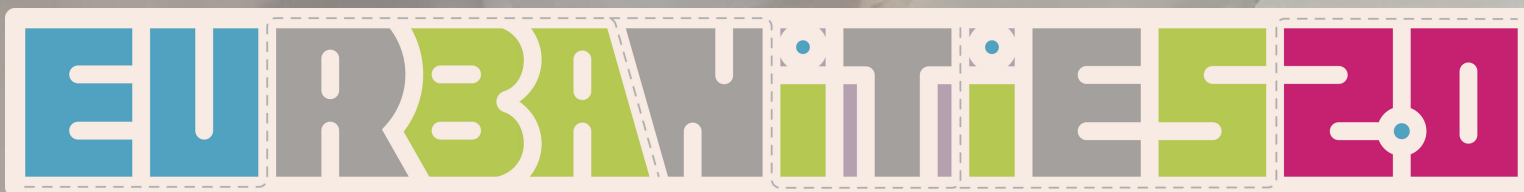




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OUR NEIGHBOURHOODS' HEROES 2.0

Tools and practices of citizen
participation in European cities



Comparative Research Network:

Aims – People – Projects – Methods – Results

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 URBANITIES 2.0®
 by Krisztina Keresztély, Karolina Małochleb, Agnieszka Świgost-Kapocsi
 (editors)

Co-authors:

Krisztina Keresztély, Comparative Research Network e.V, Germany
 Martin Barthel, Comparative Research Network e.V, Germany
 Zélie Cam, Comparative Research Network e.V, Germany
 Karolina Małochleb, Jagellonian University, Poland
 Agnieszka Świgost-Kapocsi, Jagellonian University, Poland
 Karlheinz Gürtl, Stadtlabor, Austria
 Vera Marin, Association for Urban Transformations, Romania
 Francesca Olivier, Changemaker, Sweden
 Sonia Angiolin, Mine Vaganti NGO, Italy

Language editing: Alick Sethi

Published by
 Comparative Research Network e.V.
 www.crnonline.de
 central@comparative-research.net
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WELCOME BACK TO EURBANIA! A GENERAL INTRODUCTION



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Eurbanities 2.0 has been implemented with the financial support of the Erasmus + Strategic Partnerships for Adult Education program. The project was run from 2019 until 2022 by a transnational consortium, composed of seven partners representing 6 countries (Austria, Germany, Italy, Poland, Romania and Sweden), two main sectors (NGOs and higher education) and a large variety of skills, including non-formal and formal education, citizen participation, urban planning, community planning and development, web design and game development.

Eurbanities 2.0 was conceived as the follow-up to Eurbanities 1.0, which ended in 2018. Its main objectives were similar to those of the first edition: to empower citizens, civic organisations and educators supporting citizen participation by providing them with knowledge about the tools and methods of citizen participation in urban planning and neighbourhood development, through the creation of a game-based learning tool. While Eurbanities 1.0 approached citizen participation as a power-based process based on the interaction between local decision makers (local authorities and economic leaders) and the civil society (local inhabitants and small scale stakeholders), Eurbanities 2.0 was designed to empower citizens to acknowledge and use the constantly developing tools of participation that are used more and more in local decision making processes, in order to envisage the sustainable development of cities in the European context.

The expected outcomes of the project were also similar to the first edition: the Eurbanities 2.0. consortium is committed to the creation of a complex pedagogical method and toolkit empowering citizens to actively participate in urban planning and acting as co-creators of their own neighbourhoods.

This toolkit contains:

- a) a handbook on Innovative Practices with a theoretical introduction of the context, 10 smart practices on participatory planning and co-creation of neighbourhoods, and a summary of the tools and methods involved in smart participatory planning;
- b) the Eurbanities 2.0 online game;
- c) the Eurbanities 2.0 curriculum embedding the game.

Both toolkits (Eurbanities 1.0 and 2.0) form a complex game-based system used to teach participation, whilst each of their elements can also be used as individual tools.

The current handbook is the first element of the Eurbanities 2.0 toolkit. It is the result of research implemented during the first year of the project. Its aim is, on the one hand to introduce the reader to the main objectives of participatory processes, to the conceptual background and the most popular and widely-acknowledged tools of citizen participation in European cities, and on the other, to present some specific participatory tools and their practical use on a local level through the description of 10 local experiences realised and/or analysed by organisations participating in the project. The handbook is designed to address a wide circle of readers: from people having no or just fundamental knowledge on citizen participation in neighbourhoods, through educators and representatives of NGOs working in citizen education, through to students, teachers or experts in social and urban studies willing to learn about some experiences in neighbourhood level citizen participation.

The handbook also has an essential role in the development of the two other elements of the Eurbanities 2.0 toolkit: its content has been used as the basis of the Eurbanities 2.0 online game's storyline and of the Eurbanities 2.0 curriculum's learning outcomes. It is therefore also designed to be used as a textbook supporting the game and the curriculum.

The Eurbanities 2.0 handbook is divided into the following chapters:

- A description of why citizen participation is needed and how it needs to look like, what are the main needs and challenges identified by the consortium partners.
- A conceptual background including some of the most popular forms of citizen participation in European cities formed during the past few years.
- The short analysis of a selected number of tools and good practices of their use on the local level.
- Conclusion and a short description of the follow up of the project beyond the research phase.

I. WHY AND HOW TO PARTICIPATE?

LOCAL NEEDS FOR
ENHANCING PARTICIPATION



The Eurbanities 2.0 project started with a needs assessment activity based on empathy interviews. Our aim was to gain insight into the general approach and needs of citizens, concerning their participation, experiences and knowledge of three main topics that comprise the core elements of our project:

- What do they think about games and playing?
- What do they think about their neighbourhoods, and their urban environment?
- What do they think and know about participation?

While the first question was specific to the main topic of our Eurbanities 2.0 project, the other two, especially the last one, can be seen as basic questions that should be highlighted before the start of a participatory process

1.1. Needs assessment in Eurbanities 2.0:

An empathy interview is originally an element of the design thinking method. "The empathy interview is an approach to finding out as much as possible about a person's experience as a "user" of a space, a process, an objective, or an environment. We want to understand the choices that people make and why they make them. By entering and understanding another person's thoughts, feelings, and motivations, we can understand people's choices, their behavioural traits, and we are able to identify their needs. This helps us innovate, and create products or services for that person." [1] Through ethnographic research techniques like In-Depth Interviews (IDI) we can learn how different customers feel about the problem we are trying to solve and how they might fix it if they could [2].

[1] <https://webdesign.tutsplus.com/articles/techniques-of-empathy-interviews-in-design-thinking--cms-31219>

[2] (Sources: <https://webdesign.tutsplus.com/articles/techniques-of-empathy-interviews-in-design-thinking--cms-31219>; <https://medium.com/@StaceyDyer/design-thinking-what-is-an-empathy-interview-25f71bd496d7>)

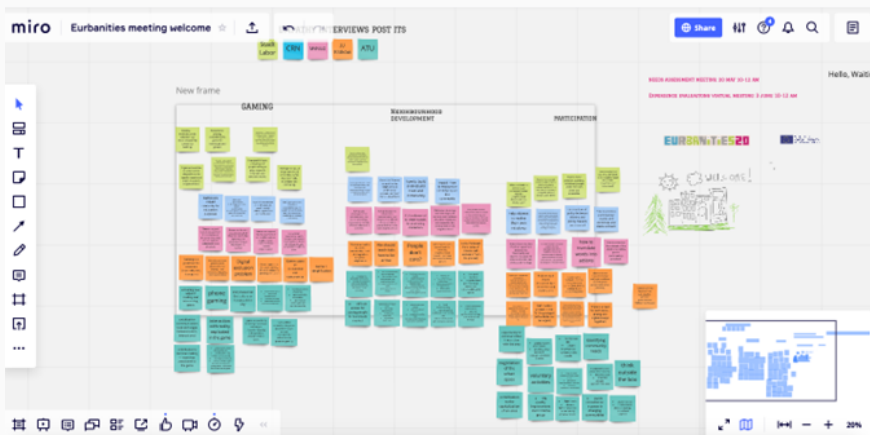
Empathy in-depth interviews were used in Eurbanities 2.0 in order to obtain an idea about the capacities of local stakeholders and inhabitants regarding citizen participation, their opinions about the main needs and challenges linked to the inclusive development of their neighbourhoods, and their general approach towards gaming and game-based tools.

The empathy interviews were conducted by each partner with representatives of their target groups: local NGO members, activists, and inhabitants. At least six interviews/organisation were prepared. Within these topics each partner had the freedom to formulate their own specific questions according to local needs. They also had the privilege to identify persons to be interviewed, as well as the main tools and ways in which the interviews were conducted (personal, online, focus groups etc). Unfortunately, the process was strongly disrupted by the COVID-19 [3] lockdown, meaning that almost all of the partners had to conduct their interviews remotely – either using online tools or by telephone.

The results of the interviews were summarized on a shared virtual board (MIRO). Each partner noted the main messages coming from interviewees on virtual post-it notes, by using one post-it note for one message and putting these post-it notes onto the MIRO board according to the three main topics.

[3] COVID-19 pandemic - infectious disease caused by the SARS-CoV-2 coronavirus, which began as an epidemic on November 17, 2019 in Wuhan city, and was declared a pandemic by the World Health Organization (WHO) on March 11, 2020.

At the virtual meeting following this process, the partners discussed the results of their interviews, their experiences, and difficulties encountered during the process. The result is a virtual board containing a large number of post-it notes arranged as follows:



© Eurbanities MIRO board, CRN

1.2. The needs for engaging in better participatory processes

The main conclusions of the above-described needs assessment process were summarized in a report.[4] In the following we just sum-up the results of the third question: how did the interviewees feel when experiencing participatory processes? Based on the empathy maps created after the interviews, we identified the main needs/expectations of citizens and stakeholders when being engaged into local participation, as follows:

1-Improving outreach to people

One of the most important challenges of participation faced by cities is **outreach to the people** who are really in need of or unable to make their voices heard. In every city, there is a more-or-less constant group of citizens who are ready to be actively involved in any local community processes, and who are used to reacting on a regular basis to calls for participation. Outreach to people living with different vulnerabilities and difficulties is, on the other hand, a complex task that cannot usually be fully realized. The reasons for the lack of participation can and do vary, for instance:

- Lack of motivation of certain groups who cannot find their role in the process;
- Lack of outreach to information or the tools of participation;
- Lack of knowledge or self-confidence;
- Lack of time and availability, etc.

[4] See the report in annex to this handbook

Cities and organizations actively engaged in participatory processes are therefore in a permanent need to expand their tools and methods for mobilizing citizens and stakeholders. Besides tools, the channels and/or spaces of participation, adapted to the specific conditions/competencies of the groups of inhabitants must also be identified or developed.

2-Adapting tools to the local context

The level and the forms of citizen participation are different according to the geopolitical and historical conditions of each country. Participatory tools and methods that impact positively in one country might have entirely different results in another. Therefore, when learning or teaching about participatory tools and methods, participants need to be permanently aware of the fact that the tools need to be changed and adapted to each current situation. All participatory processes are different and need different approaches. Furthermore, there are no set rules for their adaptation.

3-Tools and methods need to be simple and lead to concrete results

It is crucial to keep participatory methods and tools as simple as possible, in order to maintain accessibility to people from any social and educational group. Of course, this also means that the messages of these processes are sometimes simplified, and not nuanced. Simple tools are also needed because participatory processes are very often developed with limited budgets. In many cases, budgetary constraints hinder the good quality of a process or prevent sufficient outreach to people. Therefore, it is important to have a thorough plan, with concrete expected results, in order to be able to show how these processes might be able to generate change in the local community.

The needs identified above were taken into consideration by the consortium during the selection of tools and good practices to be presented in a later chapter of this handbook, and the formulation of the learning message of the game and curriculum.

II. A CONCEPTUAL BACKGROUND TO CITIZEN PARTICIPATION:

THE LEVELS AND FORMS OF
PARTICIPATION



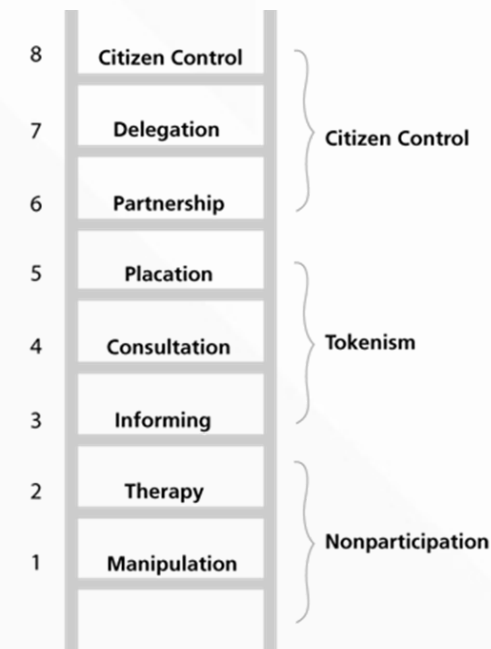
2. A conceptual background to citizen participation: The levels and forms of participation

The results of the needs assessment process highlighted the necessity of using a critical approach when analysing and teaching participatory processes. Citizen participation is used more and more frequently as a buzzword, a tool to help gain the popularity of local decision makers, stakeholders, without having any real impact on the involvement of citizens in local processes. For a critical approach, it is important to understand the complexity of participatory processes: to differentiate the steps/activities constituting these processes, their aims and expected results and the most appropriate tools that can best lead to the achievement of these results. In the following chapter a brief summary of the most well-known conceptual approaches of participatory processes will be provided, followed by a short description of some of the most popular participatory tools used by European cities. Last but not least, we will make an attempt to summarize the specific approach of both the Urbanities 1.0 and 2.0 projects, in terms of participation.

2.1 Arnstein's Ladder of Participation

In 1969 Sherry Arnstein proposed the model of the Ladder of Citizen Participation.[5] Since then it has been one of the most frequently used visualization tools for citizen involvement. The main idea of Arnstein's model is the need to give decision-making opportunities to residents. Despite the passage of time since its formulation, it is still very relevant. The model consists of a ladder with eight rungs.

The higher the rung, the deeper the level of citizens' engagement in processes, and the stronger the power delegated to them. The rungs fall into one of three broad groups: Nonparticipation, Tokenism, and Citizen Control. "Non-participation" refers to those actions that, even though presented by politicians as "participatory tools", in reality only serve Manipulation and Therapy. The second group of "Tokenism" includes actions that are destined to symbolically involve citizens in the decision-making process, but usually remain one-sided activities, such as "Informing", "Consultation" and "Placation". Finally, the last three rungs of the ladder correspond to the real control and power of residents. These are defined as partnership, delegation, and citizen control.



Arnstein Ladder of Citizen Participation

[5] Source: The Citizens Handbook <https://www.citizenshandbook.org/arnsteinsladder.html>

The 8 rungs of the Participatory ladder

1. Manipulation

Manipulation is understood as a situation in which the authorities do not want the residents to be truly involved in activities. An example of manipulation can be the involvement of residents in activities that should be carried out by the local government. Another example can be the formal establishment of an advisory committee of residents who are not decision-makers and cannot provide any input.

2. Therapy

Participation as therapy occurs when the authorities impose their solutions on residents as a kind of education. The actions of the authorities are highly unfair because on the one hand they involve residents and on the other hand they assume in advance what actions will be implemented. Arnstein compares such non-participatory actions to therapy for people with mental illnesses where residents are told that they are the ones causing the problems.

3. Informing

Information is the first step in real participation activities. Unfortunately it is often one-way communication - from authorities to citizens. Because of that, it is not possible for citizens to negotiate or discuss. It is merely an imitation of a full process, especially if information is not combined with other participatory methods. In many countries it is obligatory to inform citizens about the activities of the authorities, but often 'participation' in this sense ends only with statistics on the number of times the office's website is displayed. Moreover, information is often provided at a very late stage of the authorities' work, thus there is little possibility that residents could actually react.

4. Consultation

Just as in the case of information, consultation is significant in the process of participation. Arnstein stresses, however, that without additional participation tools there is no certainty that the residents' opinions will be taken into account during the decision-making processes. Often the consultations themselves are more important for the authorities than what has been worked out during them. Consultations give both sides the impression of engagement in the process of participation - the authorities can show how many people have attended the meetings, while the residents are happy that the meetings were organized.

5. Placation

Placation occurs when residents' participation in authorities' activities is symbolic. Their involvement is important for the authorities, but only to show it in reports, and not to include it in decisions. An example given by Arnstein is the inclusion of elected representatives (by authorities) in the activities of residents' committees (e.g. housing committees) who can push the authorities' ideas.

6. Partnership

At this level, power is partly shared between authorities and residents. Decisions, at least in part, are made based on the residents' request. They can also negotiate the best solutions for themselves. However, Arnstein notes, that partnership is not always the result of cooperation between the authorities and residents, and is more often associated with residents' activities such as protests and social campaigns.

7. Delegation

Delegation is an advanced level of cooperation between authorities and residents. Residents have a real influence over decisions and often form a majority in committees and councils. However, their powers are not linked with financial instruments. The authorities must listen to the residents, negotiate and reach a compromise together, otherwise they will not be able to implement their plans.

8. Citizen Control

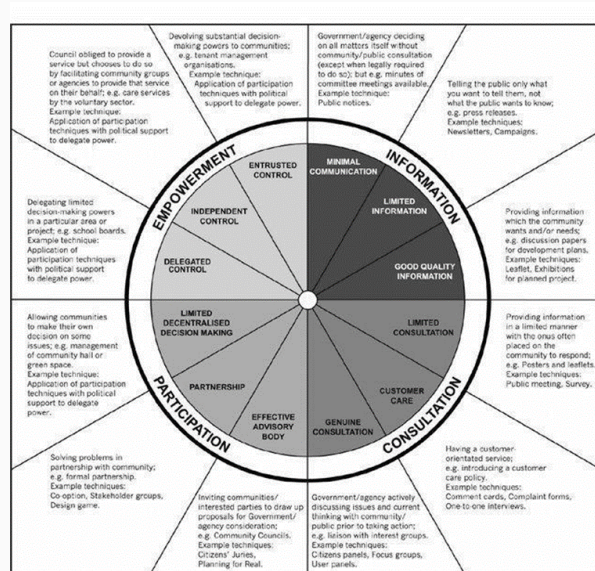
Residents have a level of power that ensures their participation in decision-making, negotiation of terms and conditions, and the creation of plans and programs. In addition, they participate in the distribution of funds. An example of Citizen Control would be a situation where a neighbourhood committee receives funds from the authorities and can decide on their entire distribution.

Main limitations of the model

The Ladder of Citizen Participation model is a useful way of showing the different levels of citizen involvement, but is, to a large extent, an oversimplification. The main limitation of two-dimensional models is that they are often interpreted as hierarchical structures, where the lower levels are perceived as negative (worse), and the higher ones as exclusively positive. However, participation practitioners (e.g., Laskey, Nicholls 2019; Karner et al. 2019, organizingengagement.org) emphasize that in most situations the lower levels of residents' involvement are equally crucial parts of the process as higher levels (e.g., informing residents is an important part of participation regardless of their level of involvement). Arnstein herself points out other limitations, such as the unwillingness of the authorities to redistribute power, a lack of interest among residents to get involved in processes, or their lack of knowledge. Moreover, she emphasizes the advantages and disadvantages of different levels. An example can be the last level (Citizen Control), where the obvious advantage is that residents have the opportunity to decide, but the disadvantage can be the promotion of separatism (division of residents into better and worse). Moreover, such actions are also expensive and not always effective.

2.2. Alternative models on participatory processes

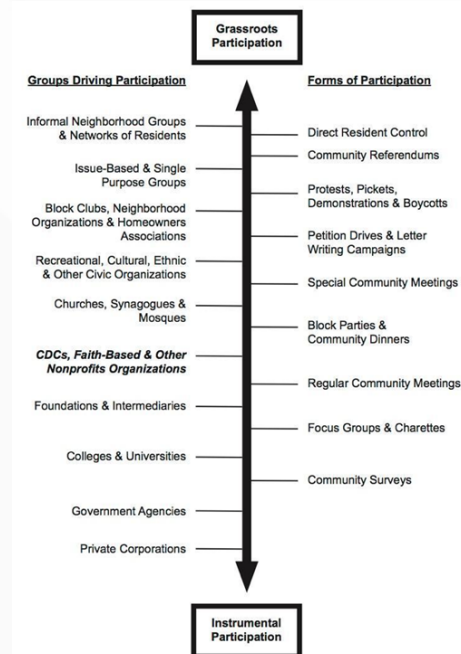
Importantly, new concepts and models of participation have emerged since the 1960s. Arnstein's model was also an inspiration for other authors such as Elizabeth Rocha and her Ladder of Empowerment model or Roger Hart who created the Ladder of Children's Participation. A slightly different idea was proposed by Scott Davidson. His Wheel of Participation model gained considerable popularity. The metaphor of a wheel emphasizes that there is not one method of public participation that would be better or worse than the others. Methods should always be adapted to the specific situation, and the best solution is to combine them (Davidson 1998).



The Wheel of Participation[6]

[6] Source: The Power and Pitfalls of Participatory Processes by Oclaudia Carter, 2006. https://www.researchgate.net/publication/242365844_The_Power_and_Pitfalls_of_Participatory_Processes/link/583378c108ae138f1c0aa34e/download

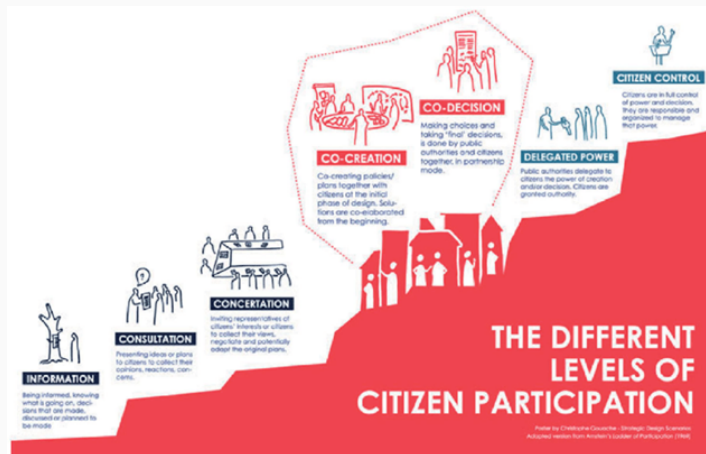
Another example is Robert Silverman's (2005) Citizen Participation Continuum model referring to the Ladder of Citizen Participation. Silverman presents two extreme forms of participation – grassroots participation and instrumental participation. His model emphasizes that participatory action is always somewhere in the middle. Despite references to Arnstein's model, the Citizen Participation Continuum is not hierarchical and does not describe the level of residents' involvement in decision-making, but rather opportunities that can be used by both residents and authorities.



Citizen Participation Continuum model[7]

[7] Source: <https://organizingengagement.org/models/citizen-participation-continuum/?print-print>

More recently, the client-oriented route of the production of goods and services, represented by some methods such as critical design or design thinking, has inevitably appeared on the level of local public policies, and participatory activities. Citizen engagement now has a far wider spectrum in everyday local development than had been envisioned by the Ladder of Arnstein. Co-creation, co-design, and co-planning have been added in various ways to existing forms of citizens' engagement. For instance, the participation of citizens in the design of the future path of a city or neighbourhood has been presented by Christophe Gouache rather in the form of a "hill" where, located between citizen control and Tokenism, various forms of co-working have been inserted, such as co-creation, co-decision, etc.



The different levels of Citizen Participation according to C. Gouache.[8]

2.3. The Urbanities approach towards participatory processes

In the world of Urbanities, participatory processes are divided into two main phases. First is the process where civil society – citizens and their supporting organisations – becomes aware of its strong potential of being actively involved in the local decision-making processes, and learns how to use the basic tools for raising awareness of their needs and wishes. Political and economic decision makers will also comprehend the need of involving citizens to achieve their support in local processes, during this first phase. This process is described as Urbanities 1.0. model of participation and is the basis of the first toolkit. [9]

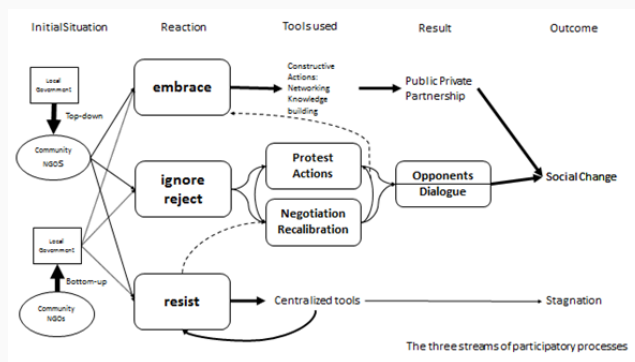
In Urbanities 1.0. a complex typology of participatory processes has been identified, according to the following parameters:

- 1- The initiators of the process: **bottom up** – initiated by the community without political power; or **top down**, initiated by the local decision-making power.
- 2- The purpose of the process: reactive, if the process was launched as an immediate reaction to a decision or any event envisaging a one-sided, exclusionary political decision, and proactive if the process was initiated in order to react to an existing urban or social problem, thus avoiding its escalation. From this perspective, proactive processes can also be identified as innovations.

[8] Source: Christophe Gouache (2021): Imagining the future with citizens: participatory foresight and democratic policy design in Marcoussis, France, Policy Design and Practice, DOI: 10.1080/25741292.2021.1930687

[9] You can download the Urbanities 1.0. Our Neighbourhoods' Heroes handbook on the following link: <https://urbanities.weebly.com/our-neighborhood-heroes.html>

These 2 parameters identify the initial state of art of the participatory process, on the main, initial motivations of the participants. Based on these initial situations, participatory experiences were identified as long-term, non-linear processes lasting for an extended period of several years. During this period, the above-described initial states of art, and as such, the motivations of the participants, are not constant. They might sometimes go through substantial changes due to changes that occur at different levels and may have different impacts on the process. These changes can be identified as specific turning points, that sometimes derive the flow of events fundamentally, the motivation of participants, their relationship, etc. Based on these considerations, the Eurbanities 1.0. consortium created a comprehensive system of participation scenarios, showing how participatory processes can vary according to the changes of the mutual relationship between the political power (local authorities) and the local communities (citizens).



The 3 main streams of participatory processes.[10]

The above-described model helped us to understand how volatile and unpredictable participatory experiences are, and how important the use of flexibility and empathy for the analysis of these processes is. This is why we applied for the method of **storytelling** for the analysis and description of the smart experiences used as a basis of the first part of our Eurbanities game.

The Eurbanities 1.0 scenarios were dedicated to understanding the processes when citizens gain awareness of the necessity to intervene in their neighbourhoods and to interact with the local political and economic decision makers/stakeholders in order to make their voices heard and have their needs answered. The scenario model drawn at this part of our project represents this **“first phase” of citizen participation**.

The second phase of Eurbanities focuses on the more institutionalised forms of participation: the processes that are engaged once citizen participation becomes part of the local policy making structure. This second phase is more complex than the first, and more challenging to be described by just one model. As we have seen above, a large number of models can be created according to the tools and forms of participation.

In Eurbanities 2.0. our aim is to open up towards this complex vision of participatory processes. The 2010s have seen a permanent improvement of participatory methods in cities. The different forms of citizen participation are hence integrated parts of local policy in most European cities. Of course, these processes often do not exceed the level of “therapy” or “manipulation”; however, the roles and rights of citizens to express their needs and expectations regarding local development policies have become an increasingly accepted fact in the case of most European cities.

[10] Our Neighbourhood Heroes, Stories on Citizen Participation in Local Development in European Cities (2017) ed. Judit Keller, Krisztina Keresztély and Tünde Virág, Comparative Research Network, Erasmus + , ISBN 978-39-4683-2010

Public participation has been expressed as a core element of urban governance in the EU, as stated by the New Leipzig Charter (2020) and supported by the European Urban Agenda. “Public participation in urban development processes should engage all urban actors, which also strengthens local democracy. Wherever possible, citizens should have a say in processes that impact their daily lives. New forms of participation should be encouraged and improved, including co-creation and co-design in cooperation with inhabitants, civil society networks, community organizations and private enterprises. Experimenting with new forms of participation can help cities manage conflicting interests, share responsibilities and find innovative solutions while also reshaping and maintaining urban spaces and forming new alliances to create integrated city spaces. Public participation is central to the successful delivery of a high-quality built environment.”[11]

The “new forms of participation” indicated by the above-cited document, are relevant to the highest grades of the Arnstein ladder and furthermore, to some of the newly identified forms of citizen participation. The involvement of citizens in the general control and co-creation of urban policies is hence a well-articulated objective of the European urban and regional policies. Accordingly, European cities are now well on their way to adopting new forms of citizen participation in their decision-making activities. In the following chapter we will cite some of the best-known examples.

[11]New Leipzig Charter, The Transformative Power of Cities for the Common Good, p6
https://ec.europa.eu/regional_policy/en/newsroom/news/2020/12/12-08-2020-new-leipzig-charter-the-transformative-power-of-cities-for-the-common-good

2.4. Popular citizen participation tools in European cities

Participatory budgeting

“Participatory budgeting (PB) is a practice that originated in Porto Alegre, Brazil. It is based on the premise of inviting citizens to decide themselves on how to spend some parts of a local budget. Since the beginning of the 21st century, and especially in the last decade, PB became one of the most popular practices of participation in the Western democratic system, with almost all major cities in the EU offering this form of shared decision-making to their citizens.

However, there is no single way of preparing and conducting participatory budgets. The original form of PB in Porto Alegre was heavily based on multiple deliberations in different local communities that were then upscaled to city level, with the goal being to decide on major policy directions, deciding how to spend significant amounts of the local budget.” (Ufel W., June 2021)

Today PB takes on multiple forms according to the amount offered for this practice, the ways in which participants are involved, and how the topics are selected. Most generally, citizens are invited in the form of a request to present their ideas for implementation in cities. These are selected either by the municipality, or better still, by an independent committee, citizen assembly, etc. In some countries, like in Poland for instance, the use of this tool is compulsory for cities. The real impact of these processes on the involvement of citizens in decision-making is not however granted in many cases.

Citizens' assemblies

This is a comprehensive concept including all situations where a “body of citizens come together to deliberate on a given issue and provide a set of recommendations, options, or a collective decision to the convening body”. [12] The process again might be variable. The essential aim of this form of deliberative democracy is to bring decisions closer to the citizens, and to bring up solutions that are embedded in their everyday experiences and reflections. For instance, in 2016, in Gdańsk, the first citizen assembly was initiated to bring solutions to prepare the city for the floods that was caused by heavy rainfall that year. Participants were randomly selected from the voters' register, and invited from across municipalities, with the main factors of representation (gender, age, education etc.) being taken into consideration. The assemblies are introduced by experts' speeches, followed by discussions in small groups of 4 people, conducted using the world café method. At the end of the session, policy recommendations are identified based on these discussions. (Gerwin M., 2017.)

In Paris, the Citizens' Assembly has been functioning as a permanent body in the Municipality's framework since 2021. Members of the assembly are chosen from a process consisting of two rounds: in the first round, people are selected randomly from the voters' list, and in the second round they are asked to confirm their willingness to participate. Members are selected for one year. The assembly has regular meetings at least twice a month, and members are paid 44 euros for a half-day meeting.[13]

[12] <https://participedia.net/method/4258>

[13] <https://www.paris.fr/pages/assemblee-citoyenne-2018>

The Quintuple helix model and the European City Science Initiative (CSI)

The CSI initiative launched by the City of Amsterdam is an innovative way to realise the quintuple helix model in strategic planning in cities dedicated to fighting for climate justice and for carbon neutrality. The quintuple helix model is an advanced form of the triple and quadruple helix models. These models are all designed to highlight the fact that any good innovation needs to take into consideration the needs, capacities and achievements of different fields that are active in social and spatial development. In this way, the helix models describe innovation as a co-creation model including the main interest fields as follows: a triple helix means the collaboration between Universities, Industry and Government. A quadruple helix includes all of the above, and an additional fourth element, civil society. A quintuple helix presents a fifth element, which is the natural environment. This latter model is therefore more complex and suitable to support the co-creation of policies that respond in the same time to the principles of climate justice.[14]

Citizen Science Initiative[15] is based on the quintuple helix model, in bringing science and universities as a policy making element to the Municipality level. In Amsterdam, with the leading role of the City Science Officer, regular open meetings are organised with the participation of academics, students, citizens, societal organisations, and businesses to discuss some urban development issues, as well as collaborating to target new policy issues. Following the model of Amsterdam similar processes have been launched in other cities, such as Reggio Emilia or Thessaloniki. (Vevejan et al., 2022)

[14] The Quintuple Helix innovation model: global warming as a challenge and driver for innovation, Elias G Carayannis1*, Thorsten D Barth and David F J Campbell, 2021, in: Journal of Innovation and Entrepreneurship 2012, 1:2, <https://innovation-entrepreneurship.springeropen.com/track/pdf/10.1186/2192-5372-1-2.pdf>

[15] <https://ec.europa.eu/irc/communities/en/community/city-science-initiative>

In this respect CSI is an advanced form of policy co-creation including all segments of urban society and its stakeholders.

Inspired by these meaningful and powerful initiatives bringing citizens' voices into local policy making, Eurbanities 2.0. highlighted other experiences mostly realised by or with the participation of the consortium's partner organisations, or in the city where they are located.

According to our understanding, citizen participation is a complex feature, and each individual process constitutes a particular story in itself, including its specific starting point, objectives, actors, its main turning points and results. The methods used, the results achieved, and the level on which citizens are involved depend on external and internal conditions. The real added value of these processes is not to be found exclusively in the method used, or the level of participation identified. These are important factors, but not unique conditions for a successful participatory process. Local conditions, the citizens' needs, the level of their preparedness and experiences in terms of participation are as, if not more important reasons for launching a participatory process. In Eurbanities we all agree that the most crucial initial step in citizen participation is to understand people's needs, their situation and readiness, and to find the right methods to help them engage in local processes.

GOOD EXPERIENCES

1- PARTICIPATION BY LEARNING



3. Local experiences and dimensions of citizen participation

3.1. Collection of tools and good practices

In Eurbanities 2.0, just as in Eurbanities 1.0, the game and the curriculum are based on stories describing real experiences. Our consortium has made and implemented a common decision, that the good practices presented in this handbook were collected from participatory experiences implemented by our partners themselves, or identified by them as processes already running in their localities. Therefore, in this book we will not analyse the “big”, well known European cases of participatory processes, but rather locally based, and often smaller-scale projects. **The aim of this handbook is to show that participatory processes have been engaged in many European cities in various ways and forms, also beyond the well-known methods and cases as in those instances cited above.**

We divided our practices into three thematic clusters, that approximately correspond to each of the three levels of the ladder of participation described earlier.

For the first cluster, we collected some cases focusing on **teaching citizen's participation**. This form of interaction with citizens was not considered as a specific step in the ladder of participation. If we consider education from the point of view of its traditional meaning, where information flows from the teacher to the student, then we can categorise these cases as part of information providing, found on the lower part of the ladder.

However, if we consider learning as a non-formal interactive process, where the student can also provide knowledge to the teacher and where the learning process can be understood as a co-creation process often leading to the formulation of some new knowledge elements, then the experiences using teaching as a method of participation, can now be placed on the upper parts of the ladder. This represents a real engagement of the citizens into the formulation of ideas and needs of development.

In reality, we assume that education and knowledge transfer are the basis of citizen participation that is real and responsible in its nature, and that our good practices will show that education can in itself, lead to decisive citizen participation.

Mapping citizens' needs is our second cluster. The reader will see that most of the practices and tools are at first linked to this objective. Understanding their needs, and making the people's voice heard is an elementary part of participatory processes, although it doesn't mean immediate control and power of citizens over the local policies. The variety of tools and practices prove the wide creativity of citizens' involvement at this stage of participation.

Dialogue with citizens is our third cluster. It is already a more advanced form of participation where citizens are enabled to provide their needs and suggestions via differing forms of conversation with local decision makers. Co-creation of policies, and the involvement of citizens in planning and policy making can be identified as an even higher degree of citizen engagement (as shown in the model of Gouache) within this cluster. However, the direct decision-making power of citizens is not yet granted in the cluster.

From our experiences across local communities, no practice was raised representing the highest level of citizen control in local decision making (citizen assemblies or other forms). This might be explained by the fact that achieving this stage of participation is more complicated and needs more time, political will and work, and that most typically cities and localities stop their participatory processes at dialogue level. However, this is currently an assumption, as it has not been the objective of our project. However it might be the topic of a future investigation.

As has already been argued above, the different levels of participation do not specifically mean that any of them would be more valuable than others in terms of citizen engagement. Information, consultation, dialogue and co-creation are all equally needed for a real participatory process. As our case studies will also show, there are rarely clear boundaries between the different levels of participation. Information/consultation and dialogue often go hand in hand. Dialogue can also involve the co-creation of policy objectives, etc. However, all these steps need to be undertaken in an appropriate manner in order to obtain effective and real participation.

Therefore, if the tools presented in the following chapter are clustered according to the levels of participation, the experiences of their use will show that in practise all these tools serve well-constructed and well-planned participatory processes, with a clear impact on local societies.

The description of the tools and good practices on their usage has been based on a commonly agreed and implemented grid. Each case focuses on the presentation of a specific tool of participation, its strengths and challenges, and one experience illustrating its use.

We have also identified the major impact of the processes and key learnings, wherever possible. Each tool and the connected good practice will be presented in the form of a template, so that the reader can also use these as individual illustrations/tools for their own teaching and training activities.

PARTICIPATION FOR YOUTH

MAGDALENA MIŚKOWIEC, AGNIESZKA ŚWIGOST-KAPOCSI, JAGELLONIAN UNIVERSITY, KRAKOW



Organisation and country :Jagellonian University

Target group :youth

Link :

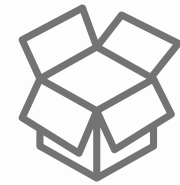


THE TOOL

Cooperation with the youth sector during the participatory process can be very successful. Young people can play a role as key actors in community life. Because of that it became important to create youth councils, forums, advisory groups and a number of other initiatives. However, it is not easy to engage youth in the process, especially without previous education.

Both the education of young people and their inclusion in the participation process requires the presumption that they know what is the best for them. Very often, projects for young people are prepared without them being involved in the planning and thus these projects do not often fulfil their intended role. That is why it is so important to involve young people from the very beginning of the participation process, to listen to their opinions and also to help them identify their needs/ideas. Educational activities need to be consciously targeted towards young people, e.g. by adapting the language, selecting tools and examples relevant to the intended audience. The most important thing, however, seems to be to convince young people that they can influence the development of their district or city. And also give them the opportunity to work for change.

The best way forward seems to be to affect society in two ways – with both training and programs for youth. On the one hand, knowledge is transferred to students and the teacher, which can be used currently and in the future. On the other hand, conducted activities and internships involve young people in local activities and thus have a practical impact on building civil society foundations. Furthermore, this method also gives an opportunity for local government representatives to meet and speak with younger citizens, to get to know their needs, and to see how they react towards further changes in the city.

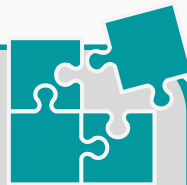


Strengths



- Knowledge transfer to students and teachers;
- Direct impact on enhancing and building civil society foundations;
- Local government officials' learning about the youth's prospects;
- Building the youth's sense of responsibility for the local environment and community.

Challenges



- Limitation on the elected schools' participation;
- Limited time to introduce the basis of social participation during school activities;
- Probability of lack of interest from schools, teachers or youth;
- Adjusting activities to the age and needs of young people.

Good practice

Dąbrowa Górnicza is a town in the Silesia region with an industrial background. Following the transformation in the 1990s, all industrial regions faced social problems including unemployment, migration of young people, etc. Nowadays, the city's economy is quite stable but there are other problems connected with the renewal of post-industrial areas, such as the ongoing revitalization process.

The main objective of the project is the education of youth in the field of social participation. The project is conducted by the Center of Civic Activity in Dąbrowa Górnicza which is a part of Local government administration. The main aim of the Center is to help citizens and NGOs in the areas of social economy, volunteering, social participation etc. The Center is also leading activities in the field of social participation (e.g. participatory budget, consultations, workshops), revitalization and educational activities. In particular, concerning educational objectives, the Center organizes school activities, such as trainings and workshops called "civic school", where high school students can learn how to be active citizens. One of the initiatives is the summer school named the Civic Academy in Dąbrowa, where students not only get knowledge on social participation but can also take part in real activities (for instance internships in Local Government or NGOs). In addition, the Center organizes trainings for teachers and educators regarding knowledge of participation and citizen engagement, which may be included in basic school programs (on civics lessons, history lessons, etc.).

The result of the conducted educational activities is the knowledge gained by students as well as establishing contacts with teachers and schools and encouraging them to introduce content in the field of social participation. With this training, students learn the importance of their attendance and voice in public debate. It also gives an opportunity for local government representatives to meet and speak with younger citizens, to get to know their needs, and to see how they react towards further changes in the city.



Read more – links, books, articles, other materials

The Center of Civic Activity in Dąbrowa Górnicza
http://ngo.dabrowa-gornicza.pl/centrum/63/o_centrum.html

McCreary Centre Society
http://www.mcs.bc.ca/youth_engagement

Shipyards Foundation <https://stocznia.org.pl/1704-2/>

Taking the Initiative: International Perspectives on Young People's Involvement in Public Decision-making, 2002, Carnegie Young People Initiative.

Good Practice Guide on Involving Young People in the Governance Of Connexions as Decisionmakers, 2002, Connexions Service National Unit.

He Waka Kotia – Joining Together on a Shared Journey– Report of the Community–Government Relationship Steering Group, 2002

THE TOOL

Urban Education Live (UEL) is a transnational project financed within the framework of the Urban Europe programme. The project focused on the creation and testing of a new model of collaboration between universities and urban communities. Universities act as catalysts of urban change through trans-educational urban capacity building. A local agenda and high sensitivity to situated knowledge is put forward using social mapping, which benefits both students and local communities. The local hubs for learning realised in this model created new networks and fostered innovative ecologies. This model has been developed and tested on a wider scale thanks to the flexibility of its methods and technologies. This process also permits us to embrace hybrid institutions and learn to work with urban communities.

Hybrid institutions are partnerships between a university and local bodies, such as schools and NGOs. It has been shown to be important that universities step outside of their traditional roles of education and research and, for instance, embrace the role of mediator.[16] This solution is especially useful in areas where the traditional pedagogical methods of universities doesn't permit any work with local urban communities.

[16] In this sense, this model reflects the aims of the European City Science initiative presented above.



Urban Education live practises a live learning approach. This consists of two principles:

- 1) The creation of new pedagogical forms tailored for the target audience. An example is a successful game-based learning approach tailored in Finland, designed to appeal to a young and entrepreneurial group.
- 2) The embracing of experimental urban space: using or creating spaces that are meaningful and familiar to neighbourhood communities (such as the Urboteca Mobile Hub in Bucharest)

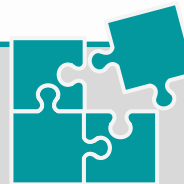
This model focuses on processes that allow universities to use existing, often temporary spaces instead of creating permanent spaces. In this way, UEL had compared and evaluated all manner of spaces (such as a business shopping mall in Salo, an old Tobacco factory in Ljubljana, a local hub for citizens engagement developed in a neighbourhood from Bucharest) instead of trying to construct a single ideal one.

The project now wishes to develop its learnings into a network and toolkit for universities to effectively collaborate, learn and create change together with the valuable knowledge, drive and vitality that the project identified in specific marginalised communities.



Strengths

The live learning method of engaging with urban communities and building urban capacity acts as a learning seed developed directly into community. The direct contact between academic knowledge practitioners and local communities helps a lot in adapting the toolkit to the community you are working with. At the same time, the access of students and young practitioners to advanced urban research design has a direct impact in shaping future innovative visions and approaches to urban commons in relation to city space.



Challenges

The main challenge of this method was using the overall UEL trans-educational concept as an interdisciplinary approach for the educational process design, bringing together visions of spaces and communities, and at the same time acting as a facilitator for these civic conversations started in any given community that had been researched and explored from this project.



Good practice

Bucureștii Noi neighborhood, a large urban area situated in North West Bucharest, has an active civic initiative group. The goal of the Urban Education Live project was to facilitate the sustainable transformation of this area and its community by acting as a “transmission belt” between university, public authorities, and civil society. The aim was to create local places for discussion and debate on the forms of producing and thinking about space, while also serving as centres for learning and practise for citizens, students, and others.

Urboteca, a special unit linked to ATU, has a mobile hub acting as a conversation starter and often visits the neighbourhood by van to attend local fairs, school activities, neighbourhood talks etc. Neighbours were invited to participate in various activities, through personal conversations within the mobile hub or newsletter and public announcements on social media local networks.

The project empowered citizens and neighbours to contribute to the Community Led Neighbourhood Plan – the first one of this kind in Romania –, which became a tool facilitating the dialogue between inhabitants and the administration. The UEL project also had a substantial impact in the form of a space transformation. An unused theatre building will be soon reused and given to the community by the local administration for use as a community centre. Once the refurbishment of the theatre building is completed, it will serve as a community centre in the heart of the neighbourhood. This serves as a sustainable result with a strong impact on the long term quality of life of residents.

Read more – links, books, articles, other materials

<https://urbedu.live>

Articles on work progress in UEL teams during the project
More about UEL in Bucharest:

https://www.youtube.com/watch?v=mies68c_wj8

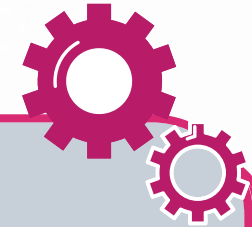
2- MAPPING CITIZENS' NEEDS

CITIZEN'S DIALOGUE – VÄSTERPORTEN

CHANGEMAKER, SWEDEN



© Emelie Göransson



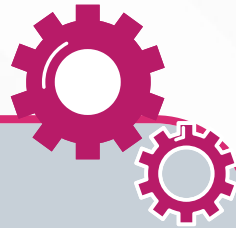
THE TOOL

Getting to know inhabitants' needs is one of the basic goals of participation. One of the most popular methods is a survey, that can come in various forms – ranging from standard (paper) questionnaires, to simple or more complex online forms.

Surveys with an interviewer is a method based on a direct conversation between an interviewer and the survey participant, using a questionnaire. Usually, the questionnaires are short, and their purpose is to identify the main themes that the questioning party would like to further elaborate on.

Surveys with an interviewer may take the form of street or door-to-door surveys, or those conducted during events or at a consultation point. Due to the limited available time of the respondents, it is very important to prepare the questionnaire thoroughly. It should be neither too short nor too general. The questions should give the respondent an opportunity to provide a broader comment. In the case of this form of survey, it is important to make sure that the interviewer has a deep understanding of the purpose of the survey, and is able to answer any questions the interviewees may have related to any further elements of the participation process.

Delphi survey is a less popular type of survey, addressed to experts in different fields. It helps to generate ideas, and because of its anonymity participants can freely express their opinions and criticize the ideas of others.

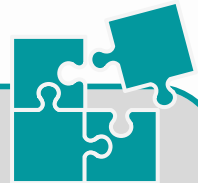


This survey method is very flexible – it can involve different stakeholders and target groups and can be used at different stages of the participation process. The best option is to mix online and traditional tools e.g. a paper questionnaire with an online survey. The method is relatively easy and cheap to organise. Special attention is needed on the form and context of the questionnaire. It shouldn't be too long and questions should be clear and understandable. The engagement of a wide target group (e.g., children and young people, their parents, people with a disability, elderly) is highly recommended, of course in accordance with the aims of the questionnaire. It is suggested to engage internal stakeholders (e.g., municipal council, the municipal board and representatives from the municipality's administrations and companies) during the process. Moreover, it is always good practise to present the results in different forms (during meetings, via websites and social media, local newspaper etc.). Surveys are a great tool to recognize citizens' needs, however we shouldn't consider the participation process to be completed at this stage. Surveys should be followed by personal meetings, and dialogues organised in different forms, engaging the participants to share and discuss their opinions.



Strengths

- Anonymity;
- Possibility to get opinions from a large number of people;
- Relatively easy to carry out;
- Relatively low costs;
- Structured questions are easy to analyse further and then to process and present the results.



Challenges

- Limited possibilities for a wider response (especially in case of closed-ended questions);
- The problem of representativeness;
- Difficulty in developing a high-quality survey research;
- The survey does not allow for exchange arguments between participants;
- Requires us to know the subject (in order to ask a good question);
- The problem of incomplete answers (especially in online surveys).



Good practice

In the last few years, the number of inhabitants in Varberg has rapidly increased due to the ideal position and attractiveness of the city. Varberg is located close to the sea and not far from Gothenburg (46 mins by train). The challenge for the municipality is to develop sustainability and offer adequate housing to newcomers.[17]

The area chosen for urban regeneration is interesting thanks to a series of changes occurring as a result of the liberation of the waterfront area. The harbour will be removed soon, and the underground railway is in the process of being removed. The Municipality of Varberg decided to develop a lively and attractive new area with 2500 new flats. The new area is planned to be safe, good quality, affordable and well-connected via a new train station.

During the process, internal and external dialogues were conducted. In the first stage of the project four workshops took place with the municipal council, the municipal board and representatives from the municipality's administrations and companies. The purpose was to get a picture of which opportunities, risks, emotional aspects and creative ideas exist around Varberg's urban development. In the second stage eight public workshops and six invite-only workshops were implemented with the public. Parents of young children, young adults, entrepreneurs, people living outside the central town, and people with disabilities or their relatives were invited. There was also an opportunity to participate in the discussion via a Facebook page, e-mail and a "postcard from future". People could write and draw concrete suggestions or describe their vision of Varberg on the cards.

The results from the citizen dialogue work were taken into consideration by the municipality and used in the design of the new area. Because of that, citizens feel a stronger sense of belonging.

Lessons learned:

At the end of the process it became clear that it would have been even more advantageous to engage people in the design of the new area at the very beginning of the process. People would have a better vision if they had had an opportunity to feel part of the area before there was even a developing plan.

[17] Based on the report: "Tillsammans skapar vi världens bästa Varberg"



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Read more – links, books, articles, other materials

Varberg website about Citizens Dialogue process:
<https://www.varberg.se/byggabomiljo/varbergvaxer/vasterport/omvasterport.4.d15b63d16105e971a164952.html>

Knowledge Base by Involve – UK's public participation charity
<https://www.involve.org.uk/resources/knowledge-base>

Rietbergen-McCracken, J., & Narayan-Parker, D. (Eds.). (1998). Participation and social assessment: tools and techniques (Vol. 1). World Bank Publications.
<https://evalparticipativa.net/wp-content/uploads/2019/05/16.-participation-and-social-assessmentI-tool-and-techniques.pdf>

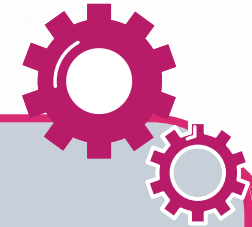
Delphi survey
<https://www.involve.org.uk/resources/methods/delphi-survey>

MAPPING POSITIVE PLACES IN THE NEIGHBOURHOOD – COMMUNITY MAPPING IN BERLIN

COMPARATIVE RESEARCH NETWORK,
GERMANY



© Comparative Research Network



THE TOOL

Community Mapping is the product of a community event destined to map the community's own assets, values, beliefs, etc. It is about mapping the community by the community and for the community using different informal processes. (David Coghlan, 2014)

Community Mapping can have various forms and outputs, and it can be used alongside other methods as a tool for participatory urban development, where citizens' involvement is facilitated by the use of a detailed map of the area in question. The Map Me Happy method belongs to this group.

The aim of the method is to strengthen the involvement and participation of citizens in local issues by supporting them in expressing their feelings regarding the urban environment they are living in. According to this approach, mapping people's positive experiences can change the way they collectively see and appreciate their neighbourhood or city. Emphasising the positive imagination of space can have a positive impact on the willingness of people to intervene actively for the improvement of this space. In this way, the Map Me Happy method might be considered a fundamental tool for urban planning.

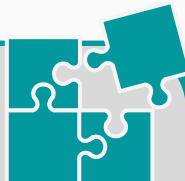
In the Map Me Happy method people are asked to express their positive feelings according to the senses they perceive them with: by watching, hearing, smelling, tasting, etc. With the use of different signs, they can mark on the map the place where they link positive feelings towards. They can also describe the type of the positive emotions with the help of short questionnaires/interviews. The places and feelings can be registered on a digital map with the support of the method's inventors. At the end the summary of all these feelings will provide a global map of positive places and positive emotions in a neighbourhood. The method can be applied in offline and online versions.

Strengths



- Strong capacity for involving people and letting them share their thoughts about their neighbourhoods;
- The map as a visual tool is very tactile and easy to understand;
- The fun and gaming elements of the method make it attractive;
- The results can easily be used for further planning and action.

Challenges



- Participants need to explain their feelings well and indicate relevant places accurately;
- The involvement of a large number of people is a challenge, therefore the large visibility of the event is important;
- The digitalisation of results is time-consuming.



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Good practice

Wedding is a sub-district of Berlin, north of the city centre, with more than 84,000 inhabitants. It is an area with an industrial heritage, and a highly diverse population. Migrants established in the area have contributed to the neighbourhood's revitalization by opening cafés, shops and small businesses. Simultaneously, the area became a place for students, artists and creative industries to establish themselves, further adding to local diversity. This vividness and vibrancy, enabled by the fall of the Berlin Wall, allowed the area to acquire a new, diversely shaped centrality in the life of Berlin. However, multi-layered change led to concerns over the closing of old businesses and the outflux of long-term residents linked with the process of gentrification.

The main challenges now in Wedding are linked to gentrification. The increase of rental prices is forcing certain groups to close their businesses and even to leave the area, putting in danger the strong social, cultural and urban diversity that is the defining aspect of the neighbourhood. Social disintegration is now a threat in Wedding. It needs to be prevented by strengthening the identity and sense of belonging of its inhabitants.

The aim of the Kietzraum project, supported by the Pankstrasse Quartiersmanagement, is to highlight citizens' needs, to map their vision about the area's public spaces, and to improve their participation in local actions aiming at the improvement of quality of life in the district.

The three main methods used during these two year-long projects were: (1) Community mapping (physical and online); (2) Community Reporting and (3) the Urbanities 1.0 Game.

Map me Happy method was used in the first phase of the project with the following objectives:

1. To get citizens involved in the process, to let them know more about the project and the neighbourhood;
2. To understand their vision of their own neighbourhood;
3. To identify the places and details that people like the most in the neighbourhood.

As a first step in the process, a participatory mapping event was organised in one of the main squares of the neighbourhood. Participants could mark their favourite places on a large map placed on the ground and could then fill in a small questionnaire explaining their feelings and thoughts towards that place. The answers were digitised by the organisers with the help of a digital map.

The digital map was also made available through the project website, meaning people could also mark their preferences online.

Based on the results of these activities, the six most beloved places of the neighbourhood were selected and presented on the project website.

As a second step of the project, a Community Reporting method was used (→ see "Social dialogue and Community reporting as a tool for citizen participation") for collecting stories from inhabitants regarding their positive and negative experiences in the selected places. Once the stories had been collected, a participatory event was organised where people identified ten action plans and selected four among them for further realisation.

During the third phase of the project, two community action planning workshops were conducted using the Urbanities 1.0 game. The 3 hour-long online workshops were aimed at supporting local citizens and activists to plan how their ideas could be put into practice in the form of concrete action plans. The Urbanities 1.0 game helped them co-create solutions in a playful way. Action plans were produced as a further step with the co-facilitation of the Neighbourhood Management Pankstrasse (QM Pankstrasse) and Comparative Research Network.

Impact of the project

The first concrete impact of the project was the involvement of a large number of people through Facebook and offline campaigns. The Facebook campaign reached 12,000 inhabitants. 350 Points were collected and digitalized on the map and the six most liked places were selected. 50 stories were collected. Both the online Urbanities 1.0. gaming workshops were held with 12 participants each.

Main challenges and learnings:

Kietzraum started in 2019, and was strongly affected by the COVID crisis. Following the first participatory mapping events attended by a large number of people, the storytelling events had to be organised online, and especially, at the beginning they were attended by a smaller number of people than expected.

When talking about the improvement of life quality in Wedding, the reactions of the inhabitants were manifold. Several among them were afraid of any improvements because of the risk of gentrification. Involving these people into the community actions became an important challenge for the project

Read more – links, books, articles, other materials

Sites:

<https://mapmehappy.com/en/about/#Why%20this%20initiative?>

<http://www.kieztraum.de/>

Selected References:

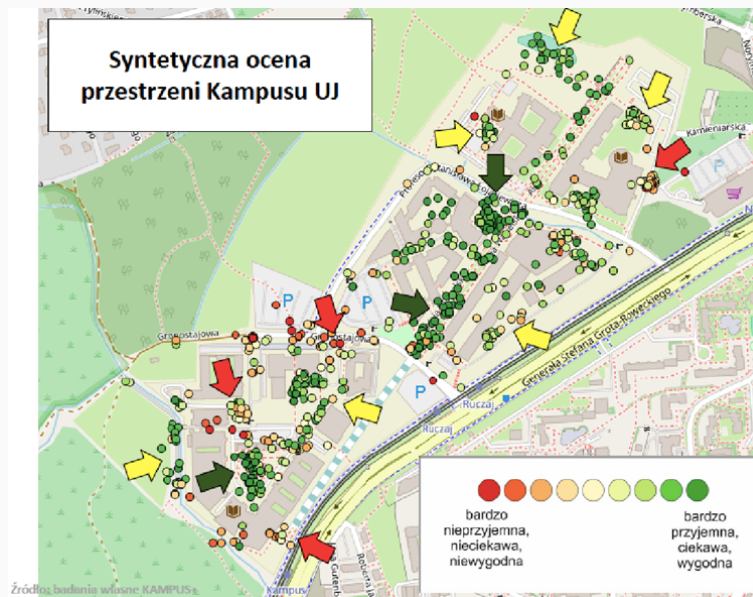
David Coghlan – Mary Brydon–Miller, 2014, The SAGE Encyclopedia of Action Research

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EPICOLLECT

JAGIELLONIAN UNIVERSITY, POLAND



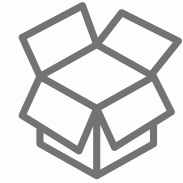
© UJ Kampus +

Explanation of the figure: Synthetic evaluation of the space of the Jagiellonian University Campus. The map shows areas of the Campus that are very unpleasant, uninteresting, uncomfortable (red) and very pleasant, interesting and comfortable (green). The colour scale corresponds to the intensity of the phenomenon, so yellow means that the area is neutral. Red arrows mark specific areas that require attention due to the negative synthetic rating.

THE TOOL

The wide range and availability of internet and mobile applications makes it possible to collect, then process and analyse vast amounts of spatial data. Collecting and using data from mobile devices is known as crowdsensing. Crowdsensing is the study of mass phenomena based on data sent by individual users of mobile devices (Aanensen et al 2009, Ganti et al 2011). Crowdsensing may include the automatic collection of data generated by users of mobile devices (sometimes without the user's knowledge). However, it is increasingly common for users to actively participate in the project and share data from their devices. This kind of process is called participatory sensing. The participatory nature of these projects is usually associated with the sharing of local knowledge. Because of this it is possible, for example, to solve local community problems in local planning. The development of these type of projects also gives an opportunity to strengthen local communities. They can join activities and, based on the feedback, make decisions. These kinds of activities may also be bottom-up, initiated by groups of residents or non-governmental organizations. The main motivation to take part in these type of projects is connected to the idea of sharing knowledge for the public good, especially for the reason of improving the quality of life in community.

One of the mobile applications useful in the crowdsensing study is the Epicollect mobile app. It is a free application developed by Imperial College, London that allows users to prepare, collect and develop field crowdsensing surveys by sending their responses in the form of texts, photos and voice messages.

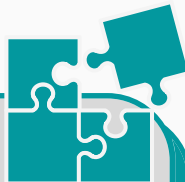


Strengths



- The possibility of collecting a large number of responses in a short period of time;
- The possibility of collecting not only text responses, but also audio-visual material (photos, audio and video recordings) related to a specific geographic location;
- The possibility of obtaining a dynamic picture of the studied phenomenon;
- The opportunity to involve participants in projects that bring benefits to their local communities;
- User friendly (during data collection and data analysis);
- Low costs.

Challenges



- Difficulties in recruiting participants (especially with different social groups);
- Technical problems;
- Difficulties in interpreting visual material;
- Problems with incomplete data and inconsistent data quality;
- No control on users during the data collecting;
- The complexity of the application, which may not be understood by some participants;
- The lengthy process of data analysis.

Good practice

The new Jagiellonian University Campus was built between 1998 and 2017. There are ten buildings housing the seats of institutes and faculties, mainly in natural sciences. The communication between students and workers is limited. There is also a problem linked to the spaces between the buildings due to the lack of friendly green zones and good quality public spaces. The Kampus+ was a bottom-up initiative launched by students and employees of the University, who wanted to improve this situation. The main goal was to support the community interested in co-creating friendly public spaces within the University campus, and to make it a creative, multi-functional space, respecting the principles of sustainable development. One of the problems was a lack of general needs analysis among the members of university community. The Epicollect application was used to fill this gap. During summer 2018, 60 students from the first year of the geography course were asked to evaluate the different open spaces of the campus. The survey asked them about what they liked, and what was unattractive to them. In total, 960 points were rated in the study. This research revealed the main problems of the use of the campus space (a lack of green areas, shade, and places to work in groups etc.). The results of the survey were presented to the University authorities and small changes have already been implemented. Some ideas resulting from these and other research conducted by the Kampus+ have been implemented in the last two years. Larger specimens of trees were planted and lawn mowing was reduced. This has increased the attractiveness of the University Campus. Moreover, sowing flower meadows and planting plants was organized. In the competition a project for changing green areas in one part of the campus was selected and is waiting for implementation. Last but not least, the Kampus+ collective started working in cooperation with the city to calm car traffic and improve pedestrian safety in the vicinity of the campus area.



© UJ Kampus +

Read more – links, books, articles, other materials

<https://five.epicollect.net/>

<https://www.facebook.com/kampusplusplus/>

<https://escholarship.org/uc/item/19h777qd> – Burke J., Estrin D., Hansen M., Parker A., Ramanathan N., Reddy S., Srivastava M.B., 2006, Participatory sensing, UCLA, Center for Embedded Network Sensing,

Kanhere S.S., 2013, Participatory sensing: crowdsourcing data from mobile smartphones in urban spaces, [in:] C. Hota, P.K. Srimani (eds.), Distributed Computing and Internet Technology, 9th International Conference, ICDCIT 2013, Bhubaneswar, India, February 5–8, 2013, 19–26.

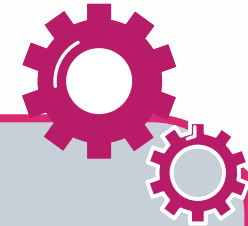
Burke J., Estrin D., Hansen M., Parker A., Ramanathan N., Reddy S., Srivastava M.B., 2006, Participatory Sensing, UCLA: Center for Embedded Network Sensing, <https://escholarship.org/uc/item/19h777qd>

SOCIAL DIALOGUE AND COMMUNITY REPORTING AS A TOOL FOR CITIZEN PARTICIPATION

COMPARATIVE RESEARCH NETWORK,
GERMANY



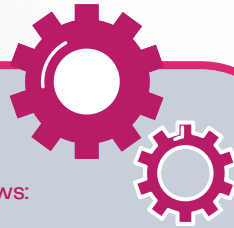
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THE TOOL

Community Reporting is a storytelling movement that was started in 2007 by People's Voice Media in the UK. It uses digital tools such as portable and pocket technologies to support people in telling their own stories in their own ways. Central to Community Reporting is the belief that people telling authentic stories about their own experiences offers a valuable understanding of their lives. Through creating spaces in which people can describe their own realities, Community Reporting provides opportunities in which people can use storytelling to find their voice, challenge different perceptions and become catalysts of change. Through gathering, curating and mobilising stories, the CR method can have different impacts on local communities as follows: 1) reinforcing the communities by supporting dialogue amongst their members; 2) empowering anyone to make their voices heard in the most authentic way through their own stories and 3) allowing the co-creation of policy recommendations through the conversation of change events involving citizens, stakeholders and decision makers.

The main approach of the method's inventors had been to support people in telling and sharing stories of their experiences. There is no previously defined way in which people tell their stories, as the movement is based on the belief that the individual with a story knows the best way to tell it. Instead, there are a range of activities through which people are introduced to different storytelling tools. Using some or none of these, people create their own structures for their stories and tell them in the way that they wish.



The main elements/steps of this method are as follows:

1. In order to ensure consistency within Community Reporting, practice, techniques and discussions around responsible storytelling are embedded into every programme. Storytelling can be realised in the form of individual talks, non-directive interviews, or storytelling workshops.
2. Stories are gathered via story curation activities. This process involves the layered analysis of individual and groups of stories, accompanied by a series of packaging activities (i.e. feature article writing, edited films, word clouds, etc.). Once stories have been curated, the knowledge within them is mobilized by connecting the packaged content with people, groups and organisations with the power to make positive social change.
3. The validated findings of co-curation can be used to create social change by informing service design and delivery, research findings and reports, and policy papers and reforms, which will be done in the last phase of the process, known as Story Mobilisation. A key aspect of story mobilisation processes are Conversation of Change events. Conversation of Change events use Community Reporter stories and other stimuli to prompt a dialogue between various stakeholders that seeks to catalyse change. When we talk about dialogue, we mean the sharing of understanding, learning and ideas, in other words a knowledge exchange process that can create new ways of thinking and doing things. These events can be run offline and online.

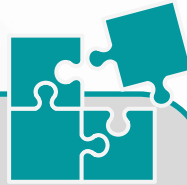


Strengths

- Highlights the real needs of target groups (citizens, vulnerable groups but also stakeholders) based on the most authentic information, their personal stories;
- People can express themselves in their mother tongue, with no language barriers;
- Reinforces the local community through the active involvement of community reporters;
- Creates dialogue between citizens, stakeholders and decision makers;
- Justifies the results of alternative, community-based research methods;
- Identifies new participatory tools for policy making in the frame of Conversation of Change events;



Challenges



- Finding the right place and way to ask people is essential: in certain circumstances, for instance due to political or personal reasons, people are afraid of telling their stories and making public videos;
- Always agreeing on the rules of responsible storytelling at the start of the process, including the signing of a consent form;
- Always asking one question at the beginning, and bearing in mind that all the following questions must be relevant to the content shared by the storyteller;
- Especially in storytelling workshops, special attention is needed to include everyone's voice, not just those who are used to speaking;
- Making the workshop events visible for everyone, in order to ensure that many people will attend;
- Making sure that there is enough time to go through the entire process of Community Reporting and Conversation of Change workshops in order to have a real impact on the local communities;
- Making sure that local decision makers and stakeholders are actively engaged in following the process and including the results into their policy making strategies. Ensuring that policy recommendations identified at the Conversation of Change events will not stay on paper;

Good practice

VOICITYS was implemented between January 2018 and June 2019 as a pilot project supported by the Rights, Equality and Citizenship Programme of the European Union. VOICITYS' aims were to improve social integration through the strengthening of social dialogue in European neighbourhoods characterized by ethnic and cultural diversity, through improving sustainable communication and integration between different social groups, and through deepening dialogue between policy-makers, stakeholders and citizens as a means of promoting more efficient diversity management.

The main objectives of VOICITYS were to identify and test a methodology which allows us to make all these local voices linked to diversity heard, and to bring policy making closer to the citizens' actual experiences and needs.

In order to achieve these goals, the project was implemented in four European urban neighbourhoods characterized by social, ethnical and cultural diversity, that are affected by different types of gentrification processes leading to specific types of social and physical transformations: Wedding in Berlin, Józsefváros in Budapest, the historical centre in Sassari, and the CHALK neighbourhood in Salford.

VOICITYS used and compared two parallel approaches for collecting information on the needs of local policies relevant to diversity. The classical method based on semi structured interviews was compared to the Community Reporting method. Although the two methods use different approaches, they lead to the collection of similar types of information regarding the assets and challenges of diversity in the neighbourhoods.

This proves that the Community reporting method is not only able to empower community building through dialogue, but that it can also to bring to light tangible information on local socio-cultural contexts. Based on the results of both research processes, citizens, stakeholders and policy makers were gathered at several co-creation workshops to identify in a participatory way for some policy recommendations for diversity management on a local level.

The main outcomes and results of the project were as follows:

● **Mobilisation and community building:** Local citizens were involved on the first level through Community reporting. Ten people from each city were trained as community reporters and they then created further reports with people living and/or working in the neighbourhoods. Local stakeholders were mapped and contacted by the partners and semi directive interviews were conducted with them (ten per city).

● **Co-creation and participation:** Citizens and stakeholders were permanently informed about the follow up to the project and were invited to participate at local Conversation of Change events and Consensus events to discuss and formulate their policy recommendations. (Approximately 20 persons per city concerned). A pan European Conversation of Change event was organised to share and curate reflections of each city, with three or four people representing each neighbourhood

● **Collecting information on diversity** in the neighbourhoods: based on the Community reporting and the semi directed interviews in each neighbourhood the characteristics and the governance of diversity have been analysed based on three aspects: Places (venues of diversity), People (local social structure) and Power (Policies linked to diversity).

● **Formulation of Policy Recommendations:** Local and Pan European Conversation of Change events and the following Consensus events allowed the participants to formulate policy recommendations on how to create more inclusive policies supporting diversity on the local levels and on the European level. The entire process and its results were described in the VOICITYS handbook as the main outcome of the project.

The entire process and its results were described in the VOICITYS handbook as the main outcome of the project.

Impact on the local levels:

As well as the planned outcomes and results, VOICITYS had specific impacts in each of the participating neighbourhoods:

- In Wedding, Berlin, the local partner CRN gained more visibility in the neighbourhood and got involved in the coordination of a wider local participatory process financed by the Quartiers management.
- In Budapest, VOICITYS project ran in parallel to the launch of the political campaign for the Hungarian local elections held in October 2019. The meetings served as an opportunity to meet the candidate of the civil society, and afterwards the local partner could be integrated into their campaign.
- In CHALK, Salford, the concept of diversity could be revisited by the citizens, and through this the management of social inequalities obtained a new perspective. The project also permitted the local partner, the inventor of Community Reporting, to reinforce the use of the method on both local and European levels.
- In the Historical Centre of Sassari, VOICITYS allowed the local partner to obtain information on the social problems of the neighbourhood, and to get in touch with local stakeholders.

Shortcomings and learnings of the project:

The outcomes were prepared as originally planned and the dialogue between stakeholders and citizens was created. However, decision makers – on the local and European levels – could not be involved as planned. This was mainly due to the short length of the project (1.5 years) that did not leave enough time for contacting the decision makers, or mapping their needs and plans. For this reason, the most important decision makers could not be involved in the participatory process. Budapest was a specific case. Due to the strong opposition of the right-wing political leadership to even the most basic approach of this project, the decision makers would not even have been invited to participate at the co-creation events. The main learning of the project is therefore that the active involvement of decision makers is crucial for the successful impact of the participatory processes.



© Mine Vaganti NGO

Read more – links, books, articles, other materials

Sites:

<https://voicitys.eu>
<https://communityreporter.net/voicitys>
<https://www.youtube.com/channel/UC9H9pOXSOOrGdIRBCTNIEvg>

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Europe for Citizens programme https://eacea.ec.europa.eu/europe-for-citizens_en
 Diversity charters in Europe: https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combating-discrimination/tackling-discrimination/diversity-management_en

Intercultural cities: <https://www.coe.int/en/web/interculturalcities/about>

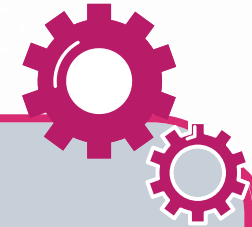
Divercities: Governing Urban Diversity: <https://www.urbandivercities.eu/>

,AUGMENTED REALITY. AUGMENTED REFLECTIONS.“– AUDIO INSTALLATION WITH INTERVIEWS ABOUT THE HISTORY OF A DISTRICT IN GRAZ

STADTLABOR, GRAZ



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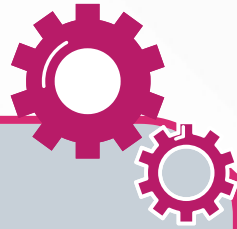


THE TOOL

A new neighbourhood is being planned within a district. Existing structures are emptied, buildings demolished, and the material removed. Open spaces are created. It often takes several years before these gaps are filled with new buildings. New uses of the buildings/areas are emerging: for instance, dog owners meet and enjoy the newly gained spaces. History is being re-written and, in conversations, it becomes clear that looking back seems clear and full of memories, and the future outlook is clouded and marked by uncertainty.

In a series of interviews with residents and visitors to the neighbourhoods, memories and stories were collected and made available to neighbours and interested parties in the form of an audio installation.

The interviews themselves were conducted with a methodology based on biographical research. People were asked about their own personal connection to the place. While they were replying, they were not interrupted and no further questions were asked, so that the interviewee could just narrate and reminisce. Furthermore, the findings were not filtered or summarized in any way.



"In the socio-spatial approach, life-historical narratives are located according to "spaces of observation," "places of action," "social place," and according to the emotional values assigned to the social spaces. This approach is based on Pierre Bourdieu's social theory built on the concept of social space and Bernhard Waldenfels' "Phenomenology of lived spatiality"."[18]

The audio installation was accessible and usable 24/7. An integrated seating module invited people to take their time and listen to the history of the district. A comparison with one's own memory and the acquisition of new knowledge encouraged visitors to learn about the past and become open towards the future.

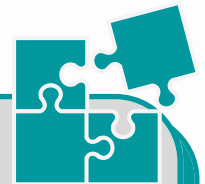
The intensive discussion through interviews, as well as making them accessible, and finally the discourse on them brought the past intensively onto main stage. Through this confrontation, an opening for the future also appeared, and the people's willingness to engage with new things was increased.

[18] <https://www.stefan.poehl.name/text/lernbiographien-erwachsenenbildner-Die-2.html>, Waldenfels, B 1985



Strengths

- Low-threshold exhibition format (24/7, publicly accessible space)
- Stories of a place develop great power when told in the place where they happened
- Residents get to talk about the past and put their individual memories into perspective
- Identification with the place
- Opening for future developments and building projects
- Interest in contributing ideas for the future



Challenges

- Technical challenges (suboptimal power sources for speakers and lighting)
- Vandalism and theft
- Misunderstanding of the action by residents



Good practice

In the new urban development area of "My Smart City Graz", an information and contact point (Stadtteilmanagement vor.ort) was installed well before the start of construction. A first activity of the district management was the realization of a series of interviews and the implementation of an audio installation with the title "Augement Reality. Extended Observations." Stories surrounding the former industrial park were collected and made available to all interested parties. Adjacent neighbourhoods knew the project area as a previously self-contained, industrial area. The transformation of the district into a sustainable neighbourhood development involved a great deal of change for local people. The initial discourse about the past opened the neighbouring residents to future ideas. Interest in participating in the planning with ideas increased for residents of the surrounding areas.

The neighbouring residents actively visited the contact point and in the course of time, the surrounding settlements also expressed their interest to the method (outreach participation). Through different workshops, parties, inspections, and exhibitions a large number of neighbouring residents were involved. The organisers currently offer two opening times, meetings by appointment as well as guided tours for those interested in the project area. The provision of information by the district management continues to arouse great understanding among the population and project development is made easily accessible to visitors. The first residents are currently moving into the My Smart City project area. The district management will therefore concentrate on this target group in the coming years. The topics will shift towards community building and activities will be designed based on needs.

My Smart City Graz

The former industrial area is a significant building land reserve that is being developed into a sustainable living and working location with a high quality of life. The goal is a sustainable energy supply and resource conservation at all levels. In addition, new living space and a high-quality public space will be created.

www.mysmartcitygraz.at

www.smartcitygraz.at



ABB. 1-3 "AUGMENTED REALITY. AUGMENTED REFLECTIONS.", MY SMART CITY GRAZ, GRAZ (A PROJECT OF THE DISTRICT MANAGEMENT VOR.ORT, STADTLABOR GMBH, WWW.STADTLABORGRAZ.AT)

3-ACTIVELY ENGAGING CITIZENS INTO THE LOCAL PROCESSES



Co-funded by
the European Union

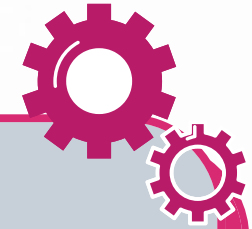


BRAUQUARTIER

KARLHEINZ GRÜNTL, STADTLABOR



© STADTLABOR



THE TOOL

Graz is the provincial capital of Styria and, with 290.000 inhabitants it is the second largest city of Austria. The Graz metropolitan area has been the fastest growing conurbation in Austria over the last ten years. According to prognosis, Graz will have almost 45,000 more inhabitants by 2030, and up to 60,000 more by 2050, in comparison to 2011.[19] This is also clearly noticeable through the many construction projects, which have already increased in recent years. Since Graz is surrounded on three sides by the foothills of the Alps, outward growth is severely limited. Therefore, there is a lot of densifications within the city limits and more and more living space is being built in the same areas.

Although this is to be welcomed in terms of economy, ecology and infrastructure, it often raises problems in terms of a social context. The diversity of the population, in spite of its various advantages and cultural richness, can at the same time be the cause of conflicts. Differences in origin, income, gender, education and age are often perceived as divisive.

[19] https://www.landesentwicklung.steiermark.at/cms/dokumente/12651292_141979459/6526f951/WBprognose_abs%201951-2050.pdf



In order to resolve the conflictual situations, several neighbourhood offices were created in Graz by the city. Currently there are ten such offices in Graz. Since a new city government which is particularly focussed on social issues has come into in power, there will be more offices installed soon. One priority is to create opportunities for people to meet and create spaces for people in their living environment. Familiarity with the neighbourhood and its residents helps people to feel safer in their environment and to be able to help each other. This increases the ability of the community as a whole to deal with conflict and the well-being of the individual. Also, people should find needs-based support there and people are encouraged to participate in the improvement of the city's living environment. [20] These offices are generally open a couple times a week, when they are staffed with professionals. They also lend their space to community initiatives, volunteers or NGOs.

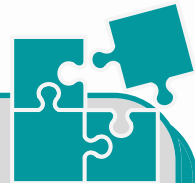
[20]

https://www.graz.at/cms/dokumente/10259828_7763635/df52f17f/Leitbild_A4%20%28002%29_.pdf



Strengths

- Community building and inclusion
- Chances for people who live alone or are lonely to make connections easily
- Increasing the quality of life in the immediate living environment
- Contact point for questions or problems
- Conflict prevention and resolution
- Promoting a sense of belonging and identification with the place of residence
- Low costs (refinanced by small contributions from operating costs)
- Perceived as a light tower project
- Easy to replicate



Challenges

- Despite the available means of communication, the residents are difficult to reach
- Sometimes difficult to raise people's interest
- Not always easy to discover what the neighbours' needs are



Good practice

In Brauquartier (Brewery Quarter), a new building area of Graz, consisting of 800 housing units, this idea is now being taken even further by installing a neighbourhood office initiated and financed by the developer itself. In addition to the activities described above, new residents are assisted from the moment they move into the area.

The project aims to cover many needs in the field of neighbourhood development and participation. Brauquartier (Brewery Quarter) was built as a new housing estate at the beginning of 2018. In 2021 about 2000 people lived there in 800 apartments. The quarter is very well connected to public transport and several commercial enterprises, local suppliers and restaurants have already settled here. The neighbourhood office "mittendrIn" was opened 2018. Stadtlabor was involved in the development of the Brauquartier at an early stage and was responsible for supporting the process and networking between the different groups of stakeholders. This has resulted in several innovations, one of which is the neighbourhood office. This project is the first of its kind to be privately financed by the property developer.

The Quartiersbüro "mittendrIn" serves as a contact and service point for residents and supports positive coexistence as well as joint activities and initiatives. Common rooms and guest apartments ensure that there is space outside of the flats. The residents were introduced to the brewing quarter during specially organised "welcome evenings". In addition, much attention is paid to conflict prevention and resolution. Furthermore, the neighbourhood management office is the interface to reach the property management companies.

Residents were invited to participate in various activities (bicycle tours, regulars' tables, urban gardening, fitness programs etc.) through personal conversations (the office is open three times per week), and also through newsletter and notices in the stairwells.

Lesson learned/impacts

The project has brought a lot of life into the neighbourhood (concerts, excursions, workshops, farmers' market, sports, etc.) and thus also increased the quality of life of the residents. During the various interventions, the residents were able to get to know each other and engage in conversation. This created friendships (especially among the children) and good neighbourly relations.



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Read more – links, books, articles, other materials

- www.stadtlaborgraz.at
- www.brauquartier-puntigam.at

TACTICAL URBANISM – TAMALACA PROJECT, SASSARI, ITALY

MINE VAGANTI NGO, ITALY



©TAMALACA

THE TOOL

Tactical Urbanism is a well-known and –practiced method for creating small-scale, short-term projects for advancing longer term larger scale solutions in city development.

“Tactical Urbanism is all about action. Also known as DIY Urbanism, Planning-by-Doing, Urban Acupuncture, or Urban Prototyping, this approach refers to a city, organizational, and/or citizen-led approach to neighbourhood building using short-term, low-cost, and scalable interventions to catalyse long-term change. Tactical Urbanism projects can be led by governments, non-profits, grassroots groups, or frustrated residents. Though the degree of formality may vary, Tactical Urbanism projects share common goal of using low-cost materials to experiment with and gather input on potential street design changes. Over the past decade Tactical Urbanism has become an international movement, bringing about a profound shift in how communities think about project development and delivery.”[21]

[21] Based on: <http://tacticalurbanismguide.com/about/> (Last access: July 2022)



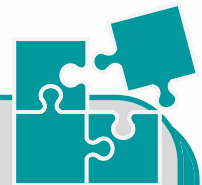
This method can be bottom-up, initiated by citizens, or top-down, initiated by local governments. One of the best-known examples of the latter is the revolutionary transformation of Times Square and other public spaces in New York for the use of pedestrians and bikers followed by many cities during the 2010s, in the US and in Europe. As Janette Sadik-Khan shows “how, with a little imagination and the resources at hand, cities can unlock the full potential of their streets.”

Tactical urbanism completes long term planning by providing a low cost, easy-to-prepare prototype to test the potential consequences of a proposed change, and to only advance to a deeper planning phase once the prototype has been assessed as successful. In this regard, tactical urbanism is not far from the concept of design thinking. Regardless of it being a bottom-up or a top-down initiative, this method is beneficial for involving citizens in the decision-making process, simply by providing them with the possibility of testing a new urban solution.



Strengths

- Easily accomplishable, low-cost actions that can create systemic changes;
- This method can be used as a tool for protest, as well as a tool for policy making, depending on the given political and urban situation;
- Offering the possibility for people to test a prototype, it is a great tool for engaging citizens in urban participation.



Challenges

- The actions/prototypes must be user friendly, taking into account the most important ethical considerations;
- The opinions of all people involved need to be considered;
- Mainstreaming the results of small-scale actions into local policies is needed. It is not enough to implement a project and identify recommendations or ideas together. The process needs to go further, and the authorities play an active role in translating people's needs into actions;
- All stakeholders, institutions and organisations need to be involved into the process and engaged in the long-term use of the results.



Good practice

“TaMaLaCà” is an all-female urban planning spin-off company of the University of Sassari (Department of Architecture, Design and Planning), which was established in 2012. Since its beginning, the mission of “TaMaLaCà” has been to return urban spaces to citizens. Their first project, started in 2012 in the San Donato Elementary School of the Historical District of San Donato in Sassari, was called FLPP “Fronte di Liberazione di Pizzini Pizzoni – Liberation Front of the Urban Youth – FLPP”; and was a pilot action that led to the beginning of implementation of several other projects during the years under a bigger umbrella project called “Periferie al Centro/ Suburbs at the Center.”

The historical district of San Donato is located in the centre of Sassari. As with most of Sassari’s historical centre, it faces many social and spatial problems, such as the lack of urban quality, the absence of appropriate services and the degradation of public spaces, run-down buildings, parked cars occupying streets and minor public spaces, poor lighting, overcrowded housing, and social marginalization. In addition, it is also necessary to take into account the poverty level of the population that resides in this part of the city.

The goal of this project is to allow citizens to participate in urban planning by creating direct and practical experiences of the use and reuse of public spaces, and to encourage dialogue with the local administration, and therefore act as a bridge for the requests of citizens who, especially in the historical centre of Sassari, feel forgotten by institutions. To support these goals, FLPP project carried out low-cost and low-tech actions and transformations, originated from bottom-up processes with the expectation that at a later stage the top-down process should be mainstreamed by the institutions that, having understood the needs of the population, should be translated into political action.

The project’s main target groups were kids and pupils attending the “San Donato” Elementary School. Working with kids means engaging families and encouraging them to become active citizens. People were highly motivated to participate because they finally felt like they were a part of something bigger and they were heard and seen by the local authorities.

The project has been implemented in 3 phases as follows:

Storytelling and gamification for engaging “unheard” disadvantaged people:

This phase involved a storytelling game based on a dystopian tale taking place in the city of Sassari during 2046. In the game, children of the San Donato School receive an SOS message from the future. Children from 2046 have sent the message, asking for help from their peers in 2012 to stop the transformation of their school into a multi-storey car park. All children accepted the challenge, and started to collect messages from the inhabitants about the ways how Sassari should be developed. They then relayed these messages to the children of 2046.

Ironic and provocative urban performances and communication campaigns:

A joyful, ironic, and viral communications campaign was developed using TV ads of a provocative political campaign (during the actual local campaign) and several playful urban events. In 2016, a “Jane’s Walk” and a performance highlighting the necessity to re-design streets and public spaces were organized in order to meet the children’s specific spatial needs. The activity’s aim was to observe the neighbourhoods by walking together with their inhabitants, as well as to discuss urban, social, historical, and artistic characteristics, and identify problems relating to public space.

Tactical Urbanism actions:

In 2016, a pop-up carpentry workshop was created in the school with the involvement of some artisans from the neighbourhood. Its role was to support a tactical intervention aimed at transforming three parking lots into a community space. This initiative was aimed at recognizing and claiming the rights of citizens to play freely and independently in the public spaces of the city, which was often denied or severely compromised. The project was developed with the intention of defining an urban space previously used for parking, six meters wide and three meters long, intentionally placed in front of an old ruin. A small protected space was built and delimited, both laterally and in height, by a pergola. Inside, the area was furnished with some seats consisting of a wooden base element.

The main result of the project was that the children could feel their voices were heard. The municipality made the parking lot in front of the school car-free. One of the desired impacts was pressing local politicians to deal with the problems of San Donato and to start a path of urban regeneration, participation, and empowerment in the city of Sassari. A collaborative process has been initiated involving schools, and the local inhabitants.

Thousands of people were involved in the activities described above. A voice and visibility have been given to those who are often on the margins. The process that has started is certainly positive and has laid the roots for an even more fruitful collaboration between citizens and institutions.

-Children and young people had the opportunity to become active protagonists of city life;

-The institutions have been made aware of the problems of the historical centre;

-Institutions have participated in initiatives that provide a different application of the concept of urban planning, and therefore a process of exchange of ideas, knowledge, and approaches has been created;

-A link between the local population and re-thinking their own public space has been established;

-A successful process of delegation of power through which citizens had the concrete possibility of being heard by the authorities has begun;

-These actions have provided a process and a tool that the inhabitants can effectively use as a means to take back the city, as well as to know the limits and possibilities of its use, to imagine possible transformations, and to be able to realise them.

FLPP is a good exercise of urban regeneration, social participation and innovation, which received international recognition (the project won the first prize in a competition sponsored by the 10th Biennial of European Towns and Towns Planners, held in Cascais in September 2013. It was also deemed to be amongst the best practices of the "Global Public Space Toolkit: From Global Principle to Local Policies and Practices" published by UN-Habitat in 2015.



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Read more – links, books, articles, other materials

Sites:

<http://www.tamalaca.com/index.php/chi-siamo>

<http://tacticalurbanismguide.com/about/>

<http://www.jsadikkhan.com/about.html>

Videos and films:

TV shows:

Spot 0; Spot 1; Spot 2; Spot 3

Three short films about the city is a project that was implemented in 2018 and financed by the Ministry of Cultural Heritage and Tourism.

Date al diavolo un'aranciata amara

La notte di Cesare

La Cunfraria

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URBANIA – GAME AND DIALOGUE TOOL

CHANGEMAKER, SWEDEN



THE TOOL

This project originated from the planning of the so-called “Västlänken”, a huge undertaking which will completely change public mobility in Gothenburg and its surrounding region. The final aim of the “Västlänken” (West link) is to increase the number of people using public transport instead of private vehicles.

The Municipality of Gothenburg wanted to use a tool that could let citizens better understand the final plan and discover what the needs of different target groups were. The project wanted to explore how better nodal planning could increase the number of people using public transport.

The idea was that a tool for visualizing and/or a game could enhance planning around these nodes, and generate the premise for increasing users. The main aim was to introduce a social dimension into the planning process and to develop methods and visualisation tools or games to use during a dialogue process among civil servants, politicians, users and society of different ages.

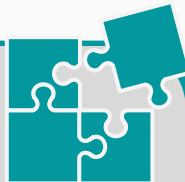


Strengths



- An open solution where participants can add their points of view 24/7, adding elements to the onsite dialogue meetings;
- Possibility to visualize the final project and express a personal point of view.

Challenges



- The tool used was a digital one, with specific technical issues. There were numerous technical difficulties in implementing the game as it was planned and some parts were not developed as designed because of that. The knowledge of processes and dialogue methods should have been shared with the technicians developing the digital tool, before commencing the dialogue process.

Good practice

"The Mistra Urban Futures project was initiated by the City planning office of Gothenburg[22]. The idea was to use games and visualisation to see the city as a complex system and to invite different target groups to express their viewpoints concerning the development of a brand-new public transport system.

The process started with a pre-study, interviewing stakeholders from different organisations and from the City itself. After many conversations and dialogues, the first version of the digital tool/game was created as a prototype. The prototype was tested on different target groups. The final version took into account both the feedback received during the testing period and some technical boundaries. In the end, the tool wasn't used in real situations because it hadn't been developed into a fully working, upscaled digital tool.

Lesson learned

Developing a digital tool/game to visualise a concrete situation, based on users' needs is doable and well worth the time and money. However, it is fundamental to understand from the very beginning the limitations and possibilities of digital tools – concerning budget, scope, quality etc. This is crucial in particular for non-experienced promoters. Alternatively, it is important to define in detail every single step, including technical and budgetary limits.

[22] Based on: Mistra Urban Futures report "Ett globalt centrum för hållbar stadsutveckling Göteborg"

Read more – links, books, articles, other materials

<https://www.mistraurbanfutures.org/en/publication/urban-games-gaming-and-visualization-sustainable-urban-transformation>

<https://www.mistraurbanfutures.org/en/project/urban-games-pilot-project-2010-2011>

IV. SUMMARY AND FURTHER STEPS

4.1. Summary of the good practices

On the basis of good practice, we can see that there are many tools of public participation that we can apply in our environment and that are useful in working with residents. However, in order for them to be well used, we must first have a proper understanding of the problems and challenges they address. Therefore, the most important challenge at the beginning of the work should always be to get to know the environment, existing problems, residents and our capabilities in the participation process itself. Involving the public in improving their environment is extremely important. However just as societies differ, so too do the tools we can use. Hence the need to know the area of action, which will allow us to better adapt the tools we choose and adjust them to the needs of the situation.

In order to change any space for the better, it is necessary to involve the people who will be affected by the change. They should be involved independently if they create or are targets of the change. Without cooperation and collaboration between these key participants (residents, students, pupils, city authorities) it will not be possible to implement the chosen tool in a satisfactory manner. Thus, we see that in participatory work it is necessary to know and be able to use the ladder of participation, from which we will know the different levels of involvement of participants in the process, as well as to determine the actual state of their commitment to participation and know how to react in the case of a lack of or excessive involvement. However, we should not forget about alternative models of the participation process that respond to the shifting challenges and levels of public involvement in participatory work, which are now taking on a much broader spectrum.

What is particularly noticeable in all the examples is the inevitability of challenges with each tool, which allows us to conclude that there is no perfect participation tool, what matters is its skilful adaptation to the current needs. As in the case of community mapping, audio installation or the use of mobile digital tools such as Epicollect, we cannot avoid technical problems or an extended period to learn about the results, which are linked to the analysis of the collected data. Often, we may have to deal with the problem of a lack of involvement of participants in the participatory work, adequate visibility of our activities, or the selection of the research group or even the researchers conducting the interviews. That is why it is important to analyse the examples given to minimize the challenges ahead. In all examples, the main challenge is involving residents in participatory work.

Implemented projects allow us to see the main results of activities – a positive change in the environment, which took place with the participation of the residential community. In particular, it is worth noting the potential of tools that are modern and can be developed in the future. In particular, methods such as community mapping, epicollect or games about participation stand out here. Furthermore, due to digital development and ICT (Information and Communications Technology), in future we can expect an increase in the use of modern tools in participatory work.

Participatory processes, independently of the scale of their implementation or their impact level, reflect on similar challenges and needs, for instance:

- Understanding real local needs and expectations;
- Analysing the challenges;
- Improving the dialogue between all stakeholders and citizens in order to let them bring their own skills and expectations into the process;
- Planning together and finding resources together with citizens and stakeholders.

Processes on a local level often tend to use tools once identified on other levels – from our examples, tactical urbanism, first used in New York has since been adopted by several other communities. The adaptability and scalability is an important indicator of the quality of a tool. At the same time, it also proves the abilities/capacities of local communities to learn the logical use of these tools and to implement them into their own reality. This needs a learning process – learning about local capacities, resources and needs, and also about methods used. The Urbanities 2.0. project is committed to contribute towards this learning process.

4.2. Further steps

The above-described good experiences are all original local stories, that are part of the community development of the cities/localities participating in the Urbanities project. These stories will be considered as the basic input and inspiration of the Urbanities game and curriculum to be developed in the following steps of Urbanities 2.0.

These stories will permit us to identify a game scenario, and to decide the main participatory tools to be included in the game and the curriculum. Based on the learnings of the stories, the consortium will co-create the main game scenario and a certain number of mini games that will constitute the Urbanities 2.0 game's skeleton.

The results of these following steps will be presented in the Urbanities 2.0. project's second handbook, dedicated to the presentation of the Game and the Curriculum.

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ANNEXE



REPORT ON NEEDS ASSESSMENT BASED ON THE EMPATHY INTERVIEWS



Report on Needs Assessment based on the empathy interviews

21.05.2020

1. Empathy interviews

Empathy interview is originally an element of the design thinking method.

"The empathy interview is an approach to finding out as much as possible about a person's experience as a "user" of a space, a process, an objective or an environment. We want to understand the choices that people make and why they make them. By entering and understanding another person's thoughts, feelings, and motivations, we can understand the choices that person makes, we can understand their behavioural traits, and we are able identify their needs. This helps us innovate, and create products or services for that person."[23] Through ethnographic research techniques like In-Depth Interviews (IDI) we can learn how different customers feel about the problem we are trying to solve and how they might fix it if they could.[24]

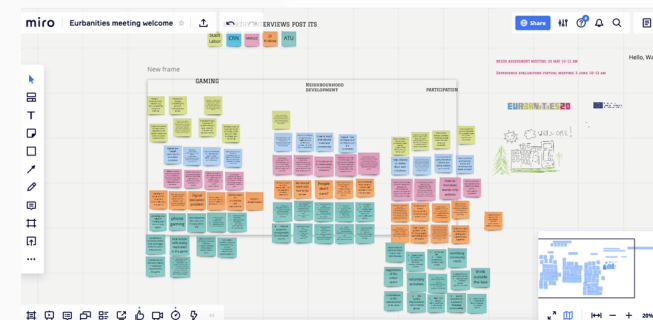
Empathy in dept interviews have been used in Eurbanities 2.0. in order to obtain an idea about the capacities of local stakeholders and inhabitants regarding citizen participation, their opinion about the main needs and challenges linked to the inclusive development of their neighbourhoods and their general approach regarding gaming and game based tools.

Empathy in dept interviews have been used in Eurbanities 2.0. in order to obtain an idea about the capacities of local stakeholders and inhabitants regarding citizen participation, their opinion about the main needs and challenges linked to the inclusive development of their neighbourhoods and their general approach regarding gaming and game based tools

The empathy interviews have been conducted by each partner within the above mentioned three topics. Within these topics each partner had the freedom to formulate their concrete questions according to the local needs; they also had the freedom to identify the persons to be interviewed and the main tools and ways how the interviews are conducted (personal, online, focus groups etc). Unfortunately the process became strongly perturbed by the COVID 19 lock down; therefore almost all of the partners had to make the interviews remotely – either by using online tools or telephone.

The results of the interviews were summarized on a shared virtual board (MIRO). Each partner noted the main messages coming from the interviewees on virtual post its, by using one post-it for one message and put this post-its onto the Miro board according to the three main topics. The result has been a virtual board with a large number of post-its as follows:

At the virtual meeting following this process the partners discussed the results of their interviews, their experiences, difficulties encountered during the process. The Miro board and the virtual discussion substituted the personal meeting and discussion.



[23] <https://webdesign.tutsplus.com/articles/techniques-of-empathy-interviews-in-design-thinking--cms-31219>

[24] <https://medium.com/@StaceyDyer/design-thinking-what-is-an-empathy-interview-25f71bd496d7>

2. The process and general impressions presented by the partners

StadtLabor

Interviews with 6 persons, all of them experts working in the field, active in different organisations in Graz, 4 of them also working with StadLabor. The interview was done as a focus group discussion with Zoom.

The main topics/messages:

- Gaming is a good tool but it is important to decide how it should be like? Fun? Competitive?
- The main challenges of participation in neighbourhood is connecting people and stay in contact with them
- There is a need to use and learn about digital tools

CRN

Interviews in the area of Wedding in Berlin with local stakeholders and inhabitants. The stakeholders are: Urban gardening organisation; Neighbourhood Management; local teachers and artisans and other local partners of CRN. The interviews have been made personally, on the street, partly already before lock down, and partly following the opening.

- Digitalisation, use of digital tools is a real challenge for participation: how to resolve the access to digital tools
- Gamification is also a challenge: first, games are not identified as tools to be used by adults and second, no connection is acknowledged between gaming and participation of adult citizens

Mine Vaganti

5 interviews with local stakeholders and citizens in the City centre of Sassari, among them 2 representatives of local associations, 1 person who is an ex-city council member who had been responsible for city planning

Interviews made through phone calls.

- Gaming is not acknowledged as part of education or participation only to be used for fun to escape from reality
- Discussion about the neighbourhood's needs
- Discussion about the participatory processes launched by the local municipality

JU Krakow

8 interviews + a survey with 20 students

Interviewees have been activists, experts in city planning and teachers at the university. Some of them coming from other regions, bigger and smaller cities. Interviews made through phone calls and internet.

- Only students like games, but experts also recognise gaming as a good tool for education, but especially for young people
- Students think that digital games can only be used by people under 40
- Engagement of citizens in the neighbourhood should be increased, citizens need to be more activated and leaders are needed
- Discussion about tools and methods of participation they use
- Discussion about the difficulties: a large scale of local problems related to participation have been mentioned from small difficulties till more structural ones (budget for instance)

ATU

6 interviews: gamers, professionals from 2 associations, 1 civic activist, 1 inhabitants. Interviews made through Skype. 3 further interviews scheduled were rejected so far

- good experience with the empathy interviews, interviewer asked open questions
- Interviewees generally don't get the relationship between gaming and civic engagement
- challenges is the neighbourhood: green space, traffic jams, living conditions. These are something to be done by other, not by the interviewees
- they consider that citizen participation is useful but none of them is using it. One of the professionals organises city tours in historical topics.

Changemaker

3. General discussion on the main messages on 20/05/2020

Gaming

- there is a general lack of consideration of the use of games and gaming in participatory processes
 - people play mostly board games at home; mobile games in the street or when they are in movements; sport games, sort activities in public spaces. (actionbound game)
 - especially lack of acknowledgement of digital gaming tools. Therefore the use of a **blended method**, using the game within an offline training could be a good solution for Urbanities 2.0 as well.
 - using game for stimulating intergenerational communication and stimulating different participants (diversity)?
 - Linkage between **the game and the reality!**
 - What are the **purposes of the game?** Education / consultation, participation / simulation, activation ? Creating a tool for cooperation or for learning participation?
- The 1st objective is education (creation of a pedagogical tool) but it can also be used in direct participatory processes.
- The game could have different phases according the stage of participation: ice breaker/discussion/conclusion
 - We should see what has been done in the Urbanities 1st game (motivation, starting participation,, acknowledgement of the neighbourhood's problems etc are already included into the 1st game)
 - the game could include smaller units with different purposes...
 - More information /good practices needed on cases where games are used in participation. What kind of games and how these are implemented? How can they be accessible for all social groups?
 - Are games used correctly? Sometime gamification is used in participation but is is not acknowledged as game.
 - Keeping the playful and fun character of the game

Neighbourhood topics

- Dynamic process is in the centre: people are talking about changes in the neighbourhood and how these should be dealt with. For instance: how to deal with gentrification, the arrival of newcomers etc.
- Community transformation instead of Community Building?
- Impact as a strategy: how to reach non active and disadvantaged people
- Social and infrastructural needs in the neighbourhood

Participation

- Inclusion, participation is strongly reduced to young people, accessibility for all groups is needed
- Difficulties to motivate people/to have outreach
- Different levels and approach of participation (bottom up and top down)
- Participation needs to lead to concrete results
- Knowledge about the **TOOLS of participation** (participatory budgeting, citizens committees etc) is not strongly mentioned as a need. It is not clear what kind of information should be included into the game regarding tools.
- In Krakow: experts insist on **keeping tools simple**, because complicated tools can be scary for the citizen and it can prevent them from participation (for instance if they don't understand the name of the tool etc). Also sometimes the **limited budget** is hindering the use of high quality tools and therefore local governments are often not open to it.
- **Tools for motivating people** would be needed. Stimulating tools for (re)building trust in participation, in being listened to.
- Space of participation is important! Participation needs to be organised outside, in the **public space** to **keep people informed**.

- **The level of participation is different according to countries** and this influences also the roles the game should fulfil. For instance, in Romania, participation is just raising. So the main challenge is how to build a scenario that can be useful in all countries/socio-cultural contexts reflecting different stages and habits of participation.

4. Decisions for next steps

- 03/06: discussion about good experiences (meeting at Jitsi : <https://meet.jit.si/Eurbanities2.0>).
- second half of June: gaming meeting to discuss about the Urbanities 1 game and playing a sample session linking the game with the curriculum (KK will launch a doodle)
- listing and trying out existing games – we start collecting and we will experience games once we can have physical meetings

SUMMARY OF THE EMPATHY INTERVIEWS – MIRO BOARD

1. GAMING

Elements of gamification:

Consensus building vs competition – the combination of the two aspects reflects the educational and funny characters of the game

Rewards – contribute to the attractiveness and fun of the game

Combination of digital and analogue game – for instance using discovery games when digital part is combined with an experience in real space (action bound game?)

Interconnection between the game and the real world:

- adaptation to the concrete needs of the neighbourhoods
- escaping reality or understanding the processes?
- Game=simplification of the reality

Types of games as used by social/age groups:

When adults are playing it is: board games (at home), mobile games (outside), and sport games (in public spaces). Computer games, online games, simulations are not acknowledged as games for adults.

Role plays are more used in participatory processes

Digital games: challenge is the accessibility

Various purposes:

Games as educational tools: development of specific skills, for instance decision making, cooperation, concentration, participation, orientation, factual knowledge, etc.

Games providing social interaction (intergenerational connections, social diversity)

Games for urban planning through participation

2. NEIGHBOURHOOD DEVELOPMENT CHALLENGES

Social inclusion and interaction

Improvement of the outreach to all social groups – social inclusion

Gentrification and reconciliation between old and new inhabitants and communities of the area

Interaction of social and cultural groups forming local diversity

Physical and spatial development

Revalorization of local resources (public commons)

Creation of spaces of interaction

Infrastructure

Mobility/transportation

Real estate market – access of all social group

Green spaces needed

Governance

Cooperation between local government and civil associations

Mayor's role and engagement

Local actions

Planning

(Online) public services

Urban regeneration

Realising and measuring impact

3. PARTICIPATION

Objectives

Negotiation of urban space
 Identifying the needs of citizens and communities
 Improving life quality with the involvement of the citizens living in the area
 involving voluntary activities
 Public consultation
 advocacy
 capitalization of an area

Methods and tools

Co-creation of policies with citizens and decision makers
 Participatory workshops and events
 – need of professional moderators
 Decrease of taxes of cities who take care of public heritage
 Participatory planning
 Digital tools – advantages and limits
 – overrepresentation of young people
 – lack of access to vulnerable groups and elderly
 Simple tools are needed

Challenges

Motivating people for participation
 Selecting the topics that are inspiring for them (climate change, sustainability etc)
 Accessibility of all social groups
 Assessing the needs
 Supporting citizens to realise their own initiatives
 From discussion to concrete actions
 Generating real impact



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