

(METHODOLOGY)

HOW WE IMPLEMENT VIVO MI CALLE







a **Fondation Botnar** initiative



WRI COLOMBIA



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Vivo Mi Calle Phase II

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ACRONYMS

CY - Children, Adolescents, and Youth

HCA - Healthy Cities for Adolescents

L - Leadership

LT - Long Term

MEA / MEL - Monitoring, Evaluation, and Learning

MT - Mid Term

NARP - Black, Afro-Colombian, Raizal, and Palenquero Population

OECD - Organisation for Economic Co-operation and Development

PACM - Political Advocacy and Community Mobilization

PU - Participatory Urbanism

SDGs - Sustainable Development Goals

SMART - Specific, Measurable, Achievable, Realistic, and Time-bound

ToC - Theory of Change

UNICEF - United Nations Children's Fund

VMC - Vivo Mi Calle

WHO - World Health Organization

WRI - World Resources Institute

PURPOSE OF A METHODOLOGICAL GUIDE

This guide is a tool designed to facilitate the replicability of the *Vivo Mi Calle* project in areas with youth populations, especially in communities facing vulnerability. It was developed based on the team's experiences and learnings during the project's implementation in the cities of Cali and Palmira between 2019 and 2024. This tool aims to promote the healthy use of public spaces by youth and their communities through a process structure that connects multiple stakeholders at different scales and across various leadership and decision-making scenarios.

Thanks to its iterations, *Vivo Mi Calle* effectively links activities to increase the impact of participatory urbanism in public spaces and ensure the sustainability of these processes once the project is completed.

The proposed process structure serves as a roadmap to identify basic guidelines that can and should be adapted depending on the context and available resources to replicate the methodology. This way, organizations, governments, communities, and youth can collaborate to achieve the objectives.

TARGET AUDIENCE

This document is an open resource for different audiences interested in promoting the health and well-being of youth and their communities in urban settlements. *Vivo Mi Calle* is intended as an iterative process aimed at adapting and testing the methodology described here to generate learnings, strengthen the existing knowledge on the subject, and establish concrete methods for carrying out actions and enacting systemic changes in the role of public spaces and community participation, especially youth involvement in creating healthy cities.

It is aimed at organizations, collectives, community leaders, and local or national governmental entities that seek to promote the healthy use of public space by youth and their communities. This involves encouraging physical activity, play, and recreation in high-quality spaces where all people, regardless of gender and with adaptations for those with diverse mobility needs, can take ownership of the space, feel comfortable, and access it safely.

For this reason, the *Vivo Mi Calle* methodology is not presented as a solution but as an adaptable tool that can offer pathways according to each context's needs and realities.

How to Replicate Vivo Mi Calle

The *Vivo Mi Calle* proposal aims to create a network of healthy cities. Therefore, those wishing to replicate the project in their territories may find themselves in one of the following starting scenarios:

Scenario 1: no resources available for the project.

Scenario 2: only resources for the team are available, but not for the intervention.

Scenario 3: resources are available for both the team and the intervention, but there is no knowledge of how to implement it.

This guide is helpful for all three scenarios presented; it provides insight into the *Vivo Mi Calle* process and can be presented to potential funding sources to promote investment in the project. The guide can be used to make progress with the available team, and once the co-design for public space intervention is completed, it is possible to attract the attention of funders. In the ideal scenario, with total funding, It is recommended to follow the Guide to replicate *Vivo Mi Calle* (in the best possible way.)



THIS GUIDE AS PART OF THE VIVO MI CALLE PUBLICATION SERIES

This document is the third in a series of four publications about *Vivo Mi Calle*'s experience and unique value.

Publication 1: Decalogue of Healthy Cities. (July/2024)

Publication 2: This is *Vivo Mi Calle*, Volume 1. (August/2024)

Publication 3: How We Implement *Vivo Mi Calle*, Methodological Guide.

Publication 4: This is *Vivo Mi Calle*, Volume 2.

These four publications aim to document lessons learned and transfer the acquired knowledge to other organizations, decision-makers, and stakeholders interested in advocating for the positioning of healthy cities on the public agenda.



INTRODUCTION

In *Vivo Mi Calle*, children, adolescents, and young people (CY) are the core of the commitment to building healthier and more sustainable cities. Their ideas, experiences, hopes, and expectations represent invaluable assets for transforming public spaces into environments that promote their well-being. We firmly believe that involving CY in urban planning and revitalization is essential to ensuring a more equitable, accessible, and safe future for all city inhabitants.

Based on this premise, Despacio, WRI Colombia, and EAFIT University, with the support of the *Healthy Cities for Adolescents* program by Fondation Botnar, have developed this methodological guide as a tool to promote the healthy use of public space by youth and their communities. This methodology is structured around three cross-cutting approaches that address key aspects of urban and human development: physical activity, which encourages active and healthy lifestyles; gender equity, which fosters inclusive spaces free from stereotypes; and safety, which prioritizes the creation of environments where children, adolescents, and youth can explore and enjoy their city with confidence.

The process that led to this document began in the Poblado neighborhood of Cali in 2019 and has evolved and adapted to the realities of various territories. Over nearly five years of implementation leading up to this methodological guide, the interventions have proven to be a catalyst for youth and community participation, driving sustainable changes in public spaces and creating a replicable model that prioritizes CY well-being.

During this time, the leadership skills of CY participating in the *VMC Youth* program have been strengthened, enabling them to actively engage in revitalizing their neighborhoods. The experiences gained from the interventions conducted across the two phases of the project¹, such as the Puente de Colores, el Aula *Vivo Mi Calle*,

1. <https://www.despacio.org/portfolio/vivo-mi-calle/>

and the Parque de La Paz in Cali, as well as the Ruta Saludable and the polideportivo de Caimitos in Palmira, have provided a testing ground for this methodology, enriched by the direct participation of young people, community leaders, and local stakeholders. This collaborative approach, including methodological transfers to local organizations like Tecnocentro Cultural Somos Pacífico in Cali and Fundación SIDOC in Palmira, has enabled iterations of the VMC methodology. This collaboration has been essential in generating tangible and sustainable changes within communities, serving as a foundation to continue expanding the project's impact to other territories and scaling up the level of influence in urban space management.

The empirical field experience, combined with quantitative and qualitative data collection, has been fundamental in establishing comparison points with the conceptual and methodological frameworks developed in other *bottom-up*² urbanism processes. The guide is structured into four chapters. The first chapter introduces the general approach of the project through the Theory of Change (ToC), providing an overview of the methodology's components: 1) action lines, 2) phases, and 3) approaches, along with an infographic that serves as a navigation tool to understand the relationships among these components and the various activities involved in the process.

The second chapter presents a series of sheets that outline the general parameters of the activities that make up the methodology. In this case, the order of activities is presented according to the chronological sequence of the methodology phases. Each sheet describes the activity's objective, the estimated execution time, sub-activities, and how each activity contributes to transformation, and includes recommendations and supporting resources.

The third chapter describes the essential elements of the communications strategy, which operates transversally throughout

2. Bottom-up urban planning has consolidated a way of making cities whose main hallmark is the inclusion of residents in the design, execution and management of their interventions, something that radically differentiates them from institutional urban planning, which is highly dependent on top-down processes" (García Vásquez 2024, 4)

the project's implementation. It provides guidelines for adapting this strategy in diverse contexts where the VMC methodology is replicated.

The fourth and final chapter describes the Monitoring, Evaluation, and Learning (MEL) Framework of VMC, an evidence-based system designed to assess the impact and effectiveness of interventions in youth environments. This framework guides donors, partners, and beneficiaries through the transformation process, integrating three components: progress monitoring, outcome evaluation, and continuous learning. The MEL is based on principles of feasibility, SMART indicators, a participatory approach, and a gender perspective. It is structured around three milestones: baseline, intermediate, and final evaluation, allowing for the measurement and adjustment of interventions. Additionally, the system includes various data collection tools such as questionnaires, reports, feedback tools, and micronarratives, ensuring a comprehensive real-time understanding of the project's development and outcomes.





WHY DOES VIVO MI CALLE EXIST?

At the United Nations Conference on Housing and Sustainable Urban Development (Habitat III), held in Quito in 2016, a consensus was reached on the importance of understanding urbanization as one of the most transformative trends of the 21st century. According to forecasts made at that time, by 2050, the global urban population would double compared to the beginning of the century (United Nations, 2017).

In response to this phenomenon and the multiple strains associated with urban growth, the New Urban Agenda adopted at Habitat III was formulated under the common ideal of "a city for all," referring to:

"Equality in the use and enjoyment of cities and human settlements, seeking to promote inclusivity and ensure that all inhabitants, both present and future generations, without discrimination of any kind, can create and inhabit just, safe, healthy, accessible, affordable, resilient, and sustainable cities and human settlements, to promote prosperity and quality of life for all." (United Nations, 2017, paragraph 11)

This ideal, which guides the action plan proposed by the New Urban Agenda, aligns with and fosters the development of some SDGs adopted by world leaders in 2015 through the New Sustainable Development Agenda. Among these, SDG 11 aims to "make cities inclusive, safe, resilient, and sustainable"; SDG 3 promotes "healthy lives and well-being for all at all ages"; and SDG 17 seeks to "revitalize the Global Partnership for Sustainable Development."

Colombia faces significant challenges in this global framework, particularly those associated with inequality. According to the National Administrative Department of Statistics (DANE) (2022), the

Gini coefficient was 0.556, reflecting a deep socio-economic gap. People in the lowest income deciles have limited intergenerational mobility: it is estimated that it would take eleven generations for someone born in the lowest decile to approach the national average income (OECD, 2022, p. 12).

One of the population groups most affected by this inequality in Colombia is the youth. In 2022, the OECD reported that 17.3% of young men and 25.2% of young women in Colombia between the ages of 14 and 19 were neither employed nor receiving education or training, in contrast to the OECD average of 8.1% and 8.2%, respectively. This disparity is even more pronounced with respect to young women (OECD, 2022).

According to the "Colombian Youth 2021" survey, young people perceive that the main issues affecting them are violence, corruption, drugs and alcohol, economic problems, and insecurity or crime. Additionally, they show low levels of trust in institutions: only 58% trust the educational system, while less than 20% trust government authorities, with political parties ranking the lowest, at less than 10%. Youth participation in politics is similarly low: even though 59% of those over 18 have participated in national elections, less than 30% have discussed political issues or signed a petition, and less than 20% have participated in debates. Furthermore, 64% believe they can influence their environment through participation, but only 25% think politicians take young people's ideas into account (Gutiérrez Bonilla et al., 2021).

The report also reveals significant gender gaps in the types of activities young people engage in during their free time. For example, while 54% of young men engage in sports, only 35% of young women do. On the other hand, young women tend to spend more time on activities traditionally associated with their gender, such as shopping (48% versus 40%), going to church (37% versus 28%), and spending time with their partner (45% versus 43%) (Gutiérrez Bonilla et al., 2021).

The big question is how to address these issues and create opportunities for young people to become successful adults. According to the Foundations for Young Adult Success Framework (Nagaoka

et al., 2015), a young person is the result of experiences and social interactions within and across multiple contexts. The opportunities and obstacles they encounter on their path to adulthood largely depend on their environment. Thus is framed within the tension between the need to prepare young people to navigate a world recognized as unjust and to encourage questioning of this status quo of inequitable distribution that often restricts their opportunities and limits their potential.

In response to this landscape, the Development Framework outlines three fundamental factors for young people to become successful adults: **1) Agency**, referring to how a young adult interacts with the world; **2) Integrated identity**, which serves as the internal compass for making decisions consistent with their values, goals, and beliefs; and **3) Competencies**, referring to their ability to handle different tasks.

Vivo Mi Calle exists as a response to the critical challenges of urbanization and inequality Colombian cities face, particularly among young people. Created in 2019 by Despacio in collaboration with WRI and in partnership with the municipalities of Santiago de Cali and Palmira, the project emerged under the Healthy Cities for Adolescents program, funded by Fondation Botnar. Its initial goal was to address public health and safety issues in neighborhoods in Cali, where violence, lack of adequate infrastructure, and insecurity hinder youth well-being. In this context, *Vivo Mi Calle* proposed creating safe routes and revitalizing public spaces as gathering points, actively involving adolescents in identifying needs and finding solutions to promote physical activity and community cohesion.

Since its inception, *Vivo Mi Calle* has evolved and adapted its methods to respond to emerging challenges. During the COVID-19 pandemic, the project implemented digital strategies to maintain contact with communities. It expanded its focus to include digital inclusion, collaborating with the Municipal Administration to set up WiFi zones. This adaptability allowed *Vivo Mi Calle* to extend its reach, strengthening networks of youth participation and promoting sustainability in the use of public spaces. In this way, the project has consolidated itself as an intervention model that goes beyond physical infrastructure, fostering lasting changes within

the community and promoting the health and well-being of young people in complex urban environments.

At its core, *Vivo Mi Calle* is a space for young people to develop their agency, identity, and competencies. Aligned with the “city for all” ideal of the New Urban Agenda and the SDGs, the project seeks to create healthy and inclusive urban communities, providing adolescents with tools to transform their environments and challenge the structural barriers that limit their opportunities.

In this context, Colombian cities serve as strategic settings for developing projects like *Vivo Mi Calle*, which aim to influence both public policies and local cultural norms through evidence-based knowledge generation. The goal is for young people to be able to plan and benefit from a healthy city, using public space as a common starting point.

THEORY OF CHANGE OF VIVO MI CALLE

The Theory of Change (ToC) is a tool that allows for the visualization and explanation of how and why a set of activities or interventions are expected to lead to specific changes in a given context. Through a theory of change, the pathway from the current situation to a desired situation is mapped, identifying necessary actions, short-, medium-, and long-term outcomes, as well as the assumptions and factors influencing the success of those actions. It is primarily used in project planning to understand how to achieve a positive and lasting impact.

Current Situation

The project implemented Phase II (2022 - 2025) in Cali and Palmira, the latter being an intermediate city in Colombia where VMC has identified the need for more public spaces to meet the specific needs of CY. Although these issues reflect trends observed in various Latin American cities, the project focuses on the particular challenges of these local urban contexts.

In this phase, VMC recognizes that public spaces in these cities face various conflicts that hinder community access and enjoyment. These conflicts range from inadequate maintenance, criminal activity or insecurity, poor lighting, and pollution to insufficient infrastructure for leisure and recreation. Additionally, social norms can either encourage or hinder the use of these spaces, compounding the challenges CY faces in accessing and utilizing them for their well-being.

The perspectives of children, adolescents, and youth (CY) are often ignored in decisions regarding land use, territorial planning instruments, and policy-making processes. This exclusion stems both from CY's self-exclusion due to a lack of awareness or interest in public affairs and from institutional shortcomings in local political

practices and the lack of resources allocated to youth and public health policies. As a result, public spaces are often shaped by hegemonic dynamics determined by gender, age, or the imposition of physical or symbolic violence. Consequently, many CY refrain from using these spaces, missing out on opportunities for physical activity, personal development, social connections, and access to cultural or social services that are vital for their physical and mental health.

In this context, the VMC project and its methodology aim to address the following challenges:

- Insufficient urban public spaces suitable for physical activity by CY.
- Lack of community initiatives promoting meaningful use of public spaces and absence of organized community networks for their establishment and maintenance.
- Inadequate participatory practices that incorporate CY perspectives in the definition and use of public spaces.
- Limited awareness and interest among CY in participating in land use planning and policy formulation.
- Insufficient political commitment to implement youth policies that foster the participation and well-being of CY.

- Lack of awareness among citizens and decision-makers about the importance of healthy cities for CY.

How to Move from the Current Situation to the Desired Situation

Desired Situation

The theory of change becomes an essential strategy for the project to identify and plan how to achieve the desired situation. Below is a graphic representation of the theory of change for VMC. This diagram summarizes the main activities included in implementing VMC and the expected changes anticipated from them. Solid lines represent a direct relationship between interventions and the expected short—and medium-term outcomes.

The first set of VMC activities is framed within the **Leadership** action line, which aims to equip CY with comprehensive knowledge of what constitutes a healthy city, the SDGs, safety, and gender equity. Through workshops and field visits, CY are empowered with the tools necessary to assume leadership roles. Expected outcomes include training CY on SDGs, healthy cities, public space, and gender concepts. In the short term, implementing these activities enables CY to develop a greater awareness of the problems and needs of their community, empowering them to act effectively as agents of change. In the medium term, youth perspectives and their challenges are considered in local decision-making spaces, such as public policies and community initiatives. This results in improved and more equitable outcomes in the priority areas of health and well-being for CY. In the long term, CY will thrive and actively contribute as an empowered citizenry to sustainable urban development, thus fostering proactive participation and youth empowerment toward sustainable urban progress.

VMC's second set of activities revolves around the **Participatory Urbanism (PU)** action line. This includes the implementation of physical transformations in public spaces, co-design sessions, healthy activations in the intervened public spaces, stakeholder mapping, initiatives to strengthen social networks among community stakeholders, and the conformation of neighborhood

committees. These activities are conducted collaboratively with CY, community leaders, and other social organizations involved in the intervention process. Expected outcomes from this set of activities include an improvement in city infrastructure to facilitate the healthy use of public spaces by CY, a process supported by training provided to young people on healthy city concepts, activation initiatives to foster community ownership of public spaces, and established neighborhood committees with clearly defined improvement plans.

In the short term, funding these activities allows for infrastructure and accessibility improvements for the health and well-being of CY, active community participation in promoting healthy activities in the intervened spaces, ensuring physical activity, safety, and gender equity, and communities with a clear understanding of improvement plans led by the youth population. In the medium term, increased access to and presence of CY in public spaces, especially female adolescents, is anticipated, along with a greater integration of youth perspectives and issues in local decision-making spaces (public policy, community), leading to more equitable outcomes in the priority domains of health and well-being for CY. In the long term, CY actively participate in the healthy use of public spaces through physical activity, safety, and gender equity initiatives and evolve into proactive, empowered citizens who contribute to sustainable urban development.

The third set of VMC activities, the **Political Advocacy and Community Mobilization** action line, encompasses stakeholder mapping, public policies and planning process analysis, multi-level outreach campaigns (community, local, national), dialogue spaces for young people with key stakeholders, and technical assistance meetings with authorities. These initiatives result in communities, CY, and authorities committed to transforming public spaces and promoting healthy cities, prepared and capable of creating communication strategies to share the project's experiences and methodologies with interested stakeholders and integrating organizations into the healthy cities network for public policy. In the short term, funding these activities fosters active CY interest in participating in public affairs to advocate for youth agendas and express their needs, communities with a clear understanding of youth-driven

improvement plans, local authorities aware of adolescent health and well-being agendas, and the conformation of a network of critical players advocating for the establishment of healthy cities for adolescents in the consolidation process in Colombia.

In the medium term, greater use of evidence, learning, and coordination among public, private, academic, and civil society stakeholders on CY health and well-being issues is expected. During this period, greater integration of youth perspectives and problems in local decision-making processes should also be observed. In the long term, these activities enable CY to realize their potential in cities, actively contributing as an empowered citizenry to sustainable urban development addressing their present and future needs. They will thus transform into proactive and empowered citizens, playing critical roles in sustainable urban development initiatives.

[Next page]

Figure 1. Vivo Mi Calle's Theory of Change

Prepared by: Vivo Mi Calle

ACTIVITIES

Leadership

- Training sessions
- Communication training
- Workshops with adolescents and community members on VMC approaches

Participatory Urbanism

- Implementation of physical transformations in public spaces
- Co-design sessions
- Public Space Activations
- Activities to strengthen networks and relationships between community and stakeholders
- Conformation of neighborhood committees

Political Advocacy and Community Mobilization

- Mapping key stakeholders, public policies, and planning instruments
- Multi-level outreach
- Spaces for dialogue between youth and critical stakeholders
- Technical assistance meetings with authorities

Bootcamp with VMC Champions

PRODUCTS

Adolescents are trained in Sustainable Development Goals (SDGs), Healthy Cities, public space, and gender approach.

Improved urban infrastructure to support the use of public spaces and promote healthy habits among adolescents and their communities.

Activations for the appropriation of public spaces.

Neighborhood committees consolidated with defined improvement plans.

Committed communities, adolescents, and authorities.

Communication products to share the project's experiences and methodologies with stakeholders.

Organizations connected to the network of healthy cities advocating for public policies.

Action plan for the sustainability of the intervened public space.

IMPACTS

Adolescents thrive and reach their potential in cities, contributing as active and empowered citizens to sustainable urban development that meets their present and future needs.

OUTCOMES

Adolescents are aware of their community's problems and needs and take on roles effectively as agents of change within their communities.

Improved accessibility to infrastructures and services for the healthy use of public space by adolescents.

The community actively promotes healthy activities within the intervened spaces, ensuring physical activity, safety, and gender equity.

Communities understand improvement plans led by the youth population.

Adolescents are interested in actively participating in public affairs to promote youth agendas and express their needs.

Local authorities are aware of health and wellness agendas for adolescents.

A network of stakeholders advocating for creating healthy cities for adolescents is consolidated in Colombia.

Better use of evidence, learning, and coordination between public sector actors, the private sector, academia, and civil society on adolescent health and wellness issues.

Increased access and presence of adolescents in public spaces, especially adolescent girls.

Equitable improvements in adolescents' health and wellness domains.

Greater integration of youth perspectives and issues in local decision-making spaces (public policies, community).

Improved evidence use, learning, and coordination among the public, and private sector, academia, and civil society on adolescent health-related topics.

Adolescents actively participate in the healthy use of public spaces through physical activity, safety, and gender equity.

Adolescents become proactive and empowered citizens who contribute to sustainable urban development.

1. HOW DOES THE VIVO MI CALLE METHODOLOGY WORK?



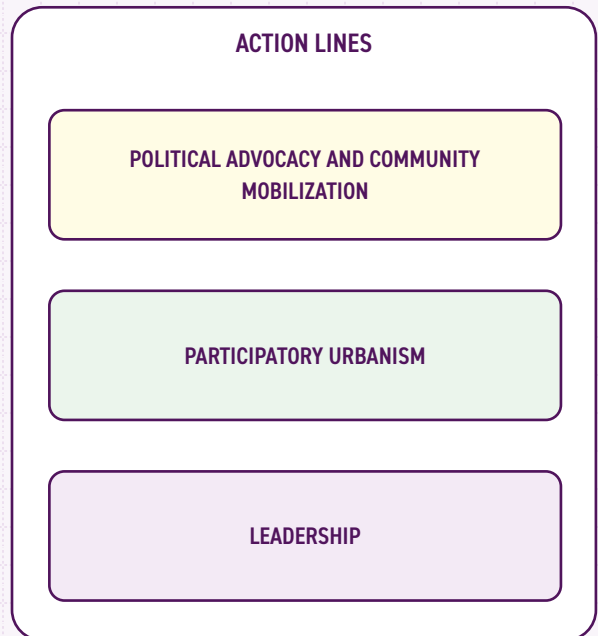
The methodology aims to establish the processes, activities, and outputs required to achieve the outcomes defined by the theory of change (see Figure 1). To accomplish this, the methodological structure (see Figure 2) defines three main components: 1) three action lines: political advocacy and community mobilization, participatory urbanism, and leadership, as well as a communications strategy that runs across the project; 2) four consecutive phases that establish the order of implementation of activities: Preparation, Knowledge and Recognition, Intervention and Activation, and Sustainability and Appropriation; and 3) three approaches: physical activity, gender, and physical and road safety.



As will be explained later, these approaches become concrete actions as the different activities of the methodology are designed, implemented, and articulated, and they form part of the activities described in each action line.

The following figure illustrates how the previously mentioned components relate to one another. In the insert *Figure 3. VMC Methodology Processes*, there is a more detailed infographic that serves as a navigation map for the document, linking the different activities in the methodology with sheets that explain their implementation in detail.

Figure 2. Methodological Structure of VMC



PHASES

PREPARATION
3 - 4 MONTHS

**ACKNOWLEDGE AND
RECOGNITION**
3 - 4 MONTHS

**INTERVENTION AND
ACTIVATION**
4 - 6 MONTHS

SUSTAINABILITY
4 - 6 MONTHS

ACTIVITY FOCUS

PHYSICAL ACTIVITY

SAFETY
(PERSONAL AND ROAD)

GENDER EQUITY

Prepared by: Vivo Mi Calle

1.1 VMC METHODOLOGY

ACTION LINES

These action lines define a series of activities that involve different stakeholders according to the three levels at which the project is implemented: neighborhood, city, and national-global. Differentiation by level is necessary to understand how the project seeks systemic change, as achieving an impact that extends beyond the direct beneficiaries requires reaching other levels where more profound changes can be generated, either by influencing public policy or establishing networks of organizations advocating for youth involvement in creating healthy cities.

1.1.1 Action Line: Political Advocacy and Community Mobilization (PACM)

The political advocacy and community mobilization action line in *Vivo Mi Calle* aims to position CY as active citizens participating in political processes that determine the use of public spaces. At the same time, it encourages community members to jointly transform public spaces and support the adoption of change by community members and CY as agents who mobilize their own resources and skills. This is achieved through (i) the Political Advocacy Strategy as a strategic framework and the (ii) Political Advocacy and (iii) Community Mobilization Plans as tactical tools that, based on the political and social context of the city and neighborhood, define the actions of this line.

The project understands **political advocacy** as organized efforts to achieve systemic changes (in the governance of an institution, an organization, a local or national government, or regional or global agencies and entities) or gradual changes that ultimately affect policies, whether public (such as recognizing the rights of specific vulnerable populations) or private (such as labor policies). Whatever the subject of political advocacy, the plans or campaigns seek citizen participation and involvement in formulating and implementing policies (García, 2007).

To foster effective advocacy from CY, this line also seeks to identify strategic stakeholders at all levels (neighborhood, local, national, and global) and create partnerships that strengthen the comprehensive implementation of *Vivo Mi Calle*. The aim is to identify allies to generate a sense of shared responsibility through a collaborative governance³ approach that empowers CY and places them at the center of action, exercising their citizenship to elevate the civic potential of public space as a place for meeting, reconciliation, and integration; an equitable space where all individuals have the same right to inhabit it, power balances dissolve, and social cohesion and innovation are promoted.

Regarding **community mobilization**, *Vivo Mi Calle* understands it as the process of promoting action by its members in identifying priorities and proposals for the use of public space and understanding existing skills and resources that can be used to ensure the sustainability of the transformation. To achieve mobilization, this line also promotes **community participation**, understanding that it enables more community members to get involved in decision-making processes relevant to healthy uses of public space. This implies that both CY and their community participate in activities such as public space co-design, activations to strengthen healthy uses of public space, and implementing an action plan to ensure the sustainability of the intervention and genuine environmental transformation, leading to a shared appropriation of public space that reflects the community's needs, aspirations, and solutions⁴.

3. VMC understands the term Collaborative Governance as a collective process of management and decision-making, which involves different relevant stakeholders (public sector, private sector, civil society) to achieve a shared public goal, based on consensus and deliberation (Ansell & Gash, 2007; Emerson & Nabatchi, 2015).

4. Colin M. Innovation Conversations: How Shared Management in Public Spaces Promotes Equity. Innovation Conversations: How Shared Management in Public Spaces Promotes Equity - Bloomberg Center for Public Innovation (jhu.edu). 2023.

In this way, the objectives of the political advocacy and community mobilization line include:

- A. Creating dialogue spaces with various stakeholders so that CY can practice the skills learned in Leadership for promoting Healthy Cities and exercising their Right to the City.
- B. Promoting the action of CY and their communities in improving and transforming public spaces, ensuring that healthy uses remain over time.
- C. Positioning CY as political stakeholders who can and should participate in neighborhood, local, and national decisions on safe and healthy public spaces.
- D. Facilitating the inclusion of CY perspectives in the planning process to promote healthy cities at the municipal level.
- E. Positioning the topic of Healthy Cities for Adolescents at the national level through exchanges and dialogues with relevant stakeholders to influence policies.
- F. Strengthening the ecosystem of stakeholders promoting Healthy Cities for CY and positioning youth voices in planning and decision-making processes.

Activities in this line include identifying stakeholders, initiatives, and best practices; engaging with local authorities to implement VMC; and designing and implementing political advocacy actions at the various project levels. These actions integrate CYs' perspectives into decision-making processes within their communities and public policy in their cities.

1.1.2 Action Line: Participatory Urbanism (PU)

The Participatory Urbanism line seeks to promote the participation of youth and their communities in spaces for dialogue, co-design, action, and intervention in decision-making for the improvement, revitalization, and redefinition of the city's public spaces. This is particularly relevant given the rapid urbanization process in regions like Latin America, characterized by unplanned urban fabrics with high-density levels and socio-spatial segregation (London School of Economics and Political Science, 2007, 65). This situation threatens the right to a healthy environment⁵ and the use of public spaces to promote social justice, prosperity, and environmental change (UN-Habitat, 2022).

For *Vivo Mi Calle*, **revitalization** is envisioned as an improvement in public space infrastructure (streets, sidewalks, bike lanes, plazas, parks, and gardens) to foster and facilitate habits and practices that improve the well-being and mental and physical health of the population in the targeted area: physical activity (through play and sports), safety (personal and road), and gender equity (inclusive spaces).

The **participatory urbanism** fosters collective awareness, not only among communities but also among technical and political actors involved in public space decision-making. Specifically, it aims to identify the factors hindering these spaces' enjoyment, permanence, and appropriation and to formulate alternatives that can shift conflictive uses of spaces toward healthy dynamics.

To achieve this, and as will be explained in further detail, co-creation processes are established to define physical interventions such as the incorporation of urban furniture to facilitate gatherings, permanence, and care, the creation of play areas for people of

5. Article 79 of the Colombian Constitution establishes that "all persons have the right to enjoy a healthy environment. The law shall guarantee community participation in decisions that may affect it. It is the duty of the State to protect the diversity and integrity of the environment, conserve areas of special ecological importance and promote education to achieve these ends."

different ages with safe and high-quality furniture and elements, and landscaping interventions to improve climate comfort, reduce the heat island effect, and enhance the scenic value and people's relationship with nature, among others.

However, this process goes beyond physical interventions, as it includes working jointly with the community and youth in the co-creation of an activity agenda that fosters space appropriation. These activities include sports events, group dance classes, planting days, among others.

Likewise, depending on the technical complexity of the intervention, it is desirable for those involved in the co-creation process to have the opportunity to participate in some way in the implementation of physical works, fostering a greater sense of ownership and care for the transformed spaces and urban furniture.

Promoting community participation is one of the project's main sustainability commitments. It centers on generating proposals and solutions based on the needs, aspirations, and expectations of those using the public space. This approach simultaneously enriches the social capital of adolescents and the community, fostering a greater sense of ownership and identity⁶.

Similarly, *Vivo Mi Calle's* learning process has revealed that tactical urbanism and temporary interventions are valuable alternatives for testing spatial proposals without requiring substantial investments. However, whenever possible and where there is certainty and consensus regarding the desires, needs, and relevance of an intervention (for instance, through a tactical intervention), efforts will be made to involve stakeholders such as public administration entities or the private sector, who can provide a greater

6. Henry Sanoff argues in his book 'Community Participation Methods in Design and Planning' that genuine participation is categorized as one in which residents are actively involved in the development process; generating a better maintained physical environment, greater public spirit, greater user satisfaction and significant financial savings. In other words, community participation and the inclusion of the population in decision-making ensures that public space projects are sustainable over time, reflecting their local needs and values (Sanoff, 2000).

flow of resources to implement higher quality, longer-lasting, and permanent interventions.

In light of this, the Participatory Urbanism line of *Vivo Mi Calle* seeks to engage various stakeholders around the healthy use of public space and stimulate discussions related to urban planning for its improvement. Thus, in coordination with activities from other lines of action, children, adolescents, and youth (CY) and their communities gain the tools to participate cohesively in activities that promote the care and healthy use of public space.

1.1.3 Action Line: Leadership (L)

This action line aims to **strengthen the leadership skills, talents, and potential of adolescents from vulnerable communities**⁷ by providing them with practical tools to navigate their community environments with greater confidence and broaden their impact in the public spaces where *Vivo Mi Calle* operates. Additionally, it enables them to build networks with community leaders, facilitating collaborative efforts to drive the social transformations their communities need. This action line adopts an inclusive approach focused on the learning experience to ensure the development of competencies in each participant.

Vivo Mi Calle views **leadership** as a collective process influenced by networks of interdependent relationships rather than exclusive to people in positions of authority. Leadership emerges from a group's capacity to generate outcomes and create meaning in its interactions, especially when facing challenges in advancing its agenda (Ospina, 2016). This approach supports new governance models in which legitimacy and authority to solve public problems are distributed horizontally and vertically among various social actors, each with equal leadership capacity (Ospina, 2016). Additionally, it is a dynamic, interactive process that requires analyzing systemic elements such as context, stakeholders, relationships, conflicts, and resources at micro and macro levels to effectively adapt and influence different settings (Forero et al., 2023). Strengthening the leadership of CY involves fostering critical thinking and various skills they can apply in their personal circles (family, friends, and school environment).

Therefore, the program **Vivo Mi Calle Youth: Leading Healthy Cities** aims to enhance a range of transferable skills among CY—skills identified by the United Nations Children's Fund (UNICEF) in the document *The Importance of Transferable Skills Development in Latin America and the Caribbean (2021)*—which are essential for

7. According to the document *Policy Guidelines for Educational Attention to Vulnerable Populations*, vulnerable populations are understood as those "people who, by their nature or due to certain circumstances, are more exposed to exclusion, poverty and the effects of inequality and violence of all kinds" (Ministry of National Education, 2005).

fostering their holistic development. These skills can be applied individually and collectively in specific situations and contexts to ensure their well-being and success in educational, life, and work environments. These skills contribute to their personal growth and help develop social awareness, enabling them to form bonds, build alliances and communities, communicate their ideas effectively, motivate others, and build consensus. Some of the skills that the program aims to strengthen include:

1. **Critical and creative thinking:** Critical thinking and creativity are essential in a constantly changing world where young people must solve complex problems and adapt to new situations (World Economic Forum, 2020).
2. **Communication and collaboration:** The ability to communicate effectively and work in teams is crucial in modern everyday settings for fostering healthy and constructive relationships (UNICEF, 2021).
3. **Participation:** CY who participate develop higher self-esteem and improved social relationship skills, which enable them to contribute to creating a healthy school environment and shared learning and participate in decision-making spaces at the community, local, and national levels (UNICEF, 2021).
4. **Negotiation:** These skills help achieve agreements between at least two parties through “an individual’s ability to engage in processes cooperatively, with respectful and assertive communication skills” (UNICEF, 2021).

The program begins with an individual approach that gradually broadens, where personal, community, and social levels overlap. Moving beyond this first relational setting allows them to resonate in a broader arena through communication skills, putting their acquired skills to the service of their community from a social perspective.

The program **Vivo Mi Calle Youth: Leading Healthy Cities** is designed for adolescents between 12 and 17 years of age⁸. *Vivo Mi Calle* understands that the transition from childhood to

8. Adolescence is the phase of life that goes from childhood to adulthood, that is, from 10 to 19 years (World Health Organization - WHO, n.d.)

adolescence is a pivotal moment in a person's life, a period in which young people are establishing a sense of personal identity and

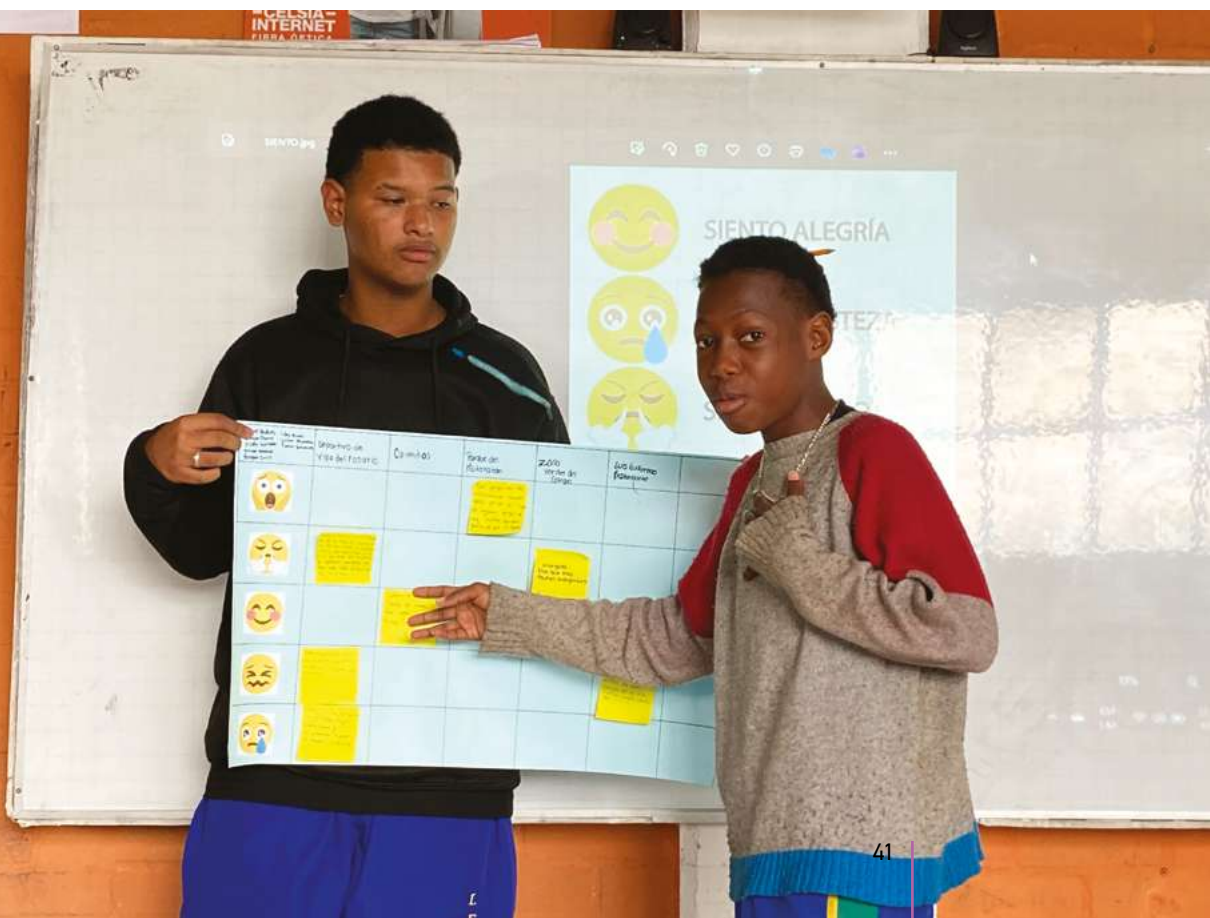
...are learning to be guided by goals and principles rather than by parents and feelings (...). They are also developing the ability to see things from others' perspectives and commit to a value system. Young people are learning to make more decisions and take on more responsibilities (Kansas State University, 1995).

Leadership training in *Vivo Mi Calle* allows adolescents to participate in the co-design process of public space, integrating their needs and creating recreational and socialization spaces that contribute to their health and well-being. Their involvement in co-design helps them feel valued and heard, reinforcing their sense of belonging and promoting greater respect, care, responsibility, and ownership of public spaces. Finally, by participating in the training and design process, CY learn about the importance of civic engagement and community work.

Thus, the objectives of this action line include:

1. Strengthening CY communication and negotiation skills to facilitate collaboration between different community stakeholders and promote dialogue and inclusive leadership.
2. Encouraging critical thinking in CY regarding the challenges and opportunities of their urban environment, promoting creative and participatory solutions.
3. Exploring the "healthy cities" concept and its relationship with public spaces, focusing on sustainability, well-being, and gender equity in urban settings.

Activities in this action line include establishing the necessary partnerships and logistical and curricular coordination to conduct training with the selected group of adolescents involved in *Vivo Mi Calle*. Additionally, this training deepens communications as a critical cross-cutting element to train interested youth. Therefore, it is recommended that upon completing the "*Vivo Mi Calle* Youth: Leading Healthy Cities" training, participants be offered the opportunity to join one of the following activities: Communications Incubator or a Course for the Sustainable Community Management of Public Space (Bootcamp), both available in this methodology toolkit. This approach keeps the group of adolescents engaged in the project's activities and allows them to delve into other topics that facilitate the appropriation of the intervened public space.



1.2 METHODOLOGY PHASES

Each phase has a specific time frame and involves completing a series of deliverables that are essential inputs for moving on to the next phase. Ideally, VMC's methodology implementation should take place over a 12-month to 16-month period; however, due to the methodology's flexible logic, each iteration must adapt to the context's reality and challenges, so the timeframes suggested in Figure 2 should be understood as guidelines.

In their respective order of implementation, the phases are:

- **Phase 1: Preparation (3 to 4 months):** Research and characterization activities are conducted for the target area to establish a detailed and robust plan that integrates the three action lines and the communications strategy. This ensures a practical implementation in subsequent phases, securing strategic planning based on a deep understanding of the area and the project's needs.
- **Phase 2: Knowledge and Survey (3 to 4 months):** Interaction between activities from different action lines is coordinated, allowing the implementing organization to thoroughly understand the local context and beneficiaries. At the same time, participants are encouraged to recognize their ability to bring about significant change in their surroundings, empowering them to engage in the project actively.
- **Phase 3: Intervention and Activation (4 to 6 months):** Actions are implemented to transform public spaces physically, activating youth and community leadership. This phase also aims to establish the healthy use of public spaces through regular recreational activations, with the support of community allies and institutions in the area.

- **Phase 4: Appropriation and Sustainability (2 to 4 months):** Community empowerment is promoted through an intensive boot camp with leaders representing the various stakeholder groups involved in the process. This results in creating an action plan focused on preserving and promoting the healthy uses of the transformed space. This phase also provides an opportunity to document and share learnings with decision-makers and networks of “healthy cities,” contributing to the project’s sustainability and replicability.



1.3 THE VIVO MI CALLE METHODOLOGY APPROACHES

The *Vivo Mi Calle* methodology proposes that the healthy use of public space is achieved when project activities incorporate three fundamental approaches: **physical activity**, **gender equity**, and **safety**. Below is a contextualization of how each approach integrates into the methodological structure of *Vivo Mi Calle*:

1.3.1 Physical Activity

According to the World Health Organization (WHO), physical inactivity is the fourth leading risk factor for mortality, accounting for 5.5% of all deaths globally⁹. SDG 3 (ensure healthy lives and promote well-being for all ages as essential to sustainable development) aims to reduce premature mortality from non-communicable diseases by one-third by 2030—through prevention and treatment—and to promote mental health and well-being.

In Latin America and the Caribbean, there is significant concern over what UNICEF has termed a “wave of childhood overweight,” mainly associated with “obesogenic food environments and urban lifestyles” (León, 2023, p. 6). Although Colombia has relatively low rates of overweight and obesity among children and adolescents aged 5 to 19 compared to the region¹⁰, obesity has increased by more than 10% since 2012 in the country.

9. World Health Organization . Geneva: WHO; 2009. [Accessed on January 4, 2016]. Global Health Risks: Mortality and burden of disease attributable to selected major risks. http://www.who.int/healthinfo/global_burden_disease/GlobalHealthRisks_report_full.pdf

10. In South America, the countries with the highest prevalence rates of overweight and obesity in children and adolescents aged 5 to 19 are: Argentina (36.5%), Chile (35.4%), Venezuela (34.1%), Uruguay (33.4%) and Ecuador (28.3%). Colombia has a rate of 24.3%, the lowest in this region.

UNICEF calls for a systemic approach to prevent childhood overweight, which involves developing a regulatory framework and comprehensive interventions throughout the life cycle, “considering the various systems involved: food, health, education, water, sanitation and hygiene, social protection, and urban systems, as well as social norms” (León, 2023, p. 6). For this reason, several recommendations are made to transform the food system to make it healthier and uphold children’s rights to adequate nutrition and health (UNICEF, 2022, p. 15). Among these recommendations, and for the purposes of this project, those specifically related to the Built Environment and urban nature are emphasized: redesigning public spaces adjacent to schools.

Safe, active, and high-quality public spaces encourage children to engage in physical activity, positively impacting their well-being. To this end, improving public spaces around schools in crucial city locations is recommended, as well as implementing measures to reduce traffic on surrounding streets and incorporating services and play areas to encourage children to move and enjoy themselves in an urban setting. These spaces should have frequent recreational activities scheduled and be regularly maintained. Another important point is ensuring that opening hours are suited to children’s schedules and their parents or caregivers (UNICEF, 2022, p. 20).

Similarly, the physical activity approach is enriched by a broader perspective: *community social sports*¹¹, understood as “a process of collective and ongoing community fabric-building that uses sports and their transformative potential to truly promote quality of life” (Duarte Bajaanana, 2020). In this context, sports offer an opportunity for dialogue and reflection, even rethinking the concept of winning: “The real gain from processes generated through community social sports lies in the capacities and skills that the community develops, as well as the perceptions that its members have of their own lives and context” (Duarte Bajaanana, 2020, p. 18).

11. The National Ministry of Sports of Colombia defines community social sport as “all those sports practices and their different manifestations in the community that, from a differential and inclusive approach, strengthen healthy coexistence and values, promoting social transformation and peace for the Colombian population” (Community Social Sport, n.d.).

One of the significant advantages of using community social sports is that it does not require substantial investments to improve quality of life and prevent serious social issues, such as substance abuse and sedentary behavior, “building self-confidence, body awareness, social inclusion, and recognition of community social spaces. It also provides people with a series of tools that, through sports, they train and learn to use to resolve conflicts peacefully, enabling capacities such as leadership, support, accompaniment, monitoring, and local empowerment” (Sandoval Mora et al., 2023, p. 34).

For this reason, *Vivo Mi Calle* seeks to incorporate physical activity within the framework of community social sports across all action lines. In the Leadership line, sports activities are used to develop participation skills, teamwork, time management, and awareness of urban spaces. In Participatory Urbanism, CY and their communities recognize the limitations and opportunities of public spaces for sports activities, such as the availability of appropriate equipment for games or recreational activities, as well as spaces for caregivers to remain present, thermal comfort, landscape quality, and safety for enjoying these spaces. In the Advocacy line, the approach is emphasized to foster broad societal transformations regarding the concept of health.

Activities like dancing, playing, and engaging in sports individually or collectively can enhance well-being, reduce the prevalence of physical illnesses, improve mood, and more. More people can participate in these activities in public spaces, regardless of economic status. Finally, communication helps extend the message beyond the place and the direct beneficiaries; it shows the positive transformations achieved among people and communities united around physical activity, inspiring other groups to reclaim and use public spaces.

In *Vivo Mi Calle*, this approach is closely linked to the gender equity approach, as all activities should encourage equitable participation, challenging stereotypes and social roles commonly associated with women. Additionally, the safety approach is understood as an enabling factor to ensure access, permanence, and peace of mind for those engaging in activities in public spaces.

1.3.2 Gender Perspective

The gender perspective, grounded in gender equity, recognizes that women, men, and people of diverse genders face inequality and discrimination due to their varied identities, including the gender spectrum (Universidad de los Andes, 2023). However, the complexity of the interaction of a person's identities can be understood through intersectionality. Intersectionality theory starts from the experience of multiple identities within a single person: individuals belong to more than one community and, thus, can experience oppression and privilege simultaneously (AWID, 2004). In Colombia, a differential approach considers the characteristics that form a person's identity, such as life cycle stage, gender, ethnicity, disability status, and rural self-identification. These factors make certain groups more vulnerable to socioeconomic disparities or discrimination (DANE, 2022). When analysis combines two or more of these characteristics within a single person, it is called intersectionality.

Within this context, *Vivo Mi Calle* is based on three aspects: (i) gender equity, (ii) a differential approach, and (iii) intersectionality. Regarding gender equity, *Vivo Mi Calle* creates environments that challenge gender stereotypes, prevent gender-based violence, and promote inclusive settings where all individuals, regardless of sex, gender identity, or sexual orientation, are equally heard and can participate equitably in decision-making within *Vivo Mi Calle*. Additionally, these spaces are characterized by gender parity and the inclusion of people identifying with diverse genders.

Gender equity aims to level the playing field and reduce the gaps between women, men, and people of diverse genders (Universidad de los Andes, 2023). For this reason, *Vivo Mi Calle* combines gender equity with a differential approach and intersectionality, as participatory urbanism contributes to planning, designing, maintaining, and using public spaces that foster inclusive cities for all people, regardless of gender, ethnicity, disability, age, etc.

At the community level, *Vivo Mi Calle* raises awareness about the need to protect minors in the domestic and neighborhood environment of participating adolescents, consolidating a differential approach that guarantees the rights of children and adolescents.

Furthermore, through the conformation of neighborhood committees, locations or situations in the neighborhood requiring intervention from a gender perspective are identified, knowledge about types of violence against women and potential support pathways is shared, and gender concepts are discussed. These committees should allow participation from diverse women and genders (caregivers, LGBTIQ+ population, feminist leaders, organizations, or groups of women or diverse genders).

At the city scale, partnerships are formed with organizations specializing in gender, differential, and intersectional approaches, as well as with local government offices or departments focused on gender or social inclusion, to support activities.

Overall, *Vivo Mi Calle*'s gender perspective is transversal and is present in (i) the guiding team of VMC processes, trained in gender perspective, (ii) community activations, (iii) the co-design exercise, (iv) the *Vivo Mi Calle* methodology document, and (v) training processes, which include understanding basic gender-related concepts and sensitizing adolescents to situations where gender influences their daily lives, such as differentiated experiences and inclusive uses of public space, questioning the masculinization of specific public spaces, and the gender-based violence that can occur in them.

To observe gender integration in *Vivo Mi Calle* in more detail, the activities in this methodology include sub-activities and gender-related recommendations. Additionally, internal and external communication strategies promote inclusive language and imagery. Based on this, the communication line that runs throughout the project is founded on (i) inclusive communication with accessible formats for people with disabilities, (ii) inclusive communication that does not reproduce stereotypes or discrimination regarding any particular sex, gender, or sexual orientation, (iii) leadership references that include women and people of diverse genders, and (iv) sharing

knowledge on gender issues, including information on gender in the planning, design, and use of public spaces¹².

1.3.3 Safety

According to the United Nations Development Programme (UNDP), citizen security¹³ is a fundamental element of human security¹⁴, which “is not simply about reducing crime but about a comprehensive and multifaceted strategy to improve people’s quality of life, community action to prevent crime, access to an effective justice system, and education based on values, respect for the law, and tolerance” (UNDP, 2014).

In territorial contexts where “people are more exposed to exclusion, poverty, and the effects of inequity and violence in all forms” (Ministry of National Education, 2005), children and youth may be exposed to greater risk. As the Colombian Institute of Family Welfare (ICBF) states, “the presence, permanence, and coexistence of adolescents and young people with illicit and violent actors such as gangs, groups outside the law, and common and organized crime” is closely linked to the dynamics of the territory. Exposure to these risk situations can lead young people to adopt and reinforce “violent or conflict behaviors, either through direct contact with other criminals or by observing the consequences that certain groups face” (Colombian Institute of Family Welfare, 2015, p. 48).

12. As an example of what type of information should be shared and discussed with the adolescent population and the community in general, see the document: *Despacio*. (2024). Checklist: What should a public space that is sensitive to the gender approach and considers differential approaches take into account? Gender and City Topics.

13. Citizen security is the process of establishing, strengthening and protecting democratic civil order, eliminating threats of violence among the population and allowing for safe and peaceful coexistence. It is considered a public good and involves the effective safeguarding of human rights inherent to the person, especially the right to life, personal integrity, inviolability of the home and freedom of movement. (UNDP, 2014).

14. As stated in General Assembly resolution 66/290, “Human security is an approach that helps Member States identify and overcome pervasive and intersecting challenges that affect the survival, livelihoods and dignity of their citizens” (United Nations Trust Fund for Human Security, 2017).

For this reason, *Vivo Mi Calle* seeks to leverage medium- and long-term institutional processes to prevent adolescents from joining violent circuits and mediating conflicts within the territory. This serves as a mechanism for negotiation and consensus-building with populations in the area, recognizing that some complexities go beyond the project's scope and expectations.

In this sense, the project's vision of security is associated explicitly with the relationships and uses generated in public space. As Zaida Muxi and Blanca Gutiérrez summarize in their notes on Jane Jacobs, the model of security to which this project aligns is based "on trust in the neighborhood, on mutual knowledge. The existence of socialization and meeting spaces helps create bonds between people (...) Civility or mutual respect and a sense of community are not fostered through regulations but through creating spaces where people can share their time and thoughts. Spaces where people learn to mediate, yield, and recognize others in their differences and needs" (Jacobs, 2011, p. 9).

This implies that public spaces should be considered places where diversity is respected and where permanence and interaction are encouraged. To achieve this, it is essential to design and plan these spaces directly with the communities, involving different types of leadership to find consensus, mediate conflicts, and interrupt violent behaviors that may arise in the space. It is equally important to emphasize that "security and its perception are very different for women and men, so it is essential to consider their experiences when planning public spaces. Usage, boundaries, transparency, visibility, and lighting are variables that should be taken into account based on women's experiences" (Muxi & Montaner, 2012, p. 208).

Therefore, for *Vivo Mi Calle*, it is essential to raise awareness around gender equity and encourage women and adolescent girls to actively participate in all activities involving public space planning and transformation, mainly to change the female perception of the outside world as a dangerous place. As Sara Ahmed notes: "When you perceive the outside world as a danger, your relationship with your own body changes: you become more cautious, shy" (Ahmed, 2020, p. 60). This perception, which may be based

on personal experiences or those learned from others, creates a defensive, anxious, and distrustful attitude, further increasing the feeling of responsibility for becoming a victim of violence. Similarly, anything different begins to feel like a threat, "as girls, we learn to be cautious in public spaces, directing that caution and care towards those who do not belong, whose presence or proximity is illegitimate. The stranger becomes a repository of fear" (Ahmed, 2020, p. 61).

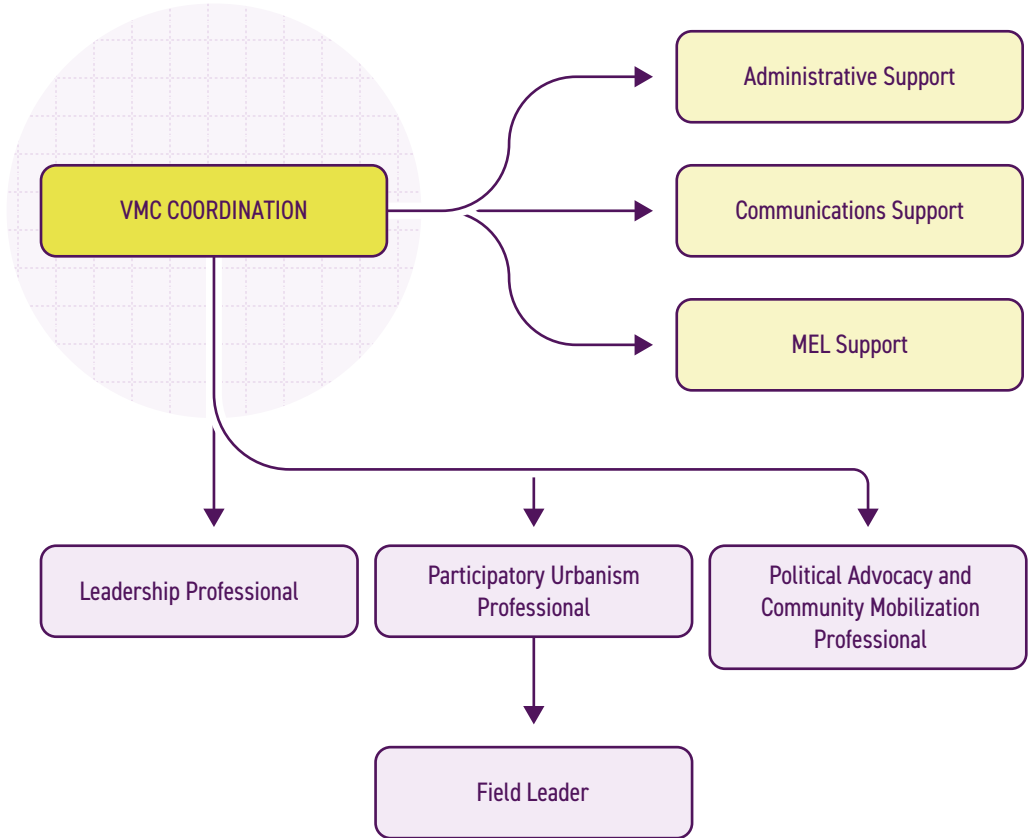
Along these lines, the perception of security is also tied to ensuring all people have access to public space. Thus, the project promotes road safety through actions focused on preventing, avoiding, and reducing the risk of death or injury during travel. This involves creating urban environments that prioritize pedestrians and cyclists. In this regard, *Vivo Mi Calle* coordinates efforts with governmental and non-governmental entities to improve environmental conditions (physical infrastructure), providing safe access routes to project-intervened spaces. These interventions may include various measures tailored to the specific needs of each place, such as traffic calming zones, safe pedestrian crossings, appropriate signage and lighting, and speed management, among others.



2. HOW TO IMPLEMENT THE VIVO MI CALLE METHODOLOGY?



Figure 4. Core Team for Replicating the Vivo Mi Calle Methodology.



Prepared by: Vivo Mi Calle

In Figure 4, an organizational structure is suggested for implementing the *Vivo Mi Calle* methodology; however, the team size, as well as the experience of team members, should be based on the context in which the methodology will be replicated and the pre-existing organizational structure to which this process will adhere. It is also recommended that individuals who are familiar with the community be included in the team and that a collaborative relationship with community leaders be established, which, although it can be financially compensated, should not be mediated solely by this factor.

2.1 PHASE I. PREPARATION

PU1. TERRITORY SELECTION

Objective:

Conduct the territorial characterization to select the neighborhood where the Vivo Mi Calle methodology will be replicated.

Implementation Timeframe:

Phase I. Preparation
3 months.

Preliminary Requirements:

Having clarity on the organizational structure and resources for project implementation.

Sub-activities and Outputs:

1. Conduct research in the city where Vivo Mi Calle is being implemented to identify neighborhoods with the best conditions for the project:
 - a. Neighborhoods with a higher-than-average youth population in vulnerable conditions compared to other areas of the city. For example, neighborhoods with a high concentration of low-income populations, high levels of youth crime, populations with disabilities, and victims of conflict, among others.
 - b. Legal neighborhoods with institutional presence and security conditions that facilitate the team's work.
 - c. Neighborhoods with active public administration initiatives and investments focused on youth.
 - d. Neighborhoods with community processes or grassroots organizations that could be allies of the project.
 - e. Neighborhoods where issues of availability, quality, or conflictive uses of public space are identified.
2. Analyze and select the identified neighborhoods using a weighted system to determine where Vivo Mi Calle implementation could have the most significant impact. The selection process should consider the above mentioned criteria and financial, personnel, and time resources to define the project's scope. In this regard, multicriteria evaluation mechanisms or more straightforward tools, such as a SWOT matrix, may be used.

Output: A characterization document of the selected neighborhood that includes a fundamental analysis of territorial systems: mobility, environment, socioeconomic factors, and historical-morphological aspects, preferably supported by maps and official city information.

Figure 3. Processes of the VMC Methodology.

Source: Graphic edition by Cuántika, based on Vivo Mi Calle, 2024

Action Lines



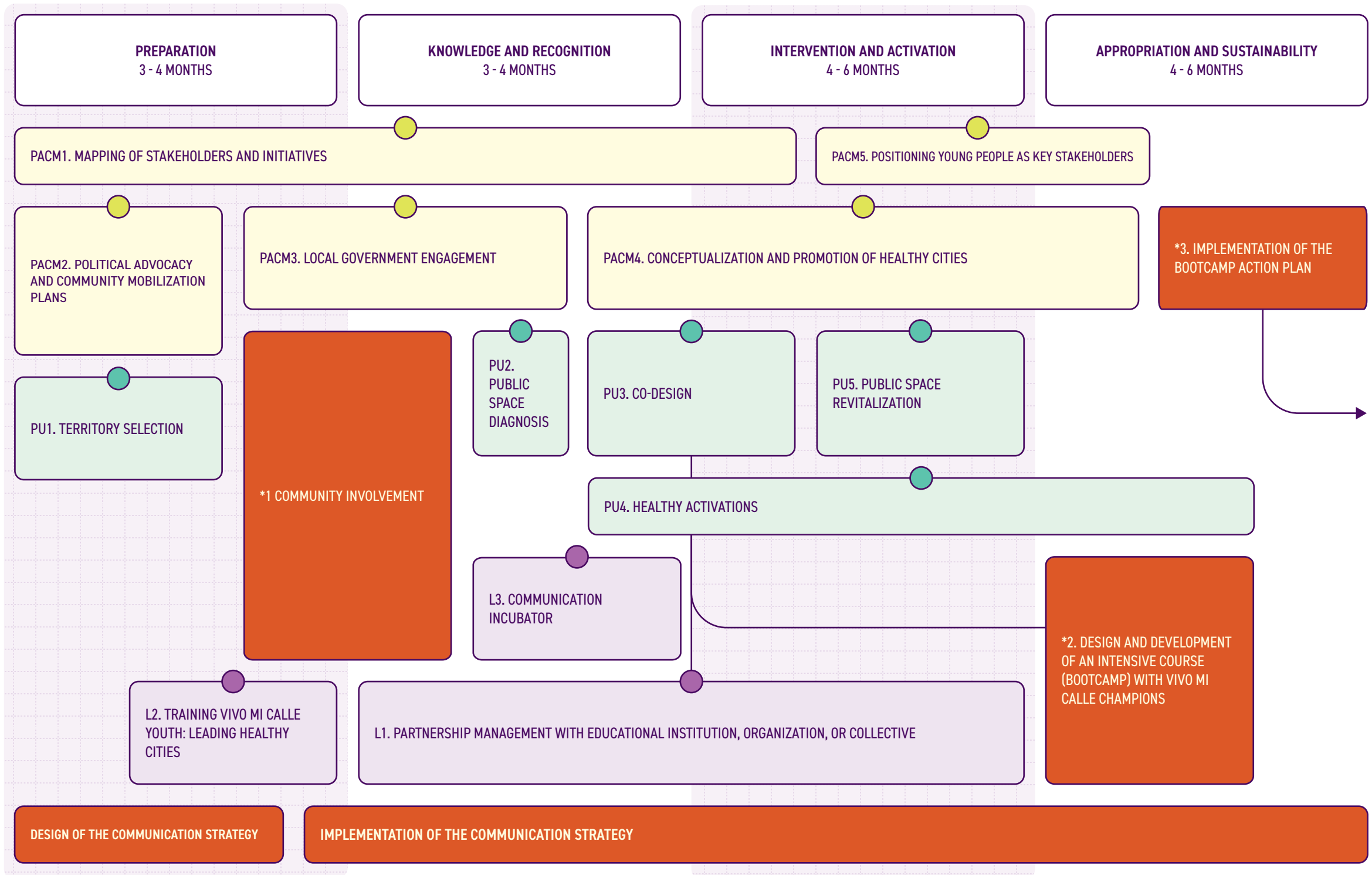
Political Advocacy and Community Mobilization



Participatory Urbanism



Leadership





PU1. TERRITORY SELECTION

Contribution to Transformation:

Improved accessibility of infrastructure and services for healthy uses by CY.

Recommendations:

1. Supplement the research process with secondary information and field visits, and, if possible, conduct interviews with community members to verify and complement the collected information. It is suggested that this be done before selecting the neighborhood.
2. If possible, the city government should be involved in the research process to gain clarity regarding plans and projects in the identified neighborhoods. This can be key to aligning efforts and resources towards a common goal and increasing the project's sustainability potential.

Contributions of Activity PU1 to Other Action Lines:

1. Contributes to the Advocacy Line by advancing the identification of local actors and initiatives.
2. Contributes to the Leadership Line by identifying the target population (adolescent group) and selecting the institution, collective, or organization to establish an alliance for implementing the training program: "Vivo Mi Calle Youth: Leading Healthy Cities."



PACM1. STAKEHOLDER AND INITIATIVE MAPPING

Objective:

Identify allies who support young people in promoting healthy cities and facilitate the promotion of the agenda related to healthy uses of public space at the local level.

Implementation Timeframe:

Continuous implementation from the Preparation to Appropriation and Sustainability phases.

Preliminary Requirements:

Having established a shared format for relevant stakeholder contacts.

Preliminary Sub-activities and Outputs:

1. Identify neighborhood, local, regional, and national stakeholders (throughout all project phases).

Output: Stakeholder matrix and map.

2. Identification of regional and national initiatives in the public, private, and community sectors related to the topics and approaches of VMC (throughout all project phases).

Output: Initiative Characterization Matrix.

3. Compilation and analysis of best practices related to VMC - references.

Output: Best practices document.

PACM1. STAKEHOLDER AND INITIATIVE MAPPING

Contribution to Transformation:

Identifying stakeholders and initiatives related to healthy cities for adolescents enables (i) scaling up VMC's work by positioning it on the local agenda, (ii) integrating the perspectives of children, adolescents, and youth into public policy and community-level decision-making processes, and (iii) improving coordination with the public sector, private sector, academia, and civil society on matters concerning the well-being of children and youth.

Recommendations:

1. Use a standardized format to characterize identified stakeholders, capturing, among other aspects, their potential interest and role in the project.
2. The mapping should include local stakeholders and initiatives working on mobility or accessibility, gender, and physical activity. It should also identify feminist leaders, organizations, or collectives composed of women or diverse genders in the target area and city-wide.
3. Develop a stakeholder map using tools that allow for visual representation, such as <https://kumu.io/>.
4. Conduct research on projects that represent best practices and can serve as a reference for the project, compiling a document that consolidates identified and characterized best practices for easy reference.
5. Best practices should include those related to gender topics that address differential and intersectional approaches. It is also suggested to identify initiatives working on projects that promote gender-responsive public space design, such as Safetipin's She Rises or WRI Mexico's Walkable Environments project.

Support Resources:

Annex 1: VMC Stakeholder Matrix Format.

Annex 2: Best Practices Document.

Annex 3: She RISES (Responsive, Inclusive, Safe & Equitable Cities).

Annex 4: Guide to Safe Walkable Environments.

L1. PARTNERSHIP MANAGEMENT WITH AN EDUCATIONAL INSTITUTION, ORGANIZATION, OR COLLECTIVE

Objective:

Establish an alliance with an organization in the territory that works with CY to implement the training program Vivo Mi Calle Youth: Leading Healthy Cities.

Implementation Timeframe:

1 to 3 months

Preliminary Requirements:

1. Mapping of stakeholders and initiatives to identify which organizations in the area work with adolescents.
2. Conduct meetings with these organizations to determine the best option for forming an alliance.

Contribution to Transformation:

CY become aware of the issues and needs in their communities and effectively take on the role of change agents within them.

Preliminary Sub-activities and Outputs:

1. Draft and sign a memorandum of understanding with the institution, organization, or collective with whom the alliance is established, detailing each party's commitments to implementing the training, with an original copy for each party. The document should outline the timeline and execution of the training, the availability of physical spaces for sessions, and each party's responsibilities during the sessions.
2. Develop the "Vivo Mi Calle Youth: Leading Healthy Cities" Training Work Plan, which includes identifying, selecting, and characterizing adolescents for the training.

Output: Vivo Mi Calle Youth: Leading Healthy Cities Training Work Plan document.

Output: Annex with the characterization matrix of selected CY.

3. Engage in dialogue with caregivers of CY to share project objectives and the goals of youth participation in the training.

Recommendations:

1. If the youth group participating in the training is from an educational institution, it is recommended that they be students from grades 9 to 11; if they belong to an organization or collective, they should be between 12 and 17 years old.
2. To integrate the gender perspective into the coordination of the work plan, it is recommended that the group of participating CY be able to propose potential locations and schedules, as this can ensure adolescent girls' participation, considering that sometimes: (i) they may have more caregiving responsibilities at home, and (ii) they have less access to public spaces due to safety concerns.

L1. PARTNERSHIP MANAGEMENT WITH AN EDUCATIONAL INSTITUTION, ORGANIZATION, OR COLLECTIVE

3. To incorporate the gender perspective, the characterization matrix (output b) should include data related to differential and intersectional approaches as part of the characterization of the participating adolescents, such as migrants, victims of the Colombian armed conflict, individuals with disabilities, BARP¹⁶, Indigenous, or ROM populations.
3. Spaces should ensure gender parity and the inclusion of people who identify with diverse genders.

Support Resources:

Annex 5: Vivo Mi Calle Youth: Leading Healthy Cities Manual.

Annex 6: Guideline Forms for Assent and Informed Consent.

Annex 7: Characterization Matrix with information on the participant population.

Contributions of Activity L1 to Other Action Lines:

Contributes to the Leadership line in Activity L3, to Activity PU3, by providing context to community leaders regarding the Vivo Mi Calle approaches: physical activity, safety, and gender perspective, to advance the co-creation process.

16. Black, Afro-Colombian, Raizal and Palenquera population.

PACM2. DESIGN AND IMPLEMENTATION OF THE POLITICAL ADVOCACY STRATEGY, ADVOCACY PLAN, AND COMMUNITY MOBILIZATION PLAN

Objective:

Strengthen the opportunities and skills of communities and their adolescents to influence decision-making processes regarding the uses of public space.

Implementation Timeframe:

Design: 3 months.

Implementation of Plans Continues from the Knowledge and Recognition Phase to the Appropriation and Sustainability Phase.

Preliminary Requirements:

1. Understanding the context of community dynamics in the selected territory (e.g., the existence and functioning of the Community Action Board).
2. Assessing the resources and capabilities of the implementation team to define the scope of the strategy and action plans.

Preliminary Sub-activities and Outputs:

1. Strategic definition of vision, goals, objectives, and expected outcomes for political advocacy and communications.

Output: Political Advocacy Strategy Document.

2. Structuring and implementing the Political Advocacy Plan.

Output: Document with the Political Advocacy Action Plan. It should include activities that ensure a horizontal dialogue between adolescents and decision-makers.

3. Structuring and implementing the Community Mobilization Plan, which involves establishing Vivo Mi Calle community engagement bodies (such as a neighborhood committee or a park guardians group).

Output: Community Mobilization Plan Document. It should include actions to encourage the participation and involvement of adolescent caregivers, immediate neighbors of the intervention site, CY involved in Vivo Mi Calle training, members of the Community Action Board, and the general neighborhood community.

It should also include early awareness-raising spaces or moments focused on the following:

- a. Basic concepts of gender, gender equity, respect for diversity, and new masculinities in public spaces.
 - b. Road Safety, specifically the importance of low speeds in local environments, traffic calming measures, and the concept of "complete streets."
 - c. VMC bodies should strive to include a diversity of women and genders (e.g., caregivers, LGBTQ+ population).
4. Regular monitoring of the implementation of the Political Advocacy and Community Mobilization Plans, considering all approaches.

PACM2. DESIGN AND IMPLEMENTATION OF THE POLITICAL ADVOCACY STRATEGY, ADVOCACY PLAN, AND COMMUNITY MOBILIZATION PLAN

Contribution to Transformation:

The Political Advocacy and Communications Strategy supports the integration of CY perspectives into decision-making processes in their communities and cities, making them part of an empowered citizenry that contributes to sustainable urban development and the well-being of CY.

Recommendations:

1. Analyze the political context of the city to identify collaboration opportunities with the public administration that may facilitate subsequent coordination with the local government.
2. Review and update local planning or public policy initiatives to identify advocacy scenarios that can be included as the strategy is implemented.

Support Resources:

Annex 8: Example of Political Advocacy Strategy and Political Advocacy Plan.

Annex 9: Global Health Advocacy Incubator's Action Guide for Advocacy.

Annex 10: Fundamentals Module 6 Community Mobilization by Save the Children.

Contributions of Activity PACM2 to Other Action Lines:

1. The Advocacy Plan facilitates the participation of CY in spaces where they can advocate for the enjoyment of public spaces that encourage healthy uses. Additionally, it enables CY to identify and interact with relevant urban stakeholders with whom they can collaborate to achieve this goal.
2. The Community Mobilization Plan promotes community engagement to strengthen the transformation of their space through participation in activations and the co-design process. It also forms representative groups, such as park guardians and neighborhood committees, to ensure the sustainability of the intervention. The activities of this plan will also help test the knowledge and skills acquired by CY during the leadership training.

*1. COMMUNITY ENGAGEMENT

Objective:

To promote community involvement in the project's implementation by bringing the Community Mobilization Plan to life throughout the project and across the different action lines.

Implementation Timeframe:

Continuous implementation from the Knowledge and Recognition Phase to the Appropriation and Sustainability Phase.

Preliminary Requirements:

Community Mobilization Plan.

Preliminary Sub-activities and Outputs:

1. Implementation of broad outreach strategies to ensure that both community leaders identified in the stakeholder mapping and other community members can participate in the VMC process.
2. Awareness-raising sessions on the importance of participating in spaces for dialogue and exchange with children, adolescents, and young people, directed at community leaders and other community members involved in the VMC implementation.
3. Community awareness sessions on VMC's fundamental approaches (Gender Equity, Road and Personal Safety, and Physical Activity).
4. Consolidation or strengthening of community participation spaces that integrate CY perspectives into decision-making processes for public space design and maintenance. These spaces could include Community Action Boards (or other existing neighborhood groups), new groups, such as a neighborhood committee that can be involved in the co-design process, or adolescents and other community members who organize to activate the public space once the project concludes.
5. Involvement of the Communications Incubator in the coverage of community activities to ensure a relevant and constant flow of information between CY and other community members involved in the VMC implementation.
6. Preparation to include various community members as participants in the bootcamp and as champions of the action plan for the sustainability of the intervention in public space.

*1. COMMUNITY ENGAGEMENT

Contribution to Transformation:

Community involvement enables a more explicit inclusion of adolescents' perspectives and needs in community-level decision-making processes and fosters a commitment from various stakeholders to the healthy use of public spaces.

Recommendations:

1. Consider hiring community leaders as part of the project to develop different activities during VMC's implementation. This allows for a more direct entry into the community and establishes a foundation of trust.
2. It is essential to determine the level of participation expected from different community stakeholders. To establish this level (informed, consulted, involved, collaborators, empowered), you may consult the "Type of Involvement" tab in Annex 1: VMC Stakeholder Matrix Format or refer to literature on the ladder of citizen participation.

Support Resources:

Annex 11: Community Awareness Guide for Vivo Mi Calle's Approaches; Awareness-Raising for Community Leaders on Vivo Mi Calle's Approaches.

Contributions of the Activity *1 to Other Action Lines:

1. The consolidation or strengthening of community groups aligned with VMC's work from the start of the project contributes to a more diverse and inclusive co-design process, as adults are sensitized about the participation of children, adolescents, and young people beforehand.
2. The transfer of knowledge and awareness regarding VMC's approaches—physical activity, gender equity, and personal and road safety—is essential to improving communication and interaction among the different people involved in the project. It also helps ensure clearer and more conscious engagement as a project champion.



2.2 PHASE III. KNOWLEDGE AND RECOGNITION

L2. TRAINING VIVO MI CALLE YOUTH: LEADING HEALTHY CITIES

Objective:

Provide practical tools to adolescents to strengthen their leadership skills through the *Vivo Mi Calle: Leading Healthy Cities* Youth Training Program.

Framework and Outcomes:

Vivo Mi Calle: Leading Healthy Cities is a flexible training program that allows each community and context to decide which themes to emphasize in each session. In other words, the project will provide suggested topics and methodologies for each session, which can be adapted or executed as needed.

Duration:

The program will run for 6 months, including a Knowledge and Recognition Phase (Modules I and II) and an Intervention and Activation Phase (Modules III and IV).

Pedagogical outings are used to complement the main teaching and learning process through meaningful experiences outside the classroom. These outings enable the students to apply classroom knowledge to real situations, fostering a deeper understanding of the topics while exploring and observing phenomena, places, or activities in authentic contexts. These outings will allow the group to develop social skills and learn to coexist, promoting relationship-building in a new environment.

The *Vivo Mi Calle: Leading Healthy Cities* Youth Training Program is outlined below:

Prerequisites:

L1. Establish partnerships with an educational institution, organization, or collective for the development of *Vivo Mi Calle: Leading Healthy Cities* Youth Training Program

Module 1. Emotion map

Objective: Develop emotional awareness in teenagers by strengthening their self-awareness, and self-regulation, and by introducing strategies to address personal challenges. This module promotes a better understanding of their emotions, encourages effective control over reactions, and the development of practical tools to proactively handle difficult situations with resilience.

Module 2. Connect and grow - Develop your social skills!

Objective: Strengthen teenagers' social awareness, effective communication, and negotiation skills by fostering empathy, active listening, assertiveness, and collaboration to promote

L2. TRAINING VIVO MI CALLE YOUTH: LEADING HEALTHY CITIES

Contribution to Transformation:

The adolescents become aware of their community's challenges and needs, assuming the role of agents of change in their contexts.

respectful interactions, conflict resolution, and the development of healthy relationships in various contexts.

For this module, students choose one of the two themes below to focus on:

Communication: Develop the capacity to express oneself and listen constructively using non-verbal language, practicing active listening, direct communication, and conflict resolution through the lens of non-violent communication.

Negotiation: Establish fundamental negotiation skills by understanding the key principles: identifying mutual interests and collaborating to resolve conflicts, reaching fair agreements, and strengthening positive interpersonal relationships.

Module 3. Recognition and Community Belonging

Objective: Foster a sense of belonging and community ownership in adolescents through reflections on public care and promoting collective well-being. Through observation and teamwork sessions, the program aims to strengthen community ties, encourage collaboration, and produce young leaders who will participate in co-design sessions in line with the Participatory Urbanism framework.

Module 4. Active Citizenship

Objective: Encourage active citizenship among teenagers through an understanding of the right to the city, the importance of civic participation, and the diverse ways to exercise citizenship. This module will strengthen their ability to engage in collective decision-making, contribute to the common good, and transform their environment inclusively and responsibly.

Outcome 1. Activity logbooks (qualitative evaluation).

Outcome 2. Attendance records (quantitative evaluation). Tracking assistance with the number of hours attended per workshop and student.

Outcome 3. Final report of the Vivo Mi Calle: Leading Healthy Cities Youth Training Program, with a final evaluation of each module.

L2. DEVELOPMENT OF TRAINING “VIVO MI CALLE YOUTH: LEADING HEALTHY CITIES”

Support Resources:

Annex 12. *Vivo Mi Calle: Leading Healthy Cities Youth Training Program Manual.*

Annex 13. *Methodological Guides*

Recommendations:

1. Training groups should consist of 15 to 25 participants to guarantee quality learning experiences.
2. The learning spaces should ensure gender equality among participants and inclusivity for those with diverse gender identities.
3. Take into account the group's academic level to guarantee that the proposed activities are executed appropriately. This ensures that the types of outcomes and strategies are tailored to the group.
4. Include icebreaker activities to energize the group at the start of the sessions.
5. For Module 2, allow the group to choose which skills they prefer to strengthen (negotiation or communication).
6. Incorporate playful and contextually relevant elements. This includes sports activities that can be used to raise awareness of gender stereotypes.
7. To expound on the gender focus in Module 2, in strengthening communication skills, the use of language and visual representations used in the communication strategy must be taken into account.
8. Additionally, concerning negotiation skills, activities should be planned (such as awareness workshops for those over 18 years of age) to promote horizontal dialogue between teenagers and adults.
9. Coordinate with community leaders to organize neighbourhood tours with the adolescents to evaluate context and identify possible points of intervention.
10. Ensure that healthy snacks (low in sugar, minimally processed, fresh foods) are provided in all the training sessions.

L2. DEVELOPMENT OF TRAINING “VIVO MI CALLE YOUTH: LEADING HEALTHY CITIES”

Contributions of Activity L2 to Other Action Lines:

The program contributes to the Political Advocacy and Community Mobilization outlet, specifically through Activity I4, the conceptualization of healthy cities at the start of the VMC Youth Training session of Module III.

It also contributes to the Participative Urbanism outlet, specifically through Activity U2 (Diagnostic of Public Space) and U3 (Codesign), providing insights and results from the characterization and assessment of public spaces. These activities incorporate spatial orientation exercises, gender-focused territory recognition, and observation and identification of emotions and perceptions intrinsic to these spaces to foment the process of co-creation.

Preparing VMC adolescents for Activity *2. *Design and development of an intensive course for Vivo Mi Calle promoters.* In this course, communication and negotiation skills will be essential to engage with key local stakeholders in the public and private sectors.



PACM3. LOCAL GOVERNMENT ENGAGEMENT

Objective:

Achieve active collaboration with the local government to strengthen the implementation activities of Vivo Mi Calle that require coordination with public entities.

Implementation Timeframe:

Continuous implementation from the Knowledge and Recognition Phase to the Appropriation and Sustainability Phase.

Preliminary Requirements:

Understand the city's political landscape to identify collaboration opportunities with the public administration.

Preliminary Sub-activities and Outputs:

1. Present the project to public entities related to the objectives of Vivo Mi Calle and seek the city's commitment to the project's implementation.
2. Identify and manage Vivo Mi Calle's requirements to establish project implementation coordination mechanisms. This sub-activity is related to the Participatory Urbanism line, as the requirements also emerge from the co-design process and the proposed intervention developed.
3. Discuss the long-term maintenance of the constructed intervention with local public entities.



PACM3. LOCAL GOVERNMENT ENGAGEMENT

Contribution to Transformation:

Ensuring collaboration from various entities and local government representatives facilitates the inclusion of youth perspectives in the city's decision-making processes. It encourages the public sector to become more familiar with issues related to the health and well-being of CY (Children, Adolescents, and Young People).

Recommendations:

1. When creating the Stakeholder map, make sure to include the public entities with which coordination for the various phases of Vivo Mi Calle will be sought and validate their thematic relevance to the project. Contact can be made with entities that work with adolescents and vulnerable populations and design, construct, and maintain public spaces. When selecting entities, consider the work of other lines, such as discussions from the co-design process, the intervention proposal, and planned activations.
2. Signing a collaboration document with a public entity, such as a memorandum of understanding, may facilitate local government involvement during Vivo Mi Calle's Phases II, III, and IV.
3. It is recommended that a basic presentation template with general project information be created, adaptable for meetings with local government entities.
4. Use a tracking tool to monitor different communications sent to entities directly related to the intervention's public space requirements.
5. It is advisable to raise awareness among public entities about the importance of integrating the gender approach and to detail how this has been implemented in specific Vivo Mi Calle activations.

Support Resources:

Annex 14: Example of a memorandum of understanding with the local government.

Annex 15: Vivo Mi Calle coordination tracking format with the local government.

Annex 16: Example of a communication for an information request.

PACM4. CONCEPTUALIZATION AND PROMOTION OF HEALTHY CITIES FOR ADOLESCENTS IN LOCAL PUBLIC POLICY PROCESSES

Objective:

Incorporate concepts shared between the community and CY (Children, Adolescents, and Young People) along with the insights from Vivo Mi Calle into the formulation or review processes of sectoral public policies and other municipal planning instruments. These efforts aim for short- and long-term impacts to foster the creation of Healthy Cities for Adolescents.

Implementation Timeframe:

Continuous implementation from the Knowledge and Recognition Phase to the Appropriation and Sustainability Phase.

Preliminary Sub-activities and Outputs:

1. Design and implement a workshop methodology for conceptualization with adolescents and relevant stakeholders, including strategies for systematization, analysis, and feedback on results. Findings and the jointly defined concept will be presented to workshop participants, and adjustments will be made based on feedback.

Outputs: Document compiling the workshop implementation process and obtained results; a consolidated definition reflecting the adjustments made from feedback.

2. Analyze planning instruments and sectoral public policies of the city where VMC is implemented to identify potential areas for influence in ongoing formulation or review processes.

Output: Document detailing analysis results and identified opportunities within policies or instruments.

3. Provide technical assistance to sectoral public policy and planning processes of the city where the VMC is being implemented, utilizing evidence generated or collected through the project.

Output: Supporting documents depending on specific technical assistance agreements with local governments.

PACM4. CONCEPTUALIZATION AND PROMOTION OF HEALTHY CITIES FOR ADOLESCENTS IN LOCAL PUBLIC POLICY PROCESSES

Preliminary Requirements:

1. Select participants for the workshop based on stakeholder mapping and characterization to date, as well as the group of adolescents involved in the Leadership Line.
2. Develop the concept of Healthy Cities for Adolescents with relevant stakeholders.
3. Review local government development plan initiatives related to Vivo Mi Calle to develop a more integrated strategy promoting this concept.

Recommendations:

1. Before the workshop, distribute a brief survey to gather perceptions from CY and other relevant stakeholders about what constitutes a healthy city.
2. The workshop should include interactive activities for data collection.
3. Document the constructed concept in a Healthy City Concept Note to share with various stakeholders.
4. Develop tools (like matrices) to facilitate a general review of policies and planning instruments before the necessary analyses for providing technical assistance to local governments.
5. Map local policies related to gender and public space to address differential and intersectional approaches.
6. Use Annex 3: Decalogue of Healthy Cities for Adolescents to emphasize the importance of local governments incorporating this concept into the public policies they advance.

Support Resources:

Annex 17: Example of a conceptualization survey.

Annex 18: Healthy Cities Concept Note, Cali and Palmira.

Annex 19: Decalogue of Healthy Cities for Adolescents.

PACM4. CONCEPTUALIZATION AND PROMOTION OF HEALTHY CITIES FOR ADOLESCENTS IN LOCAL PUBLIC POLICY PROCESSES

Contribution to Transformation:

The participatory conceptualization of what constitutes a healthy city in the project strengthens the integration of CY's perspectives in each phase's implementation. It increases the likelihood of their access and sustained presence in the transformed public space. In this way, youth are encouraged to engage in the healthy use of public space within their community. Additionally, incorporating VMC's critical concepts related to Healthy Cities for Adolescents enhances the use of VMC's evidence and insights by public sector stakeholders.

Contributions of the Activity PACM4 to Other Action Lines:

1. Legitimizes Vivo Mi Calle's efforts with the community and its adolescents, creating a shared vision of what constitutes a healthy city that can be included in local public policy discussions.
2. The co-created definition serves as an initial input for the co-design process of the intervention.
3. It aligns with the training process for CY within the Leadership Line, providing them with tools to highlight the importance of building healthy cities in interactions with other relevant stakeholders.



PU2. PUBLIC SPACE DIAGNOSIS

Objective:

Establish the main issues and opportunities of public space at the neighborhood level to technically determine where the public space intervention is most viable.

Implementation Timeframe:

1 to 2 months during the Knowledge and Recognition Phase.

Preliminary Requirements:

1. Neighborhood characterization document with relevant information.
2. Establish what updated official information at the neighborhood level is available and what is missing.

Preliminary Sub-activities and Outputs:

Based on the neighborhood-level characterization document from activity PU1, technical inputs will be generated to facilitate the selection and co-design process for public space intervention. The primary diagnostic information should include:

1. Classification of types of public spaces in the neighborhood (streets and sidewalks, plazas, parks, etc.), including fundamental indicators of the physical and spatial conditions of prioritized public spaces: area, furniture, and vegetation cover.
2. Prioritize identified public spaces based on their proximity to the educational institution and/or headquarters of the organization implementing the Vivo Mi Calle Youth training and the presence of community initiatives.
3. Comparative analysis of prioritized spaces concerning the healthy use of public space, based on the project's three approaches.
 - a. **Physical activity:** Availability and quality of sports facilities, furniture for physical and recreational activities, and frequency of individual or group use. Ideally, record information that includes gender, age, and differential factors such as disability, migrant status, and displacement.
 - b. **Gender equity:** Conduct an urban quality audit with a gender perspective. The tool developed by Col-lectiu Puntó (Cicoletto, 2014, p. 23) can be used as a reference, utilizing qualitative tools like tours, observations, participatory activities, and interviews to evaluate "relationship spaces" in terms of proximity, diversity, autonomy, vitality, and representativeness.
 - c. **Security:** Complement existing official information with data on perceived safety in public spaces and road safety issues. For the former, use the Guide for Participatory Security Audits from the "Evidence-Based Policies for Improving Community Safety in Latin American and African Cities" project (UNODC Center of Excellence, 2018), focusing on aspects like:

Community or neighborhood risk factors: limited access to infrastructure and essential urban services (water, sanitation, lighting, transport, housing), deteriorated physical surroundings, social exclusion, restricted economic opportunities, segregation, high population density living in poor conditions, lack of

PU2. PUBLIC SPACE DIAGNOSIS

positive social capital, low social cohesion, negative local identity, presence of drugs, alcohol, firearms, gangs, and criminal organizations.

Structural risk factors include inequality, social or economic exclusion, corruption, terrorism, armed conflicts, natural disasters, economic and political crises, and discrimination based on sex, age, sexual orientation, gender identity, ethnicity, and race.

Vulnerable groups: crime incidence against specific population groups (e.g., street violence against women and girls or crimes against homeless people or other vulnerable groups).

Exposure to perpetration risks: youth in gangs, youth with drug or alcohol issues, homeless youth.

Vulnerable neighborhoods, communities, and public spaces: Crime concentration in public spaces.

Community capacities: Values, traditions, norms, and rules within the community that align with citizen security and social cohesion values. Local culture, arts, and other local assets can be used in the prevention strategy; existing projects and initiatives from civil society, the private sector, the university, or the community contribute to crime prevention.

Urban capabilities: urban areas of particular interest and potential for the community (identity, historical or symbolic value, public spaces for positive interaction with the community).

Road Safety: Conduct a community road safety inspection to identify conflict areas, safe infrastructure, road users, signage, and areas perceived as safe or unsafe. Informal interviews are also recommended to gauge perceptions about road safety (e.g., "I'm likely to be hit," "vehicles move too fast," and "I have to walk on the road because sidewalks are inaccessible").

4. Selection of the intervention site through a participatory diagnostic analysis involving Vivo Mi Calle Youth members, community leaders, and other relevant stakeholders based on the context.

Output: A participatory diagnostic document defining the most suitable public space for revitalization.

PU2. PUBLIC SPACE DIAGNOSIS

Contribution to Transformation:

Enhanced accessibility of infrastructure and services for healthy uses by CY.

Contributions of the Activity PU2 to Other Action Lines:

It supports the participatory urbanism line as a preliminary analysis of the public space to be intervened in, guiding co-design sessions and developing the strategic activation plan.

Support Resources:

Annex 20: Everyday Life Spaces. Urban quality audit with a gender perspective.

Annex 21: A Guide for Participatory Security Audits in the Context of the "Evidence-Based Policies for Improving Community Safety in Latin American and African Cities" Project.

Recommendations:

1. Conduct robust secondary data collection to avoid resource wastage by repeating audits or interviews previously conducted by other organizations.
2. Involve youth and the community as much as possible in information gathering and analysis, accompanied by training, technical discussions, and joint interpretation and analysis sessions.
3. Define the scope and depth of analyses and diagnostics based on the team's capabilities and the potential to involve the community, youth, and other allies.
4. Use the diagnostic process to engage more stakeholders in dialogue and consensus-building on viable sites for VMC intervention.
5. Establish a decision-making dialogue dynamic that avoids dominance by specific stakeholders or the exclusion of others.

PU3. CO-DESIGN

Objective:

Involve CY in the *Vivo Mi Calle youth* training, along with the community and stakeholders, in the planning and improvement process of the selected public space according to the diagnosis. Ensure that the design reflects the needs, aspirations, and expectations of those who will use the space, promoting a sense of belonging and ownership

Implementation Timeframe:

3 months, spanning the Knowledge and Recognition and Intervention and Activation phases.

Preliminary Requirements:

1. Results from the Healthy Cities conceptualization workshop.
2. An established community group committed to participating in *Vivo Mi Calle*.
3. Agreed-upon selection of the public space for intervention during the diagnostic process.

Preliminary Sub-activities and Outputs:

Introduction

Vivo Mi Calle's co-design approach seeks to create solutions through a participatory process, where community voices take center stage, for the revitalization of the selected public space. Through this process, relevant data is gathered, translating into requirements and needs that are interpreted by the design team, which then generates alternatives and consolidates a proposal.

This approach focuses on developing healthy cities for adolescents and their communities by addressing the question: How can we help them understand that the city is a living organism? This led to the creation of the concept "Urban Clinic: Reviving My Public Space," which interprets public space as a living organism that falls ill and needs to be healed, rehabilitated, and transformed into a healthy patient.

In this process, participants (between 15 and 20 people) become doctors who prepare, diagnose, resuscitate, and rehabilitate the "patient" through the following four (4) modules:

1. Module I - Leveling: Establish agreements among participants (youth and community) and identify their specific needs to provide knowledge on the basic concepts of public space, including complete streets, safe streets, sidewalks, facades, gardens, promenades, mobility, accessibility, among others.

Output: Response matrix with data graphics from a pedagogical activity conducted with participants post-training to validate their understanding.

2. Module II - History and Diagnosis: Through sessions with youth and the community, identify preconceptions, logic, uses, and symptoms of a "sick" public space (low quality and lacking adequate infrastructure) chosen by the youth. Highlight best practices, existing community solutions, and local cultural knowledge and traditions.

Output: Response matrix, map of aspirations and memories, digital georeferencing map (using tools like Green Map, GIS, MAPS, AutoCAD).

3. Module III - Revitalization: Sessions where youth and the community develop conceptual proposals to address identified issues and needs in the selected public space. These

PU3. CO-DESIGN

Contribution to Transformation:

Improved accessibility of infrastructure and services for healthy uses by CY.

proposals provide input regarding the colors, shapes, actions, and movements participants envision in the revitalization design.

Output: Data graphics of recipes, ideas, shapes, and movements created by youth and community members in their drawings and responses, including a color palette.

4. Module IV - Rehabilitation: Develop, socialize, prototype, and evaluate a basic schematic proposal with youth and community members.

Output: 3D model with participants' ideas, opinion matrix, emotional map, tactical urbanism (prototyping), and result graphics validating the prototyping.

Output: A public space intervention strategy with a basic scheme showing how prioritized issues are addressed in the diagnosis and how opportunities are utilized.

Recommendations:

1. Work in groups with a ratio of five participants per facilitator to encourage diverse participation dynamics and collect more information.
2. Ensure representation of the local population, including people of different ages and genders.
3. Use didactic elements, such as multi-scale maps, site plans, and 3D models, to help people view the area from a new perspective.
4. Use Modules 1 and 2 to strengthen awareness of the relationship between gender and public space. Actions should address public space issues identified in the diagnosis, e.g., masculinized or feminized areas, spaces sensitive to street harassment, safe connections, etc.
5. Coordinate co-design sessions to ensure CY participating in the Vivo Mi Calle Youth leadership training can attend.

PU3. CO-DESIGN

Support Resources:

Annex 22: Co-design Manual

Annex 23: Methodological Guides

Annex 24: Recipe Sheet

Annex 25: Analysis Tools

Annex 26: Low-Speed Zone Guide_WRI

Annex 27: Sustainability and Safety. Vision and Framework to Achieve Zero Road Deaths_WRI GRSF

Annex 28: Safer Cities through Design_WRI

Annex 29: Safe Design Principles for Bicycle Lanes_WRI

Contributions of the Activity PU3 to Other Action Lines:

1. It is the main input for defining the design of the physical intervention for the revitalization of public space (Activity PU5).
2. Contributes to the Participatory Urbanism line by providing critical insights into the population's issues, dynamics, and aspirations to inform the design proposal for public space revitalization.
3. It helps guide the activation agenda strategy and planning and tests physical spatial interventions for revitalizing public space.



2.3 PHASE III. INTERVENTION AND ACTIVATION

PU4. HEALTHY ACTIVATIONS

Objective:

Establish, in consensus with adolescents and the community, a schedule of activities that reinforce the healthy and continuous use of public space, raising awareness of the VMC focus areas: physical activity, gender equity, and safety. Additionally, these activities are used to test physical and spatial interventions for revitalizing public space.

Implementation Timeframe:

3 to 6 months, spanning the Intervention and Activation and Appropriation and Sustainability phases.

Preliminary Requirements:

1. Development of the public space technical assessment.
2. Completion of Modules I and II of the co-design process.
3. Mapping of stakeholders, initiatives, and organizations at the neighborhood and local levels.

Preliminary Sub-activities and Outputs:

1. Schedule discussion sessions with neighborhood committee members, youth representatives, and the community to collaboratively define the activation objectives, strategy, and activities to achieve these objectives. This includes identifying available resources within the community (other groups or initiatives that could join the agenda), frequency of activations, required support, outreach strategy, and responsibilities for implementing the agenda.
2. Implement data collection processes with activation participants to assess the relevance of the activation in meeting its objective.
3. Hold meetings with the neighborhood committee and youth representatives to adjust the strategy and make decisions regarding the planning and execution of activations.

Outputs:

1. Scheduling of activations.
2. Results analysis to evaluate which activities gained the most engagement and which generated the most substantial community impact in line with project focus areas.

PU4. HEALTHY ACTIVATIONS

Contribution to Transformation:

The community actively participates in promoting healthy activities within the revitalized spaces, ensuring physical activity, safety, and gender equity.

Recommendations:

1. The activation strategy should consider findings regarding the lack of activities for girls and gender-diverse individuals in public spaces.
2. Include activations related to road safety, such as cycling events, pedestrian-only streets, block parties, etc.
3. Involve youth and the community in creating, planning, and executing each activation.
4. Forge partnerships with various public entities and local organizations.
5. Include photographic and video documentation.

Support Resources:

Annex 30: Strategy Report Guide

Annex 31: Template for Planning Each Activation

Contributions of the Activity PU4 to Other Action Lines:

1. Supports the Participatory Urbanism line by enabling evaluation of the basic schematic proposal for public space revitalization.
2. Contributes to the Political Advocacy and Community Mobilization line by strengthening networks of community stakeholders and empowering the transformation of public space dynamics toward consolidated healthy usage.



PU5. PUBLIC SPACE REVITALIZATION

Objective:

Revitalize and reimagine the selected public space through a physical intervention based on the space assessment and co-design process.

Implementation Timeframe:

Phase III (Intervention and Activation) - 5 months

Preliminary Sub-activities and Outputs:

1. Develop a preliminary public space intervention project based on the basic schematic from the co-design process.

Output: General site plans, supporting images to visualize the proposal (photomontages, sections, axonometrics, etc.), detailed furniture designs for public space equipment, and a preliminary budget.

2. Engage in technical and financial discussions with the local government, private sector stakeholders, and other organizations to combine resources for project implementation.
3. Define the architectural project based on the outcomes of the resource management process. It is recommended that high-impact interventions be prioritized according to financial availability and that agreements be reached with the local government on tactical urbanism interventions, their duration, and the potential for permanent solutions if deemed effective.

Output: Planimetry, construction details, project budget, permits for intervention, activity schedule, and contracts for personnel and suppliers.

4. The final intervention of the public space.

Output: Documentation and records of the public space intervention.

PU5. PUBLIC SPACE REVITALIZATION

Preliminary Requirements:

Basic schematic from the co-design process.

Contribution to Transformation:

Improved accessibility to infrastructure and services for the healthy use of adolescents.

Recommendations:

1. Ensure communication with the community to share the intervention's progress.
2. Involve the community and youth in activities with low technical difficulty, such as mural painting, cleanup days, and planting events.
3. Conduct market studies and prioritize the quality and sustainability of materials and elements installed during the intervention. Identify opportunities to hire local suppliers and labor.
4. Document the revitalization process in a project log.
5. Ensure safety and protective measures during construction activities, especially regarding playground equipment: allow its use only when installation is complete and maintain road safety conditions for all users (mark pedestrian paths, implement safety measures to protect cyclists and motorcyclists in areas with heavy vehicle traffic).
6. Conduct a partial or complete handover of the intervention to the community organization (formal or informal) involved in the assessment, co-creation, and intervention process, with a manual for maintaining and caring for installed elements.
7. Host an event to launch the completed intervention, allowing the community and youth to lead in designing and executing activities. A suggested "Vivo Mi Calle Festival" could develop activities aligned with the project's focus areas.

Contributions of the Activity PU5 to Other Action Lines:

Supports the Political Advocacy and Community Mobilization line by positioning the site within the network of healthy cities.

PACM5. POSITIONING YOUNG PEOPLE AS KEY STAKEHOLDERS IN POLICY DISCUSSIONS RELATED TO HEALTHY CITIES

Objective:

Promote the inclusion of CY's perspectives in policy agenda discussions related to Healthy Cities.

Implementation Timeframe:

Continuous implementation from the Intervention and Activation Phase to the Appropriation and Sustainability Phase.

Preliminary Requirements:

Establish contact with Vivo Mi Calle's partner organizations and networks to identify joint participation opportunities in advocacy across various policy agendas.

Contribution to Transformation:

Positioning adolescents as relevant stakeholders in public policy discussions and decision-making processes improves the integration of their perspectives into the actions of local governments and communities that impact their well-being. In this way, CY becomes an empowered group of citizens contributing to the sustainable development of their urban environment.

Preliminary Sub-activities and Outputs:

1. Identify participation channels and spaces to share the experience of the Vivo Mi Calle implementation process with other relevant stakeholders identified in the stakeholder mapping and characterization.
2. Participate in collaborative and experience-sharing spaces with other Vivo Mi Calle cities. These spaces should align with the project's Communications Plan (inclusive communication).

Output: Document for space preparation detailing the activity's objective, methodology, and responsibilities.

Output: Document summarizing the discussions held.

3. Organize interaction sessions between Vivo Mi Calle youth and decision-makers. The Political Advocacy and Communications Strategy guidelines should be incorporated to develop these sessions, ensuring horizontal dialogue among involved stakeholders and inclusive communication, as the project proposes.

Output: Document for space preparation detailing the activity's objective, methodology, and responsibilities.

Output: Document summarizing the discussions held.

Recommendations:

Review the network of organizations or initiatives with similar objectives to the project. Based on this, assess the relevance of joining these networks as alliances to amplify VMC's impact. An example of this includes networks such as NiñezYA and Cities4Children to explore collaboration opportunities.

2.4 PHASE IV. APPROPRIATION AND SUSTAINABILITY

*2. DESIGN AND DEVELOPMENT OF AN INTENSIVE COURSE (BOOTCAMP) WITH VIVO MI CALLE CHAMPIONS

Objective:

Develop an intensive course for Vivo Mi Calle adolescents, community representatives, and partners from local organizations and the local government, aimed at building an action plan to strengthen the sustainability of the public space intervention over time and enhance the healthy public space use dynamics generated during the implementation of Vivo Mi Calle.

Implementation Timeframe:

The course design and implementation will take 1 to 3 months, and the Action Plan's execution will take 6 months.

Preliminary Sub-activities and Outputs:

1. Structure the intensive course for the sustainability of public space intervention, targeting youth, community leaders, and representatives from local organizations in both public and private sectors.

Output: Academic program and course schedule. Recommended duration: 16 to 20 hours.

2. Convene and select a group of 20 people among the key stakeholders involved in the project based on their leadership vocation and commitment to championing the principles of Vivo Mi Calle within the neighborhood and the city.
3. Use the tools and knowledge acquired during the course to collaboratively develop a short-term (6-month) Action Plan supported by self-management processes aimed at maintaining and activating the public space intervention implemented during the VMC project.

Output: Action Plan detailing objectives, activities, implementation schedule, required resources, expected outcomes, roles, and responsibilities.



*2. DESIGN AND DEVELOPMENT OF AN INTENSIVE COURSE (BOOTCAMP) WITH VIVO MI CALLE CHAMPIONS

Preliminary Requirements:

1. Identify a group of individuals familiarized with and committed to Vivo Mi Calle within the stakeholder mapping and leadership training.
2. Establish the topics to be covered in the academic program based on the diagnostic process.

Contribution to Transformation:

The intensive course fosters interaction and coordination among relevant stakeholders who can contribute to building healthy cities for adolescents. Through this course, CY can commit to the healthy use of public spaces and actively promote physical activity in the intervened area.

Recommendations:

1. Design the academic program based on a focus group or another qualitative data collection method to understand the interests and capacity-building needs among the course's target groups.
2. Establish a participant selection process that promotes gender parity and the equitable representation of different population groups in the area.
3. Implement strategies to improve adherence, commitment, and continuity: certify participants based on their performance and attendance, choose schedules and locations that are closer and more convenient for people, apply pedagogical methodologies that enhance participation and course dynamism, create safe spaces for open participation, level participants in terms of concepts and analysis tools, and any other strategies identified in the focus group.

Support Resources:

Appendix 32. *Course for Sustainable Community Management of The Urban Environment Guide.*

Contribution of the Activity to Other Action Lines:

The design and development of the intensive course strengthen all Vivo Mi Calle implementation phases by engaging adolescents, community representatives, and local organizations and government stakeholders in a shared learning and community mobilization space. This learning supports collaborative efforts to consolidate the public space, testing skills acquired by CY through the Leadership Line activities and promoting the sustainability, improvement, and appropriation of the dynamics established through Participatory Urbanism activities.

*3. IMPLEMENTATION OF THE BOOTCAMP ACTION PLAN

Objective:

Support the specific needs of the group that participated in the Intensive Course regarding implementing the action plan to strengthen the sustainability of the Vivo Mi Calle process in the intervened area.

Sub-activities and Outputs:

Establish a technical assistance and monitoring process for implementing the action plan. This process should be collaboratively designed with the Vivo Mi Calle leaders who participated in the course. It should encourage adolescent participation, prevent discriminatory practices in activity development, and promote safe discussion spaces for women and gender-diverse individuals, ensuring that other voices are also included.

Implementation Timeframe:

3 to 6 months.

Preliminary Requirements:

Establish a communication channel with the intensive course participants to facilitate progress updates on implementing the action plan.

Contribution to Transformation:

Monitoring the implementation of the action plan by Vivo Mi Calle leaders can contribute to building relevant evidence and learning, fostering greater collaboration among stakeholders invested in the well-being and health of CY in urban environments. Additionally, it helps CY strengthen their role as committed citizens, promoting healthy public space use as a central element of sustainable urban development.

Recommendations:

1. It is essential that all course participants are involved in the implementation monitoring process. This could include a spreadsheet-based matrix attached to the action plan with minimum tracking criteria.
2. Allocate a fund to support Vivo Mi Calle leaders in action plan management activities, such as transportation and materials.

Support Resources:

Appendix 33. Sample monitoring matrix for Bootcamp action plan implementation.



3. COMMUNICATIONS STRATEGY



At *Vivo Mi Calle*, we recognize that communication is fundamental for connecting and empowering youth, facilitating their active participation in transforming their urban environments. From everyday neighborhood interactions to the broader arena of national and global policies, our communication strategy contributes to constructive dialogue and collaborative action.

At the neighborhood level, our communications focus on strengthening relationships with adolescents and their families, creating a supportive environment that encourages ongoing project participation.

At the local level, we emphasize the importance of involving young people in planning and improving public spaces. Our campaigns inform and raise community awareness about the benefits of cities designed for their well-being and safety.

Our communications advocate for policies that promote safety, gender equity, and physical activity at the national and global levels. We use press releases, newsletters, and social media to expand the project's impact beyond direct interventions.

This strategy ensures that our communications are heard, inspiring, mobilizing, and sustaining the desired transformation.

Communication Objectives:

1. Amplify the message about healthy use of public space (neighborhood level):

- » Encourage active participation of adolescents in creating and maintaining inclusive and safe urban environments.
- » Promote youth leadership, highlighting the importance of adolescents acting as leaders and experts within their communities.

2. Showcase *Vivo Mi Calle*'s continuous learning cycle (national and global level):

- » Highlight lessons learned and adaptation processes at each phase of the project.

- » Promote a continuous improvement and critical reflection culture, ensuring that project learnings are shared and used in different contexts.

3. Generate and disseminate quantitative and qualitative evidence (local, national, and global level):

- » Document and publicize research results and data demonstrating the project's positive impact on creating healthy cities.
- » Support informed decision-making and policy formulation at the local, municipal, and national levels.

4. Promote Vivo Mi Calle's methodology and publications (local, national, and global level):

- » Ensure that the knowledge generated by the project is accessible and usable for various stakeholders interested in replicating the model in other cities and contexts.
- » Establish *Vivo Mi Calle* as a leading project in the national and international ecosystem of organizations working toward healthy cities.

5. Build capacity among youth and communities (local level):

- » Strengthen skills and knowledge that allow youth and communities to lead and actively participate in transforming their urban environments.

To structure and implement a Communications Plan that serves as a cross-functional tool throughout the four phases of the methodology, it is necessary to define specific activities based on the following premises:

- **Inclusive Communication:** Adapt formats to ensure accessibility for people with disabilities.
- **Equitable Communication:** Avoid reproducing stereotypes or discrimination based on sex, gender, or sexual orientation. Language and visual representations will promote gender equity and diversity.

- **Diverse Leadership Representation:** Our communication materials should include examples and references of women and people of diverse genders in leadership roles.

LANGUAGE IN VIVO MI CALLE

At *Vivo Mi Calle*, word choice is a conscious act of inclusion. We prioritize feminine terms in our communication to challenge traditionally masculine language and promote gender equity. This commitment is reflected in how we name and present our activities: we talk about “youth” instead of “young people” and “children” instead of “boys,” ensuring that our words promote equality. In our events, we especially highlight the participation and contributions of women. We adopt a conversational tone that aims to connect genuinely and directly, as if we were face-to-face with our audience, facilitating an open and respectful dialogue.

VISUAL REPRESENTATION IN VIVO MI CALLE

Visual representation is critical to fostering a connection with the community. At *Vivo Mi Calle*, we strive to ensure everyone can see themselves reflected in our content. We prioritize the inclusion of female characters and children in our illustrations and avoid conventional stereotypes by choosing non-traditional colors for skin tones like purple, green, and red. This enriches visual diversity and underscores our commitment to celebrating diversity in all its forms.

SIGNIFICANT DATES FOR VIVO MI CALLE

We recognize and align with significant dates at both national and global levels, integrating them into our communications calendar. We observe important UN dates and national celebrations, and we are currently designing and sharing unique content that connects *Vivo Mi Calle's* achievements and goals with broader causes and movements. This strategy enhances the reach of our publications, linking our local mission with global concerns and expanding our impact while reinforcing our presence in the worldwide conversation about healthy and equitable cities.

COMMUNICATION STRATEGY

Objective:

Develop an inclusive, equitable, and effective communication strategy that highlights and amplifies the impact of the Vivo Mi Calle project across all levels of intervention. The strategy aims to ensure active adolescent participation, foster youth leadership, and position the project as a leader in promoting healthy cities.

Implementation Timeframe:

Design during the Preparation Phase. Execute throughout the project's development.

Preliminary Sub-activities and Outputs:

1. Define the why, how, and what of Vivo Mi Calle using the *Golden Circle model*¹⁷.

Output: Core strategy document articulating the purpose, focus, and communication actions.

1. Audience definition and segmentation are based on identifying key audiences at all levels (neighborhood, local, national, and global), ensuring message adaptation for each.

Output: Audience map with profiles and specific strategies for each level.

2. Develop clear, adapted key messages using inclusive language that promotes gender equity and diversity.

Output: Key message guide based on principles of inclusive and equitable communication.

3. Select accessible and effective communication channels and formats for each audience (social media, newsletters, press releases, local events).

Output: Multi-channel media plan with accessible formats for various audiences and influence levels.

4. Establish a content calendar that includes crucial dates (national and international) related to Vivo Mi Calle, aligning communication with global events.

Output: Content schedule highlighting topics of interest, emphasizing diversity and equity.

5. Define an inclusive and diverse visual strategy to ensure visual representations are inclusive, avoiding stereotypes and using non-traditional colors to reflect diversity.

Output: Visual identity guide.

17. <https://blog.hubspot.es/marketing/golden-circle>

COMMUNICATION STRATEGY

Preliminary Requirements:

1. Key stakeholder and audience mapping (neighborhood, local, national, and global).
2. Communication environment analysis and project communication needs assessment.
3. Definition of the project's objectives and its theory of change.

Contribution to Transformation:

- 4. Youth connection and empowerment:** Facilitate active adolescent participation in creating healthy urban environments.
- 5. Visibility and positioning:** Ensure that Vivo Mi Calle's messages reach critical stakeholders at local, national, and global levels.
- 6. Accessibility and equity:** Ensure inclusive communication that respects diversity and promotes gender equity.
- 7. Replicability:** Promote the Vivo Mi Calle model as a reference for other cities and projects.

Recommendations and Support Resources:

1. Using the Golden Circle to structure messages

Define Vivo Mi Calle's core purpose to ensure coherent, emotionally connected communication with audiences. The Golden Circle is a model that explains how to inspire others by starting with the "why" (WHY), followed by the "how" (HOW), and finally the "what" (WHAT). Starting with the "why" enables individuals and organizations to focus on their fundamental purpose and generate loyalty through inspiration rather than simply offering a product or service (Sinek, 2009, p. 43).

2. Leveraging key dates

Integrate significant dates (national and global) into the communications calendar, such as International Youth Day or World Health Day, to broaden the message's reach.

The **Communications Incubator** is an activity led by the communications area that is articulated with the *Vivo Mi Calle* Youth training process. It plays a key role in training CY in the effective use of digital media to narrate and share their stories, enriching their critical vision and helping them to be the ones who report the transformations of their own communications.

L4. COMMUNICATIONS INCUBATOR

Objective:

Strengthen the communication skills of participating youth by providing practical and theoretical abilities in areas such as communication ethics, media production, and digital communication strategies. The goal is for the CY to become active agents of change, effectively using media to influence their community.

Implementation Timeframe:

One month. Three two-hour sessions, one per week.

Preliminary Requirements:

Coordination with Vivo Mi Calle Youth training.

Preliminary Sub-activities and Outputs:

1. Select a group of 8 to 12 CY from the VMC Youth training, ensuring gender equity and prioritizing youth interested in deepening their communication skills.
2. Conduct a baseline survey to assess communication skills before beginning the training sessions.
3. Develop a training program based on the survey results, initially with a 10-hour duration. The basic program should include theoretical and practical training in communication ethics, multimedia production, and digital strategies. The following example program is proposed:

Module 1: Communications for Healthy Cities

- i. Ethics and responsibility in communication
- ii. Basic concepts of photography and cinematography

Module 2: Digital Platforms and Audience Analysis

- iii. Content planning and strategy
- iv. Identifying formats and platforms
- v. Understanding and analyzing the audience

Module 3: Entrepreneurship in Community Communication

- vi. Creating a neighborhood communication initiative
- vii. Designing neighborhood communication campaigns
- viii. Content monetization

Conduct a final survey to assess the development of communication skills after the training sessions.

Output: Initial and final comparative report on communication skills.

Output: Communication project portfolio developed by the youth (videos and scripts).

L4. COMMUNICATIONS INCUBATOR

Contribution to Transformation:

The communications initiative encourages CY to consume media and create content, fostering critical understanding and active participation in content generation. This strengthens their influence in their community and contributes to building a more informed and critical citizenry.

Recomendaciones y Support Resources:

1. Use a room equipped with a projector or videobeam to display educational materials.
2. Ensure the presence of a facilitator for every four participants to ensure effective activity execution.
3. Update and adapt session content to align with project goals.
4. Encourage communication products to focus on documenting youth and community activities within the Vivo Mi Calle framework.
5. Connect with local organizations as partners to provide continuity for the communications initiative.

Contribution of the Activity to Other Action Lines:

Leadership: Strengthens youth leadership by developing communication and narrative skills, enabling CY to drive communication initiatives within their communities.

Participatory Urbanism: The acquired skills enable the group of adolescents to participate more effectively in urban planning dialogues and activities, using media to share and promote ideas about the healthy use of public spaces.

Political Advocacy and Community Mobilization: CY use their new skills to create content that can influence public policies related to urban space and adolescence, fostering greater awareness and mobilization around these issues.



4. MONITORING, EVALUATION, AND LEARNING FRAMEWORK



As part of the **Vivo Mi Calle** methodology, a **Monitoring, Evaluation, and Learning (MEL)** Framework is implemented to establish an evidence-based system for interventions developed under the methodology. This framework's primary goal is to guide donors, partners, participating cities, and the young beneficiary population throughout the transformation process facilitated by Vivo Mi Calle. The MEL framework aims to (1) provide an evidence-based view of the impact of activities on strengthening local capacities and empowering CY in creating sustainable urban communities; (2) identify opportunities to enhance these local capacities, effectively supporting youth initiatives; and (3) offer a comprehensive perspective on the healthy use of public spaces, focusing on physical activity, safety, and gender equity.

The **MEL Framework for Vivo Mi Calle** combines conventional intervention evaluation methods, such as counterfactual and theory-based evaluations, with a **Participatory Action Research (PAR)** approach. This creates a system that measures impact and integrates the active participation of CY and communities, providing a deeper understanding of their experiences and challenges.

The *Vivo Mi Calle* MEL Framework comprises three key components:

- 1. Monitoring:** This phase is designed to track the progress of programmatic outcomes according to established ToC levels. It involves recording various aspects such as session attendance, stakeholder relations, and satisfaction with proposed activities. Monitoring primarily focuses on program processes and outcomes, offering insights into execution effectiveness and suggesting corrective measures when necessary.
- 2. Evaluation:** Evaluation involves systematically observing, measuring, and analyzing program outcomes, verifying causality among assumptions, activities, and results. This provides continuous learning for decision-making.
- 3. Learning:** The learning component is essential for ensuring that the program generates results and data and transforms them into practical, applicable knowledge, fostering continuous improvement and strategic adjustment of interventions. This component facilitates collective reflection, identification of critical lessons, and integration of new perspectives into project design and execution.

PRINCIPLES OF THE MONITORING SYSTEM

This monitoring system follows these principles:

- 1. Feasibility:** Feasibility is the most essential principle. An effective monitoring system should integrate data collection seamlessly into project activities. It must avoid creating unnecessary burdens for teams, enabling coherent data collection that provides precise and timely information on progress. Data collection tools are available in the methodology toolkit.
- 2. SMART Indicators:** Clear and concise indicators are promoted, encapsulating essential aspects of project progress, stakeholder satisfaction, and other critical dimensions. These indicators, detailed in Annex 34 of the toolkit, guide understanding of project development and goal achievement.

Product 1	Product Indicator 1.1
Adolescents trained in Sustainable Development Goals, Healthy Cities, public space, and gender concepts.	Number of activities aimed at improving adolescents' knowledge and skills in all areas of health and well-being.
	Product Indicator 1.2
	Number of adolescents participating in activities to improve their knowledge and skills in areas of health and well-being.
	Product Indicator 1.3
Percentage of adolescents who report positively on the quality of activities aimed at improving knowledge and skills in health and well-being.	

Product 2	Product Indicator 2.1
Improvement of urban infrastructure to promote the healthy use of public spaces by adolescents.	Number of project activities addressing the improvement of infrastructure and services.
	Product Indicator 2.2
	Percentage of stakeholders who report positively on the quality and usability of the infrastructure and service improvements.

Product 3	Product Indicator 3.1
Activation activities for the improvement of public spaces.	Number of activation activities carried out by adolescents and community members.
	Product Indicator 3.2
	Number of adolescents and community members participating in activation activities, disaggregated by sex.

Product 4	Product Indicator 4.1
Neighborhood committees established with defined improvement plans.	Number of neighborhood committees created.

Product 5	Product Indicator 5.1
Communities, adolescents, and authorities involved.	Number of adolescents participating in project activities related to advocacy, communication, leadership, and self-expression.
	Product Indicator 5.2
	Number of adolescents participating in HCA-II and external global platforms to share opinions on AHW in their cities.
	Product Indicator 5.3
	Percentage of adolescents who report positively on the value of the advocacy activities they have participated in.
	Product Indicator 5.4
	Number of community members participating in project activities.
	Product Indicator 5.5
	Number of authorities (local government) participating in project activities.
	Product Indicator 5.6
Number of private sector organizations participating in project activities.	
Product Indicator 5.7	
Number of NGOs and community organizations participating in project activities.	

Product 6	Product Indicator 6.1
<p>Communication products to share the project's experiences and methodologies with stakeholders.</p>	Number of learning activities with city stakeholders and adolescents.
	Product Indicator 6.2
	Percentage of stakeholders who positively assess the quality and value of participation in the event.
	Product Indicator 6.3
	Number of learning products developed (at project and program levels) that document lessons learned and best practice approaches in these areas.
	Product Indicator 6.4
	Number of learning and/or dissemination activities at the project and program levels.

Product 7	Product Indicator 7.1
Organizations connected to the Healthy Cities network for public policies.	Number of MoUs signed. (MoU = Memorandum of Understanding)

MT RESULT 1	Result Indicator 1.1
Adolescents are aware of their community's issues and needs and effectively take on the role of change agents within their communities.	Percentage of VMC youth who have improved their understanding of what constitutes a healthy city and how to apply it in their context.

MT RESULT 2 Improvement of accessibility to infrastructure and services for the healthy use of adolescents.	Result Indicator 2.1
	Percentage of adolescents who state that the infrastructure improvements made the neighborhood safer.
	Result Indicator 2.2
	Percentage of adolescents who report improvements in the quality of the intervened infrastructure.

MT RESULT 3 The community actively participates in promoting healthy activities in the intervened spaces, ensuring physical activity, safety, and gender equality.	Result Indicator 3.1
	Percentage of community members who have participated in organizing or leading healthy activities in the intervened spaces.
	Result Indicator 3.2
	Number of community-led initiatives promoting physical activity, safety, or gender equality in the intervened spaces.

MT RESULT 4	Result Indicator 4.1
Communities with a clear understanding of youth-led improvement plans.	Percentage of adult community members who, when surveyed, can accurately describe at least two key elements of the youth-led improvement plans.

MT RESULT 5 Adolescents are interested in actively participating in public affairs to promote youth agendas and express their needs.	Result Indicator 5.1
	Percentage of adolescents participating in local public forums or community meetings.
	Result Indicator 5.2
	Number of proposals submitted by youth for the improvement of public spaces.

LT RESULT 1	Result Indicator 1.1
Increased access to and presence of adolescents in public spaces, especially adolescent girls.	Percentage increase in the number of adolescents, especially girls, observed using intervened public spaces and facilities during peak hours throughout the project period.
	Result Indicator 1.2
	Percentage of adolescents, disaggregated by gender, who report feeling safe and comfortable accessing and spending time in public spaces in the project area.

LT RESULT 2	Result Indicator 2.1
Better and more equitable outcomes in the priority areas of adolescent health and well-being.	Percentage of youth who know how to request necessary attention and services from the local government for their safety and well-being.

LT RESULT 3	Result Indicator 3.1
Greater integration of youth perspectives and issues in local decision-making spaces (public policies, community).	Percentage of urban stakeholders who improve their perception of youth capacities and skills to participate in planning and decision-making spaces.
	Result Indicator 3.2
	Number of government planning meetings with youth representatives' participation.

LT RESULT 4	Result Indicator 4.1
Improve data use, learning, and coordination among the public sector, private sector, academia, and civil society on issues related to adolescent health and well-being.	Number of intersectoral forums created to share data and best practices on adolescent health and well-being

- 3. Participatory Approach:** Project beneficiaries and stakeholders are involved in the monitoring process, ensuring that their perspectives are captured and incorporated into learning and decision-making.
- 4. Gender Perspective Monitoring:** The monitoring system is designed to collect gender-disaggregated data and analyze the specific impacts of interventions based on gender.

EVALUATION PHASES

Indicator precision relies on establishing measurement points, as interventions consist of several phases that allow the assessment of intervention effects, evaluation of changes, and identification of process improvements.

The MEL Framework outlines three milestones:

Milestone 1 - Baseline of the Intervention: This milestone includes a set of contextual indicators aimed at capturing the state of public space offerings, safety indicators, and aspects related to youth in the area. These indicators come from secondary data sources, such as public documents or surveys. Additionally, data is collected from participants to serve as a reference for measuring potential program effects on CY and community leaders. This data collection occurs during initial training meetings with participants and is linked to certain activities, outputs, and outcomes of the ToC.

Milestone 2 - Midterm Evaluation of the Intervention: Data collection for this milestone will be qualitative and quantitative, with timing depending on the local beneficiaries' schedules. A mixed-methods approach, including interviews, focus groups, and surveys, is used to gather comprehensive information. Key stakeholders, such as adolescents, community leaders, authorities, social organizations, and project implementers, must actively participate in this evaluation process.

The midterm evaluation focuses on tracking progress in training, adolescent and community leader empowerment, transformations in public spaces, and the involvement of authorities and social organizations. Learning exercises with various partners and participants assess their experiences and outcomes. Midterm evaluation results provide feedback to program implementers on progress toward objectives and facilitate necessary adjustments.

Milestone 3 - Final Evaluation of the Intervention: This milestone marks the conclusion of the intervention. It corresponds to the ToC's outputs and outcomes levels and compares with the baseline to determine if the expected change has occurred. Data collection for the final evaluation occurs after youth leadership training and the handover of intervened spaces to the community. This evaluation consolidates significant experiences and lessons learned into a knowledge management system to improve program effectiveness in future phases and for replication in other cities.

Data Collection Instruments

The monitoring approach of this methodology is designed to provide an efficient data collection mechanism and access to information. Various quantitative and qualitative instruments are used to achieve this, which can be monitored in real time through a virtual dashboard. This minimizes the time demands on the field implementation team and reduces the risk of data loss, facilitating timely decision-making. The data collection tools mentioned can be found in the methodology toolkit. The following data collection instruments are employed, each with a specific purpose:

- 1. Internal Project Reports:** These reports provide information on how activities were implemented according to plan and give an overview of the project's status and performance. They are a valuable tool for stakeholder communication, allowing the dissemination of progress and challenges. Quarterly reviews of activity tracking reports are conducted.
- 2. Questionnaires:** Data is collected from youth, community members, and city stakeholders using easy-to-use forms that can be completed online or offline using any smartphone or tablet.

These forms are designed to be efficient, requiring less than 10 minutes or between one and two minutes to complete, depending on the questionnaire's purpose. Questionnaires are collected during the baseline, midterm, and final phases, following the project's implementation phases.

- 3. Activity Feedback Tool:** Project participants complete this form after training sessions or workshops. This tool records attendance and monitors other indicators, such as satisfaction, learning outcomes, and motivation.
- 4. Micronarratives:** Qualitative data is collected through videos, testimonies, and other narrative forms to gather rich, contextual information on project outcomes with adolescents, implementing partners, and city stakeholders. This includes conducting periodic interviews with critical stakeholders to understand the project's progress and impacts. These micronarratives are collected during the baseline, midterm, and final phases, following the project's implementation phases.
- 5. Learning Sessions:** Formal feedback sessions and internal reflection sessions are held to foster collective learning and continuous improvement. One to two formal learning sessions per year are suggested with the implementing team and other program partners, and depending on the project's schedule, one or two formal sessions with beneficiary CY.

This comprehensive set of data collection instruments ensures the capture of quantitative and qualitative data, providing a holistic view of program progress and outcomes.

Barrio
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ANNEXES

Annex 1. VMC Stakeholder Matrix Template.

Annex 2. Best Practices Document.

Annex 3. She RISES (Responsive, Inclusive, Safe & Equitable Cities).

Annex 4. Guide to Safe Walkable Environments.

Annex 5. *Vivo Mi Calle* Youth Manual: Leading Healthy Cities.

Annex 6. Informed Assent.

Annex 7. Characterization Matrix with Information on the Participant Population.

Annex 8. Example of Political Advocacy Strategy and Political Advocacy Plan.

Annex 9. Action Guide for Advocacy_Global Health Advocacy Incubator.

Annex 10. Foundations Module 6: Community Mobilization_Save the Children.

Annex 11. Community Sensitization Guide for *Vivo Mi Calle* Approaches; Sensitization of Community Leadership on *Vivo Mi Calle* Approaches.

Annex 12. *Vivo Mi Calle* Youth Manual: Leading Healthy Cities.

Annex 13. Methodological Guides.

Annex 14. Example of Memorandum of Understanding with Local Government.

Annex 15. *Vivo Mi Calle* Coordination Tracking Format with Local Government.

Annex 16. Example of Information Request Communication.

Annex 17. Conceptualization Survey Example.

Annex 18. Concept Note: Healthy Cities Cali and Palmira.

Annex 19. Decalogue for Healthy Cities for Adolescents.

Annex 20. Everyday Spaces: Urban Quality Audit with a Gender Perspective.

Annex 21. A Guide for Participatory Safety Audits in the Context of the Project "Evidence-Based Policies for Community Safety Improvement in Latin American and African Cities."

Annex 22. Co-Design Manual.

Annex 23. Methodological Guides.

Annex 24. Recipe Sheet.

Annex 25. Analysis Tools.

Annex 26. Low-Speed Zone Guide_WRI.

Annex 27. Sustainability and Safety: Vision and Framework to Achieve Zero Deaths on Roads_WRI GRSF.

Annex 28. Safer Cities through Design_WRI.

Annex 29. Safe Design Principles for Bicycle Lanes_WRI.

Annex 30. Strategy Report Guide.

Annex 31. Guide Template for Activation Planning.

Annex 32. Guide for the Course on Sustainable Community Management of Urban Environments.

Annex 33. Example of Implementation Tracking Matrix for Bootcamp Plan.

Annex 34. Project results framework.



In this QR, you will find the Toolkit with the referenced annexes.



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