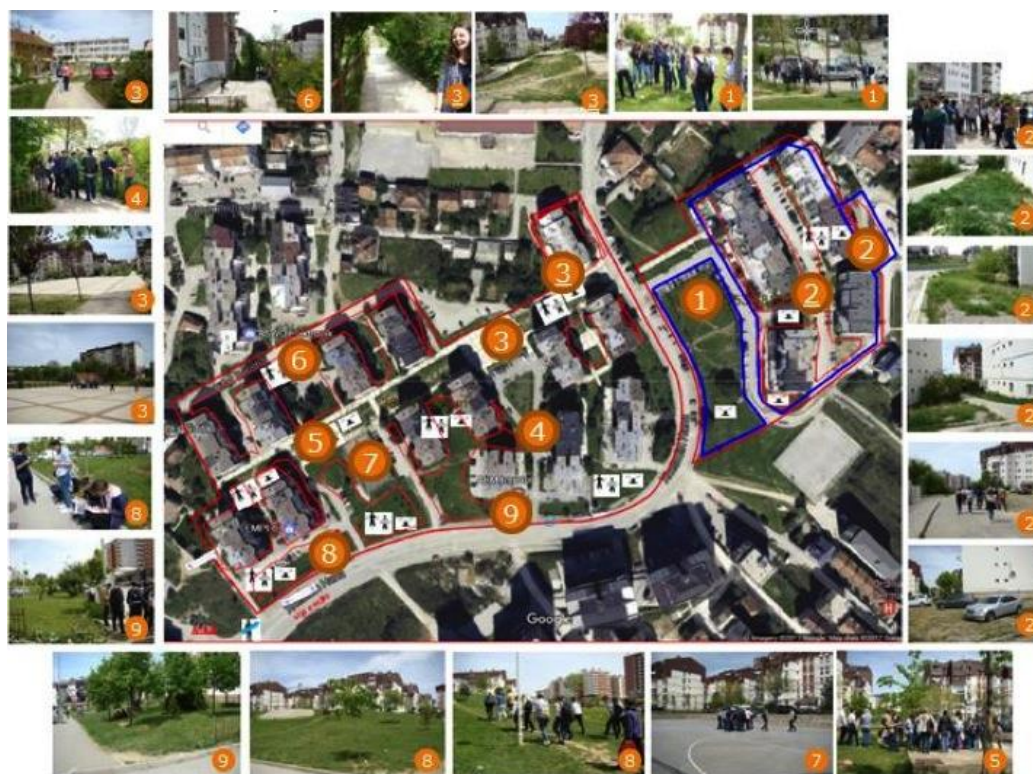

Figure 21: The map of analysis each space in the area. Source: ProPlaning (2017)

In the vision workshop, it witnessed their analysis and critical thinking skills. All of them give their opinions about the neighborhood, based on their perceptions and knowledge as the result of the walking tour. The researcher discovered that each member of the team tried to promote ideas with the explanation in order to persuade the others. The rest asked questions or pointed out the other aspects of the proposed ideas. Also, in the vision workshop, the researcher found out that discussions of young people were quite professional when they used questions "why," "what," or "how." At the same time, young people struggled with questions of true or false, right or wrong, visualizing a workable future and claiming each space for themselves in that future. Especially, when they imagined being other people, they totally expressed other people's needs and desires for the new park in reasonable ways.

> *"A: To add greenery areas, because greenery stops the noise, absorbs the noise, do you understand? Which means...*
>
> *B: Look this tree is bigger, and this is smaller, when we make the place ... look where we made this line bigger here because there is that bigger tree*
>
> *A: Ok it doesn't matter; just for the area around us I think it would be better to decide there...where is the flat space. We have better opportunities to not put the children into dangerous situations, to the stairs here near the playground we put children's life in danger because they can fall down there [...]*
>
> *C: What is the purpose for this place?*
>
> *B: That place is quiet so it can be used for reading*
>
> *C: But we don't know whether it is quiet or not ... especially during the day*
>
> *B: But it is faraway from the road*
>
> *C: This is the road ...ok. But I don't know how long the distance is, because I wasn't here last time ... but if you have passed here during the day ...you might have seen that it is a noisy place ... not so good for reading*
>
> *D: For reading it's better up here. Because it's just a parking place, and there people don't go usually ... here to be the reading place [...]" (Recorded a conversation in the vision workshop, audio 1)*

> *"[...] But directly I saw that they think for others not only for them, but also they think for another generations to be part and to use the public space. [...]" (Female trainer, interview 10)*

Lastly, the workshop informed the design skills of young people. The design stage in Y-Plan project brought space to youngsters to demonstrate other technical skills: abilities of reading maps and drawing. In the vision workshop, young people were provided design tools such as pencils, colored markers, printed maps in the A1 and A3 sizes, and papers. Having the understanding of the area through maps, "Y-Planners" showed their environment surrounding by identifying and analyzing its strengths and weaknesses. While discussing the ideas to design the new park, they also pointed out the locations on the maps where they thought which should be used for upgrading and changing, combining the memory of existing features in the area.

> *"B: I think it is better this park to be in the middle and not to be near the sideways but at the center ... as a space to be open...*
>
> *A: can you repeat it again...? [...]*

[...] B: we need to use these, too

A: No, here is for the crosswalk [...]

(Recorded a conversation in the vision workshop, audio 1)

"[...] C: the place near the restaurant there are some pine trees fortunately they're not destroyed

B: and here doesn't have any slopes so we can have this place for outdoor fitness [...]"

(Recorded a conversation in the vision workshop, audio 2)

Then they stared to make esthetic design via drawings in the two-dimensions model. Indeed, the researcher noticed their techniques in drawing by using different varieties of colors and icons to illustrate visible improvements on papers or maps. Also, young students promoted an idea to create a logo for their design concept together with a slogan for the meaning of their solution. By doing this, they displayed that they understood the logic thinking to attract the attention of audiences and watchers to their design, as the words of a planner:

"[...] For example, I have seen some of them have specialized skills in design like making a logo or slogan. So I think we need to help those pupils to design that park but also we see some of them can help us in design. We will ask them to do that. [...] Especially with the logo and slogan, you can see how creative they are. [...]" (Interview 8)
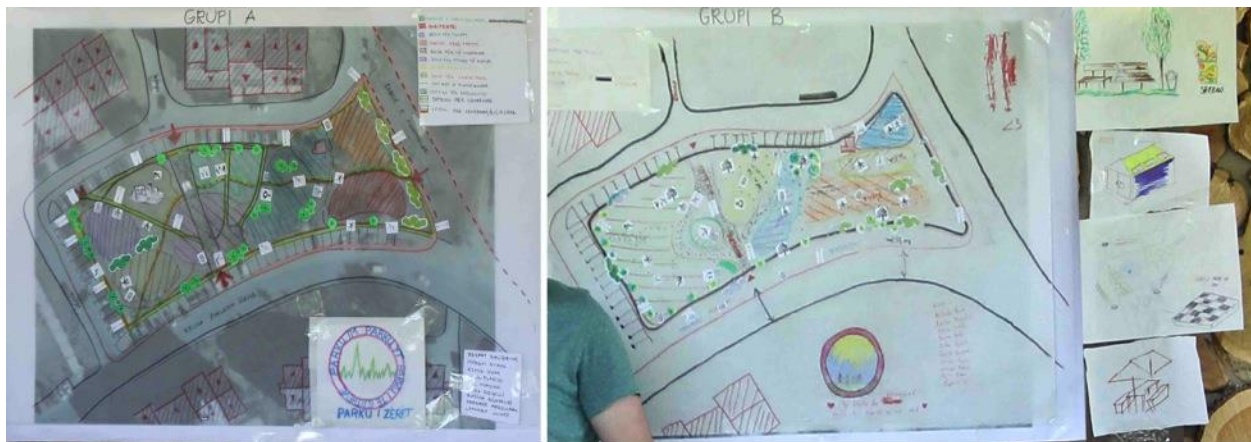

Figure 22: The design concepts of "Y-Planners". Source: The author (Jun 16th, 2017)

Figure 23: Youth participants worked on the design workshop, Y-Plan project. Source: The author (Jun 16th, 2017)

Attending the workshops, walking with youngsters around the project site, discussing in the focus groups, and communicating with planners, the researcher could conclusively inform that young people had sufficient technical skills to meet the requirements in these activities of Y-Plan project.

4.3.4.3 Communicative skills of "Y-Planners"

The communicative skills were the most impressive point that mentioned by all of the respondents while discussing youth capacities in Y-Plan project. Planners found that young participants have communicated articulately relevant topics to each other and also to planners themselves. It could be similar to the comments about young members in Minecraft project when they presented their ideas and slides in front of others, those in Y-Plan project likewise showed their self-confidence and passion in the presentation session. As could see in the workshop, without any prompting or instigated, they were confident to present their ideas in two ways: verbal and non-verbal communication skills.

> *"[…] They were involved and active during the workshop. They were asking questions and replied to each other and had good discussions between them, which is very important. Somehow in this way we will build the sense of working together in the future, which is not a way to work separately. And this was not only to working with others but also criticizing each other. I think they have capacities of team working." (Female trainer, interview 10)*

> *"[…] When I asked: "who will be the presenters of the group?" they immediately volunteered. Even as I've seen they were not the best students to present ideas because this was an agreement of the whole team. But it is interesting for me to see how much dedicated they worked on the project. While they were discussing in the group, they used many kinds of communications and when they were presenting in front of two groups and us as well. They tried to take the task very seriously, which was so interesting. […]" (Female coordinator, interview 8)*

Figure 24: Young participators' communicative skills in Y-Plan project. Source: The author (Jun 16th, 2017)

Furthermore, the confidence of young participants was not preserved among themselves, which could observe while attending the workshop with them. When the researcher was listening to the

presentation of their solution, a young boy came to talk to him: *"Do you want to understand their ideas? (He was in another team) If you are curious about it, let me help you to translate it in English."* The attitude of him made the researcher extremely impressive since the presentation was long and complicated and further the researcher was a foreigner – *"I might say that he insisted on helping me." (In the words of the researcher)*

Another aspect, which made the researcher notice in the conceptualization workshop, was their attitude and behavior towards other people's opinion or their peers in the project. As illustrated above, they analyzed details of the potential solutions for the new park by taking advantage of the team working. From that perspective, they demonstrated the listening skills in the group from exchanging their feelings, observations, and experiences to complementing each other perfectly, as described below:

> *"[…] I think the students have been very collaborative, given that they have discussed their ideas in groups, and then together have chosen which ideas they want to be processed as a valid idea and worthy of the project. So younger participants in general have respected the opinion of others, giving everyone the opportunity to contribute with ideas […] they are collaborating in the best possible way, supporting each other with ideas and also giving criticism, as the impetus of each project […]" (Young female architect, interview 15)*

By contrast, some participants showed the lack of listening skills, in particular with the peers in other teams. It could be seen in the debate session that they discussed to come up with the list of recommendations for the final design. The following quotations portray the situation:

> *"[…] And you can see that they have some competitions between them to find the best project (solutions). I like both these ideas but they need to learn how to respect to each other like: "I did this, I did that before you did" or something like that. They need to learn how to respect other ideas that they don't like and they should explain why this idea is better than another. […]" (Interview 9)*

> *"[…] as far as I'm concerned, this has only happened in the vision workshop since the groups had separated into two teams. All of them wanted to show their ideas better than others. For this reason, they have not accepted the other group's ideas as the best. […]" (Young female architect, interview 15)*

4.3.5 The role of "Y-Planners" in the project

The aim of this part is to answer third sub-question: *"Which roles do youth play in the projects?"* by providing the key findings from in-depth interviewing with key informants and focus groups discussions with young people. In Y-Plan Kosovo project, young people participated as partners in designing a new public space in the neighborhood.

First, it will take a view from the Y-Plan's advocates. The results of the research indicated that all initiatives of the project were designed and prepared by planners and the municipality officials. To be specific, the project operators collaborated with the municipality on the project to choose the neighborhood. Also, planners worked with a software company to launch Geoblog application. At the end of the project, although the design concept was a product of the partnership between young students and planners, the final decision to implement the ideas depended on the municipality and the project donors. In those phases, young people did not involve in and they also did have any power to affect the decision-making. They started taking part in the activities which were designed for them. In fact, adults enlisted young people in order to work with them in certain phases, as described below:

"[…] When we designed the project and made a list of activities, which were for students to be involved in each step of the project. So not all steps pupils should be involved. For example, Geo-blog is designed by a company to do mobile application. The selection of the area, this we have done with the municipality because, at the end of the project, the outcome will be delivered to the authorities. There are certain activities we need to develop by ourselves and by other partners, which is not with pupils. […]" (Female coordinator, interview 8)

In the perspective of adults, young people were involved in the process since adults required hearing their opinions and voices by building room for youngsters to participate in. In other words, young people could have room to be involved by providing their knowledge, experiences, and views to support adults in the process of decision-making. However, young people could not reach the phase in which the real decisions were made since the actual decision-making power was in adult's hands.

"[…] But during the project phases they consulted with us. When they have the demands and needs of the citizens and have the space in which they will interfere, we give them space to develop their ideas so that young people can express themselves as freely as we think that the product The final is much better this way. […]" (Male officer, interview 13)

"[…] Anyway I really hope this and expect it will be implementing it. If it would be done, it will be the great success for the students because they could see that they really can affect something to the development of the city. […]" (Female manager, interview 11)

Nevertheless, this level of young participation in Y-Plan project could be seen higher than consultation level because the youths actually contributed recommendations to the project, which could affect the decision-making process. Also, high school students involved in all participatory activities of the project from the training course, exchanged lessons, taking a walking tour through the area, carrying on the survey, and proposing the ideas. All young participators confirmed that it went beyond consultation by which they provided ideas, discussed the measurement, and archived the consensus together.

*"[…] **Researcher:** Have your ideas and requirements been heard, because you mentioned many ideas?*
***DH:** They have been heard. But how successful that idea was, it was dependent on the whole group. An individual idea cannot be as successful as an idea generated by the entire group. So we gave all the ideas, but in the end we agreed on some ideas, which were approved as the best and applicable. Finally, we have sent the ideas to the organizers, which have also made their selection.*
*[…] **Researcher:** So did they discuss the ideas you gave?*
***All:** We have discussed, and based on the conversations, many questions have arisen which have resulted in the selection of the best ideas and everyone is happy with the choice of ideas. […]"*
(The second focus group discussion)

Originally, the project initiatives were planned by the project operators who also created room for young people to be involved in the participatory activities. However, the final recommendation of the new park was the fruit of a young-adult partnership in which young participants and planners designed from the identifying to conceptualization steps. According to the argument of (Checkoway and Richards-Schuster, 2003)this situation expressed that young people took part in the project not as consultants but partners.

4.3.6 The impacts of "Y-Planners" on the project

The section of this chapter will provide the findings by conducting the face-to-face interview, focus group discussion and participant observation methods in order to answer the last sub-

question: *"What are impacts of public space projects' implementation on the community change?"*

Overall, youth participation in Y-Plan project has impacted on the process to improve public spaces of the community in several ways. The outcome of research revealed that young people participated in the project to contribute ideas which addressed not only the concerns of youngsters but the concerns of the community as well. At the same time, young students provided experiences and knowledge to affect planners' perception of the neighborhood. Also, planners assessed that recommendations of young participants were feasible and should be applied in the reality.

Firstly, when the researcher asked planner's evaluation of "Y-Planners" ideas in the project, most planners agreed that the recommendations provided by young participants addressed their concerns as well as the community concerns. On the one hand, young people came up ideas and solutions from their personal experience, including their needs and concerns. While discussing the place they preferred, they specified that they needed a green space with a full area of grasses instead of playing in a concrete square without trees. They explained that they felt not only lacking of green spaces but dangerous for them to play on the concrete ground, as described: *"[…] For example, the playing area, they didn't think that we should put concrete there because they actually thought it could be better if we use green spaces so that they can play and feel safer, you know […]" (interview 9).* In most situations, the youths had a feeling of freedom to choose the ideas for the new park so that they promoted their designs that pertained to their oriented services such as an outdoor fitness and a playground. On the other hand, "Y-Planners" imagined themselves being other's position and designed the new public space to suitable for them. Indeed, they figured out the solutions that could meet the community needs. In some cases, they tried to find a flat place for the elderly and mothers accompanying with their children. The following conversations describe:

> *"A: the sloppy part it isn't suitable for elderly, children with their moms, so we can use the sloppy place for us … because we are young and it will be ok.*
>
> *B: I don't think it is ok to build a playground for children. Here (he pointed on the map) what do you guys think … it's near the street.*
>
> *C: It isn't as dangerous as you think*
>
> *D: yes because it is a parking place for cars*
>
> *A: … with a place that is dangerous what do you think we can do? Like to plant some trees around it*
>
> *[…]*
>
> *B: For the elderly we have to put some benches, even at the sloppy places because if the elderly want to go there, they need to take a rest as we do too … […]"*
>
> *(Recorded a conversation in the vision workshop, audio 4)*
>
> *"A: You just think mothers with their children in this place where would they like to stay, what about old people? where would they like more? The old people like to stay near children, right? So the children and the elderly together... we have to connect them ... the familiar part …*
>
> *So young adults and teenagers do you like to stay here? I don't think so*
>
> *(Recorded a conversation in the vision workshop, audio 3)*

"[…] Researcher: When attending meetings, do you think that the project addresses all of your concerns?

BM: I think so. Not only the ideas of the working group but also the residents, so all requests and ideas presented are addressed. Initially, we had meetings, then we presented the plan. In the last workshop two concepts have been made, of which a concept has been created. Also our ideas have been similar or in accordance with residents' requirements and needs, based on the survey. […]"

(Focus group discussion 2)

Some planners found out that the way young participants realized the needs and concerns of the community not only came from observation activities. Also, there were few youngsters who had informal conversations with the researcher to indicate that after every meeting they sometimes discussed their ideas with their families while having the meal, or they exchanged the concerns of the neighborhood between their classmates in the school. As a result, their solutions were able to fulfill the community needs, as described below:

"[…] They are members of the neighborhood. So it is seen that young students concentrated or focused on not to provide the space for themselves but also focused on spaces for all sections of the community, all people. They tried to connect each section of the community with others. They thought we need an area for relaxing, for children near their mothers, for grandfathers and grandmothers to take care of their children. Also they didn't forget themselves, they wanted to do some activities like a skatepark or something like that. […]" (Female trainer, interview 10)

"[…] They have managed of all everything of every one because they are part of their family, of course. They have advised something to assist their members of family, which is interesting. So there are not only young people concerns but also the community concerns. […]" (Female architect, interview 12)

Furthermore, as the project staff reported that youth participants were as a great source that led the change of project design and shape the project's orientation. Throughout the workshops, youngsters' initiatives often generated data and they shared their findings to planners, architects, and their peers in order to foster awareness of the neighborhood's problems.

"[…] Not only this area, but also for the whole neighborhood, youngsters joined us and showed us some place people taking drug. They concerned about cars. Because the area is surrounded by roads, it has a parking place. But when they go with cars, they occupied the road, which make sometimes accidents, especially in the main intersection. Their concern is also "this area doesn't have crossing paths for pedestrians", accompanying with the bad habit of parking. That's why they feel a kind of risk when walking through the road. […]" (Female coordinator, interview 8)

"I haven't heard about that before until a student lives there and tells me that: "people came here and I saw somebody hid a gun there, and I saw them, you know, taking drugs." […]" (Young female volunteer, interview 9)

Also, young participants revealed the social features of the community, which deepened planner's understanding about the neighborhood.

"[…] Or in some cases they would show us which part is more frequented with people like what they like to do there, […] They would prefer that, for example, it would be a shortcut there or a connection between there. You know, they knew very well the whole area so that it is valuable to have there. […]" (Female manager, interview 11)

"[…] For example, they provided some negative activities like drug abuse and some common activities happened in the past, or some buildings should not be re-located because some people

there invested a lot and some less, or the habit of using public spaces and urban furniture and so on […]" (Female coordinator, interview 12)

Lastly, the findings demonstrated that collaborating with youngster on the intergenerational relationship improved planner perceptions of youth. They have found that young participants have showed different perspectives on designing the new park, compared to the one from the planners. The fundamental reason was that young people are knowledgeable about the neighborhood. They have lived in the neighborhood and experienced and witnessed the negative and positive changes around their living environment. As a result, some initial ideas have changed after discussing with young participators, as described by the project staff below:

"[…] For example, we had a discussion the problems of non-taxed shops. We were thinking and discussing with the municipality and the students to replace because we needed the area that we wanted to use it. But students thought "if you do remove or replace it, maybe it is not good for people who have income from these shops, because they are living in the neighborhood. I really like that because they were not thinking only to remove things and also caring what happened with people." (Female trainer, interview 8)

"[…] I think this is good when they are trying to design public spaces to be easy to use and they think we don't need to spend to much money to have a good public space. So with a little money, we can have a public space that can use for all community members. This is not only for this project but also other projects that I've seen, […]" (Female trainer, interview 8)

"[…] They are more careful which materials should be used. For example, there is a park that is opposite of the place we are treating, which is perfect shape built 5 years ago but now it's not there any more. So they informed that we needed to use very sustainable materials, and of course that was done by youngsters." (Female coordinator, interview 10)

Figure 25: The Y-Plan project's vision workshop. Source: The author (Jun 16th, 2017)

"My goal is not winning,
but to participate in all possible races"

~ Sanji-Paul Arvind

Chapter 5: Conclusion and recommendations

5.1 Introduction

The purpose of the study is to explain the impact of young people participation in the community development in order to understand the position of young citizens in the urban planning context in Pristina, Kosovo. To be specific, this study investigated the role of youth in a context of urban revitalization via involving in public space projects at the neighborhood level. The motivator of the research is to explore youth participation theory and practical approach in which young citizens have had a limited voice in the decision-making process. In practice, it has the limitation of studies regarding the practice of youth participation and the impacts of them on the community development in Pristina particularly and in Kosovo generally. The researcher is interested in the context of Kosovo because it is the youngest country with a majority of young people population. Furthermore, this research aims to enhance the development of active citizenship of young people in Kosovo where this generation will be expected as the country's future owner and experienced the results of their decisions the longest.

The paper investigated case studies of public space projects in Pristina, the capital city with the highest percentage of young inhabitant population in Kosovo. Besides, some scholars argue that, Pristina, the largest city in Kosovo displays one of the worst examples on the field of urban planning. Also, Pristina was chosen for researching since it could examine contributions of youth involvement in the urban planning process of the place with the diversity of features and the complexity of the context. By doing this, the outcome of the research will be valid for other cases in other municipalities which have not been studied.

Two case studies that were conducted during the fieldwork were Minecraft project and Y-Plan Kosovo project. First, Minecraft project was a product of the partnership between UN-Habitat and Mojang AB with the aim to improve sustainable public spaces in urban areas by using a game Minecraft. The goal of Minecraft project was to improve urban spaces to raise a greater awareness among citizens of public spaces. With urban dwellers, especially young people, the project aimed to revitalize the urban spaces in order to create sustainable cities and make their quality of lives better. The second case study was Y-Plan Kosovo – "Youth creative initiative of public space." As the name says, it targeted at empowering active citizens through participating in designing public spaces. Also, the purpose of the project is to train young participants to become the first Kosovo generation of "Young Kosovo Placemakers."

This research primarily aims to the case study strategy in an effort to explain the influence of youth participation in which young people are the age of 7-18 years old involving in the decision-making process at the neighborhood level. Because the goal of the research was to gain information from interactions with youth and their behaviors of the involvement in the public space projects, the research conducted the qualitative methodology combining a range of approaches to collect maximum triangulation data. Thus, this research has applied three qualitative methods namely interview, observation, and secondary analysis. The fieldwork started from July to August 2017 in Pristina, Kosovo.

This chapter will endeavor the conclusion as the link of the key findings in previous chapters in order to answer the central research question and four specific questions. The chapter structure is

separated into two main parts. In the first section, it will sum up findings to answer each sub-question. The following part will offer recommendations for a future study regarding to the topic of the paper: youth participation in the community.

5.2 Conclusion

This section of the chapter target to answer the leading question: "How does youth participation affect the process of public space development projects at the neighborhood level in Pristina, Kosovo?" by studying four following sub-questions

5.2.1 Research question 1

On what conditions are young people involved in the public space projects?

In the study, young people have participated in different types of public space development projects. On the one hand, "Minecrafters" took part in the initiative to change the function of urban space and in this case, the "formal market" has been replaced to make way for a new park in the neighborhood. On the other side, "Y-Planners" engaged in the process to create a new park on an empty land which had the only function that was a "space" for people passed through, based on the conversations and chats with the locals. Generally, both projects had the primary target that was to revitalize the urban public space in order to improve the quality of the living environment.

By involving in the projects, young people have attended many participatory activities by which they could enhance the individual knowledge and experiences and also understanding of the public spaces in the urban life. According to the framework of two projects, they had the similar participatory activities: a training course to raise perceptions of public spaces, a walking tour to identify and investigate the neighborhood's features, a discussion session to exchange ideas and experiences, a design session for recommendations, and the presentation part to achieve the consensus. The considerable difference between two projects was the schedule of these activities. In Minecraft project, young participants had to attend an intensive four-day-long event. By contrast, "Y-Planners" participated only one workshop monthly. This difference led to the impact of capacities of young people on the process, particularly evincing interest in participating. The key findings demonstrated that the youths had interest in being part of both projects in two different ways. "Minecrafters" did not have a sense of marginalization because they felt the connection of their peer participants who were in the same age or lived in the same area. Rather than the feeling of being part of the project, "Y-Planners" even expressed their interest in the project's process by asking and requiring seeing the design product.

Besides, another difference was the tools to be used in two projects in which the one was provided "room" in the three-dimensional world, and the other was dominated by thinking in the two-dimensional space. Because of this factor, young participants showed different competences in terms of planning skills. For example, the charrette witnessed the modeling skills of "Minecrafters," whereas "Y-Planners" were competent and flexible in drawing on papers. Also, youngsters showed a certain variation of their interest in participating, which depended on using tools in each project. While planners needed to offer a training certificate to attract participators, the game Minecraft itself stimulated the interest of youngsters to join the workshop.

5.2.1 Research question 2

What is the capacity of youth for participation in the planning process?

In this paper, the capacity of young people that demonstrated for successful participatory activities in Pristina was considered for three aspects. The first one was the interest that young people showed in participating. The technical skills were the second factor with which youngsters could competently involve in the process. The last skills were communicative by which young people expressed themselves in the public speaking.

Interest in participating

Through investigating two case studies, the findings indicated that young people aged 7-18 had interest in participating in public space development projects in Pristina. Adolescents could be attracted firstly taking part in these projects since those brought them immediately visible benefits. For instance, Block by Block has used a computer game Minecraft as a tool in the charrette, which appealed to youngsters because they were interested in gaming. Likewise, "Y-Planners" simply decided to participate in the project to get the training course certificate at first. Specifically, when examining actual motivators by which young people had interest in the process, the fundamental reason was that most of them have the concerns of public spaces in the neighborhoods and they believed that they could "make a difference" to improve the quality of living conditions. In both cases, the youths noticed the issues of the areas such as the road safety, a lack of green areas, or negative experiences of the daily life and intended to change those by participating. For the marginalized groups like young people, another motivator that they were interested in involving in those projects was a sense of being part of the process. Indeed, some youngsters felt more confident to see their peers also attending the charrette of Minecraft project, or the youths did not have a feeling of marginalization because they had a voice in Y-Plan project. As the discussion of Lowndes and Pratchett (2006), people engaged in something when they had the feeling of being part of it. In the research, motivators encouraged youngsters to take part in the public space projects since they felt being part of the neighborhood and the process.

Technical skills

The study provided evidence that the youths had the proper technical skills to participate in a wide range of planning activities. Those planning skills would vary from observation, analysis, critical thinking, drawing to modeling. Young people have shown the observation skills in both projects, which could be experienced in the walking tour. In the tour, they pointed out what they liked and disliked in the areas and identified the negative and positive features, based on their individual understanding of the neighborhoods. The input knowledge they gained from the walking tour was investigated and analyzed in the discussion session of the projects. The session witnessed their analysis and critical thinking skills. For example, they could assess the quality of the area conditions by discussing what they had seen and commenting each other experiences. Also, they recognized what elements were necessary to be improved or maintained in the area or what should be removed. Young participants had a wider perspective when they imagined being other people. By doing this, youngsters could understand the needs and desires of other generations for the new park.

In the workshops, they also had countless opportunities to demonstrate their design skills. For example, "Minecrafters" enjoyed themselves in building three-dimensional models that some were complicated structures. In Y-Plan project, young students performed abilities of required planning skills that were reading maps and drawing. "Y-Planners" utilized those skills effectively in the vision workshop in which they expressed the negative and positive features of the project site by pointing out on the maps. Also, they used design skills by drawing a different

variety of colors and figures to illustrate their concepts on the paper, including slogans and logos. Although most of these skills needed to be improved in the future as the project staff suggested, young people could participate in a range of planning activities properly.

Communicative skills

Two case studies showed youth performance in the communicative skills via the results of interview and participant observation methods. It could be seen clearly when the researcher attended meetings and workshops with the youths. Besides, communicative skills were one of the works that young participant needed to carry out while attending the workshops. Since after every designing stage, they would present their concepts and solutions for the potential public spaces. According to the respondents, young participants were confident of presenting in both projects without hesitance in front of other people, including planners, architects, policymakers or the municipality officials. In the final part of each project, it experienced that youngsters expressed their self-confidence and passion. Moreover, some planners informed that young students could explain their ideas confidently in verbal and non-verbal communication skills. At the same time, they indicated that youngsters communicated efficiently with other generations and their peers in the projects. This evidence could be seen during the whole process from discussion session when they exchanged ideas to the conceptualization part when they actively collaborated with other team members. Those participatory activities also showed the listening skill that could see in young people. This ability enhanced the quality of the team working and complemented their knowledge and experiences when youngsters discussed the solutions of the concepts.

5.2.1 Research question 3

Which roles do youth play in the projects?

In the both case studies, the findings showed that young people were as partners in the process. This statement was true for two projects since the project initiatives were the results of partnerships between the municipality of Pristina and other organizations. Understandably, the municipality created room for the community participation and young people were invited to be part of the process. All participatory activities were designed and prepared by adults and the phases the youths involved in were limited. To be specific, the initial step to choose the neighborhood applied the project was done by the municipality and its partners in both Minecraft and Y-Plan projects. The final recommendations proposed by young participants would be sent the municipality and then would be reviewed the practical value again before actually announcing to the public. Those stages just mentioned were achieved without the presence of young people.

On the other hand, young people have been enlisted in the process to work and support adults. They accompanied planners or architects to investigate the neighborhood and came up with the final recommendations list. From Minecraft case's findings, the evidence showed that young participants' proposal has applied in practice with the same functions of the place. In Y-Plan project, planners informed that the ideas from young people had been transferred into the professional architecture layouts and their recommendations will be constructed if they find a right investor. It expressed that though the youths could not be at the stage where the final decision actually was made, their opinions and suggestions still have affected the decision-making process on a certain level.

According to the fifth rung of Hard's ladder (1992): "Consulted and informed," young people in two projects could be seen as "consultants" on the design process. Their recommendations indeed were considered and heard seriously by planners and authorities, which were demonstrated clearly in the last stage in both projects. However, this role did not display exact contributions and performances of young people within Minecraft and Y-Plan projects. While the consultants played the subordinate position in the process in which they had only a task to consult adult initiatives in order to "make its operations more effective" (Checkoway and Richards-Schuster, 2003), their influence did not affect the final decision of two projects. Reasonably, their role was in the middle of the position between the fifth rung and sixth rung following Hart's ladder (1992). According to the suggestion by Shire (2001) and Checkoway and Richards-Schuster (2003), young people were as partner roles in the both case studies.

5.2.1 Research question 4

What are impacts of public space projects' implementation on the community change?

Young people have influenced in the public space development projects. The key findings from two case studies demonstrated that the impact of youth participation on the projects was comprehensible from generating new information, promoting feasible recommendations to implementing concepts. Firstly, having a real insight of the neighborhoods provided them practical perspective upon designing the new park. As an illustration, "Y-Planners" and "Minecrafters" had the concerns of social elements in the areas. They understand the daily routine of the locals fully; they know perfectly the sociable activities that the residents prefer, or they can point exact places that potential risks could occur. In both projects, they were as knowledgeable guides. Most planners learned more about the neighborhood through working with them.

Further, sufficient understanding of the community helped them to promote feasible recommendations for improving the area. Generally, they came up with the simple ideas which actually related to the problems of the areas and also met the local needs. For instance, "Minecrafters" petitioned more trees to make the area greener, proposed tables and benches for grandparents having a seat to enjoy reading or chatting, or designed a playground for mothers having a place to take care of their children. Similarly, "Y-Planners" intended to create a line of trees around the project site in order to build a green barrier reducing noise pollution or to change the parking lot to save more public spaces. Those recommendations were simple and feasible to be implemented in practice, based on the results of interviews with planners and the municipality officials. Moreover, the recommendations of young people in Minecraft projects have been constructed on the project site, which was powerful evidence to confirm that youth involvement initiatives affected beyond passively generating knowledge or recommendations to achieve the influence in the whole project process.

Through the findings, the impact of young participation on the public spaces design in both projects could be considered the same value and quality. Although Y-Plan project recruited a specific group of youngsters who had basic knowledge of specialized skills in planning and architecture, "Minecrafters" demonstrated the strong effects on the process to design a new park. The central factor that resulted in the situation was the experience and knowledge of the neighborhood. The outcome of the research revealed that adolescents' ideas and solutions came from their understanding of the community regardless of a particular group of young participants.

5.3 Reflections

This section of the chapter presents the reflections on this research experience. The researcher will consider the success of several approaches that were used in the fieldwork, and the results of employed methods for recruiting participants, including boys and girls. Because the foundation for this paper was the interest in how youth participation affects the process of public space projects at the neighborhood level in Pristina, this study could contribute as an example of planning and youth in developing countries like Kosovo. It is also important for planning in Kosovo that does not often acknowledge young citizens in its regular activities (Felters, 2013). During the fieldwork, I always worked towards improving a research design in order to build meaningful participation for youngsters and create a process in which they did not have a sense of being forced and brought them comfortable feeling to express their opinions.

One purpose of reflections aims to point out what could work and what should not include for future researchers to apply and design the most suitable techniques and knowledge. At the same time, another objective was to adopt towards youth-friendly approaches in the planning context. This purpose meant to build space for young people involved voluntarily. In the end, it will consider an assessment of youth ideas and potential of youth participation.

5.3.1 Self-reflexivity and activity sessions

The literature highlights methods when working with youngsters based on activity and participatory methods. The whole process requires self-reflexivity as Cahill (2007) argues that this skill is crucial in the field of youth participation. Because of this determination, the researcher undertook youth participatory research by showing an ability to be "walking in another's shoes" (Umemoto, 2001). Conducting the participant observation method during the fieldwork was an example that researcher has done with young people. In order to get real insight and understanding of youth behaviors and interactions while participating in the project, the researcher needed shifts in entering the world of youngsters as a "low-down process from expert to novice" (Sutton and Kemp, 2002). In retrospect, the researcher spent a great investment on involving in the youth activities that were not only formal meetings and workshops with them but also informal activities such as lunchtime, walking, or traveling. It was time well spent with the youths when they, participants, seemed to be comfortable to let the researcher join their group in their spare time. The researcher considered that this situation was the key factor why they were willing to share individual experiences and knowledge with him, even their interest and concerns about the project as well. Also, the researcher assumed that the youths enjoyed pragmatic activities that were mobile and stimulated – this encourages them to engage in (Malone, 1999).

Having lunch with a group of five young people in a small restaurant in Pristina and then discussing their individual projects or even voluntary works to upgrade some architecture structures have been the most successful research method the researcher has used. This activity brought to the researcher much more of appreciation and understanding of what the participant observation works. The researcher believed that "if you ask a different question, you get a different answer" (Cahill, 2007). The self-reflexivity provided a perception that was important to build appropriate questions and concerns that young people could reply effectively. The language and experience that researcher shared were not sound like a supervisor or a teacher in the school, which kept the balance of power between the researcher and youth participators

during the conversation. This method displayed an appropriate attitude to work with young people in participatory research, and it also led to be able to access young people.

One of the disadvantages of self-reflexivity was that it required time and effort of the researcher. This research process was an iterative one as Sime (2008) discussed. Indeed, it needed to combine some tools of qualitative research at the same time. The researcher always brought camera, notebooks, and pencils with him when having a meeting with young participants. After finishing the meeting, the researcher needed to sync photographs from the camera to the laptop and interpret personal notes. Besides, active listening was the most important skill when working with young people. Since many places were spoken in Albanian, the researcher had to recall himself all the time to understand unfamiliar words in order to make fruitful conversations.

Although it has some drawbacks, it is worth to adapt self-reflexivity in the participatory process. As (Laughlin, 2008) suggest that self-reflexivity is not only sufficient for planning academics, but also for practitioners.

5.3.2 Assess at youth ideas

Carrying out the participatory research of young people, the researcher was aware that youth were not a homogeneous group (Horelli, 1998). To understand this notion could enhance the quality of future research on this topic. There were differences in youth participation in both Y-Plan and Minecraft projects regarding individual and gender-specific experience and interest. Horelli (1998) mention the tendency of preferences on young participants in the public space projects. This argument has been witnessed by the researcher when communicating with youngsters. It could be seen that boys seemed to like to be part of the intensive movement and promote ideas related to physical activities such as games or sports. By contrast, young female participants preferred to do and discuss social activities in two case studies. This was also true with their concerns and interests when the researcher heard about their opinions on the existing conditions of the neighborhoods. Walking with young participants, it displayed that they were expert at the community and their knowledge was invaluable for planners (Malone, 1999, Laughlin and Johnson, 2011) in order to build public spaces where one of the strongest user-groups were young people (Standler, 2014).

Another aspect was that it needed to design a proper evaluation of youth perspective if planners wanted to involve young people efficiently in the urban planning process. Though two projects provided "space" for the youths expressing themselves, the researcher had a feeling that young participants showed lack awareness of themselves and accepted adults to control their behavior sometimes. This reason could be caused by a sense of studying in the school when most of the youngsters in focus group discussions mentioned a training certificate. They seemed to think that planners and adults in the projects as their supervisors who would mark their behavior and outcome, which led them to do the task following requirements of adults. This attitude them performed in the project was different to compare to the one they did outside with the researcher. On the other hand, planners needed to recognize youth awareness of community issues and the living environment around them fully. By doing this, it could contribute to the meaningful civic participation, including young people, regardless informal or formal organizations.

5.3.3 Potential of Youth participation

Young people are as competent citizens (Checkoway, Richards- Schuster, et al., 2003), and they portrayed themselves that their capacities could create the change of community in both public space projects, Minecraft and Y-Plan.

As mentioned above, the researcher discovered that young people liked to do new methods related to pragmatic activities such as walking tour, debate session, vision workshop or charrette. This means that the participatory planning methods could successfully exploit youth capacities if planners have a good knowledge and perception towards youth participation. A discussion of the researcher when researching in two case studies recruiting different groups of young people was that "how to make use youth capacities effectively." With two projects, the researcher realized that the conditions of the project played in fundamental role in the whole process. Compared to "Minecrafters", "Y-Planners" had basic knowledge in terms of art or architecture. However, the outcomes of two projects were considered the same quality which made the project operators satisfied in different ways. Recognizing that young people had no difficulties in working on three-dimensional models on the computer led to using information and communication technology (ICT) as a tool in youth participation process. In short, the game Minecraft was a great complementary thing to bridge the gap of capacities between two groups of young people and enhance the quality of the project's outcome. The researcher believes that it will be a successful collaborative planning method if it should bring a toolkit of a variety of approaches that take advantage of youth capacities.

Importantly, the participatory method requires members to be in voluntarily (Frank, 2006). So it is clear that young people decided to engage in those projects because of their interest in participating (Vromen and Collin, 2010). The researcher noticed that young people, who involved in the vision workshop dynamically, also preferred to help the research process. This aspect of young people affected greatly their capacities. Indeed, most of the youngsters took part in the projects because they were interested in the issues that could affect their lives and communities. Hence, authorities or planners should innovatively incorporate youth viewpoints and experiences into the policy processes that lead them. It would be possible for growing and intensifying partnerships between adults and youth in day-to-day activities in the planning context.

5.4 Recommendations

The study allows possibilities for future research regarding youth participation in the community development. The following recommendations are resulted from my individual experiences and findings of the research for planners, policy makers seeking to engage youth in the urban planning process. Moreover, some factors that had been limited by the rationale to choose case studies may influence the research's findings. Based on the outcome of the research, it could lead to expand research in three relevant ways.

First, the further research could rethink participation methods. Through findings of Minecraft project, using information and communication technology (ICT) could be further investigated in order to effectively encourage young people to engage in urban planning projects. As Ben-Attar and Campbell (2013) suggest that young people using ICT could affect directly the increasing of civic engagement, which gives them new room to express their opinions, collaborations, and taking action. Also, the participation approach needs to assess the knowledge and individual

experience of youngsters rather than considering them as partial since they lack of planning experience.

Second, the impact of youth participation on two projects improved the adult perception towards youth, which should consider this topic in the future study. The perspective of planners in youth involved was positive and it changed the way they worked with youngsters in both projects. However, it should concern in other side of working with young people in the fields of collaborative and communicative planning. While conducting face-to-face interview methods, the researcher discovered that the authorities did not have a sound understanding of youth capacity. In fact, they avoided answering questions related to the capacity of young participants in both Minecraft and Y-Plan projects. Even some of them hesitated to provide the assessment of these participation processes. This situation could be seen as two sides of a coin.

Third, interviewing with the project staff, the researcher revealed the significant challenge to planners or people who were responsible for cooperating with young people was the time required to build intergenerational relationships. Most of UN-Habitat Kosovo staff had only four days to work with youngsters, whereas "Y-Planners" participated one workshop per month. The situation means that planners could reconsider the methods to work and expand the team working with young people. In other words, the further research should discuss which ways to provide opportunities for developing collaborative relationships between planners and youngsters due to the time to access communities.

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Annex 1: Research and fieldwork schedule

Category	Week 1 (25-30 Jun)	Week 2 (1-7 July)	Week 3 (8-14 July)	Week 4 (14-21 July)	Week 5 (22-28 July)	Week 6 (28 July – 4 Aug)
Secondary data collection	■	■	■	■	■	■
Scheduling interview	■	■				
Making a list of key informants	■					
Sending invitation emails to the interviewees		■	■			
Building the semi-structured questions	■	■				
Conducting the face-to-face interivew			■	■	■	
Conducting focus group discussion			■	■		
Coding					■	■
Writing					Getting back to Rotterdam on 28th	Preparing for Colloquium 4 on 4th

Annex 2: The list of interviewees

Minecraft project:

1. Coordinator, UN-Habitat Kosovo staff, male, workshop participant
   - Date: 25 July, 2017 – Pristina, Kosovo
2. Coordinator, UN-Habitat Kosovo staff, female, workshop participant
   - Date: 5 August, 2017 – Pristina, Kosovo – via Skype
3. Coordinator, UN-Habitat staff of the Headquarter office in Nairobi, male
   - Date: 8 August, 2017 – Nairobi, Kenya – Via Skype
4. An architect of the municipality's service department, female, workshop participant
   - Date: 26 July, 2017 – Pristina, Kosovo
5. Young volunteer, female, 20 years old, workshop participant
   - Date: 26 July, 2017 – Pristina, Kosovo
6. Young participant, female, 10 years old, workshop participant
   - Date: 17 August, 2017 – Pristina, Kosovo – Spoke in Albanian with the assistant
7. Young participant, female, 16 years old, workshop participant
   - Date: 18 August, 2017 – Pristina, Kosovo – Via Skype

Y-Plan project:

8. Coordinator and an architect, the project staff, female, workshop participant
   - Date: 25 July, 2017 – Pristina, Kosovo
9. Volunteer of the project, female, workshop participant
   - Date: 7 July, 2017 – Pristina, Kosovo
10. Trainer, female, workshop participant
    - Date: 14 July, 2017 – Pristina, Kosovo
11. Manager and a planner, female, workshop participant
    - Date: 10 July, 2017 – Pristina, Kosovo
12. Coordinator and an architect, the project staff, female, workshop participant
    - Date: 12 July, 2017 – Pristina, Kosovo
13. Manager of the municipality's service department, male
    - Date: 19 July, 2017 – Pristina, Kosovo – Assistant translated into Albanian
14. An architect, the project staff, female, workshop participant
    - Date: 22 July, 2017 – Prizren, Kosovo
15. Volunteer of the project, female, workshop participant
    - Date: 17 July, 2017 – Pristina, Kosovo
16. Surveyor of the project, female, workshop participant
    - Date: 23 July, 2017 – Pristina, Kosovo – Assistant translated into Albanian
17. The municipality official of the service department, male
    - Date: 21 July, 2017 – Pristina, Kosovo – Assistant translated into Albanian

Annex 3: The semi-structured questions for the focus group discussions.

Date of discussion:
Members:
Names:
Details:
Duration:

1. Do you like public spaces?
-   Describe these spaces
→ Focusing on their perception and understanding of public spaces

2. What do you think about public space in Pristina?
Ask more like bring examples and real cases
-   Problems or issues?
-   Advantages?
-   Preferences?

3. Tell me about the project, do you understand the objectives of the project?
Ask more if:
-   Why the project needs you?
-   Why have you participated? → Focusing on their interests

4. You have attended many meetings, workshops, and activities as well of the project. So I would like to ask:
- What kinks of activities? → Know the names of these activities
- What did you do in these activities and what have you done there?

5. What do you think your roles in the project?
-   Have your opinions and comments been listened by adults?
-   Have you had a chance to promote your ideas and discuss these ideas?

6. You have been in the neighborhood; I would like to hear all of your comments about the neighborhood. Could you tell me about it regarding public space aspects?
-   In which parts you like most in the neighborhood? And why? Examples?
-   In which parts you do think it needs to be improve? And why? Examples?

7. Now imagine that all of you need to do a project to develop the quality of public spaces in the neighborhood. **What is your plan to do the project from the first step and think about how to do it efficiently?**
Ask more if they mentioned:
-   The survey research → who are the main subjects of survey activities?
-   The information collection → how to do that?
-   The observation approach → which places need to go and observe?
-   Making maps → how you can create maps and sketches?

- Presentations → for whom?

8. During attending many workshops, do you think the project will address your concerns or attentions?
- In what ways do you think the project address your concerns or attentions?
- Have your opinions and comments been listened by adults?
- Have you had a chance to promote your ideas and discuss these ideas?

9. I have heard about the idea: "One car, one Tree", have you known about that? What does that mean?
→ If someone knows it, ask him/her to explain for others and then require others to discuss this topic.

10. From your ideas in the workshops, all of you intended to apply sustainable materials to design the park. Please tell me:
- Do you know what is a sustainable material?
- Why did you choose this kind of material?
→ To understand their abilities, ideas, and the communicative skills

11. What do you think the Y-Plan project should change to be productive and efficient? →
Discussing the advantages and disadvantages of the process to work with them.

Annex 4: The semi-structured questions for face-to-face interviews.

Date of meeting:
Names:
Details:
Duration:

1. Please, tell me a little bit about yourself?

2. What are/were your position and duties in the (name) project?

3. Why did you want to work on the project?

4. Why public space projects?

5. What do you think about public spaces in Pristina?

6. Why did the project choose that neighborhood but another place?

7. Why young people?

8. Have you heard any complain from young people about public spaces?

9. Does it have any criteria to choose students?

10. Did you think they are interested in participating the project?

11. What did you think about the process to work with high schoolers?

12. Have they involved in all steps of the project or they just involved in some phases?

13-1. What did you think about the capacity of young participants in the project?

13-2. Please tell me about your opinions and comments to work with young participants? Examples?

- Technical skills?
- Communicative skills?

14. Is it normal for every project that you need to train them before?

15. What did you learn from working with young people in the project? Examples?

- Gather information?
- Their concerns?
- Community concerns?

16. During workshops to co-operate with high schoolers, what did you think about their ideas?

- Have they had any possible recommendations for improving the project and the neighborhood?
- Could these possible recommendations apply in the practice?

I would like to ask you some contacts of people who are relevant to my topic and have in-depth understanding about the project.

Thank you.

Annex 5: The list of sources for secondary data

Minecraft Project:

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Available at: https://blockbyblock.org/about/

- UN-Habitat, 2016.
Annual report 2016. [Online]
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[Online]
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Building a safer Hanoi for girls with Minecraft [Online]
Available at: https://plan-international.org/blog/2017/04/building-safer-hanoi-girls-minecraft#

- Video 1, 2016
Minecraft initiative – Blockbyblock in Prishtina [Online]
Available at: https://www.youtube.com/watch?v=CgbBnSK66NU&t=11s

- Video 2, 2015
Lydia Winters video message [Online]
Lydia Winters, Director of Communications at Mojang, which explains a bit about how
Minecraft is being used as a tool among young people - 25th UN-Habitat Governing Council
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Using Minecraft as a citizen participation tool in urban design and decision-making – the case study in the Kathmandu Valley in Nepal. [Online]
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