




Strategic design and usage of participatory solutions and relevant digital tools in support of NBS uptake

Lead partner	DTI
Type	Report
Dissemination level	PU - Public
Work package	WP3
Deliverable	D3.1
Due date	30 May 2019
Version	1.0

Project	Healthy corridors as drivers of social housing neighbourhoods for the co-creation of social, environmental and marketable NBS
Acronym	URBiNAT - Urban inclusive and innovative nature
	This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 776783

The content of this report reflects only the authors' view and the European Commission is not responsible for any use that may be made of the information it contains.

List of Authors and Reviewers

Authors	Reviewers
Knud Erik Hilding-Hamann, Nabil Zacharias Ben Chaabane, Nathalie Nunes, Isabel Ferreira, Beatriz Caiatana, Tom Mackenzie, Sheila Holz, Milena Tasheva Petrova, Emma Bjorner, Ingrid Andersson, Americo Mateus, Sassia Lettoun, Iuri Bruni, Ana Kobe Tavcar, Nancy Duxbury	
Contributors	

Document history

Date	Version	Author	Summary of change
7 June 2019	1.0	DTI	Last version for submission

Fonts

Montserrat	by Julieta Ulanovsky
Source Sans Pro	by Paul D. Hunt

Table of contents

Purpose of deliverable	4
Roles and objectives in relation to work package 3, task 3.1 and subsequent tasks	4
Participatory NBS: participation as a means and as an end	5
1. Research construction, design and instruments	7
1.1. Methodological framework	7
1.2. Data gathering methods	8
1.2.1. Municipalities and local publicly owned institutions	9
1.2.2. Local organisations, agents and companies	9
1.2.3. Champions	10
1.2.4. Community residents	10
1.3. Type of data gathered	11
1.4. Data analysis techniques	12
1.5. Data coordination with other URBiNAT WPs/tasks	14
1.6. Analysis of data and further application of data	14
2. Stakeholders	16
2.1. Citizens	17
2.1.1. Citizens segments	17
2.1.2. Participatory roles and engagement	18
2.1.3. Genders, intersectionality, equality/equity, specificities	21
A. Genders and intersectionality	21
B. Equity and equality for all	22
C. Specificities and strategies	22
2.1.4. Data collection and management	24
2.2. Organisations	25
2.2.1. Public sector organization	25
2.2.2. Voluntary organisations and associations, grassroots movements and collective initiatives	27
2.2.3. Social enterprises	28
2.2.4. Businesses	30
2.3. Co-existence and interrelationships of stakeholder groups	33
3. Participatory portfolio inside and outside URBiNAT	34
3.1. Participatory methods and tools	34
3.2. Participatory methods and tools used by cities	37
3.2.1. Porto	37
3.2.2. Nantes	39
3.2.3. Sofia	41
3.2.4. Follower cities	46
i) Siena	46
ii) Nova Gorica	48

iii) Brussels	48
iv) Høje Taastrup	50
4. State of the art in the application of participatory methods	53
4.1. Current research and development trends	53
4.2. Benefits and drawbacks, obstacles and opportunities in relation to URBiNAT	56
5. Strategic design for effective usage of participatory methods	58
5.1. Mapping techniques and tools: cultural mapping as a flexible approach and combination of approaches	58
5.2. Design approach for participatory solutions related to URBiNAT's objectives	61
5.3. Key factors for successful implementation	65
5.4. Future strategic design trends	74
6. Connection with strategy for communication and dissemination	76
6.1. City Networks	77
6.2. Related projects and consortia	77
6.3. Sources of information	78
6.4. Validation of URBiNAT principles and methodologies	78
Bibliography	79
Annexes	83
1. Cultural mapping protocol, and general guidelines for implementing participatory activities	83
2. Photovoice protocol	83
3. Walkthrough (focus group in situ) protocol	83
4. Focus group protocol	83
5. How to design and conduct a participatory process with children?	83

Purpose of deliverable

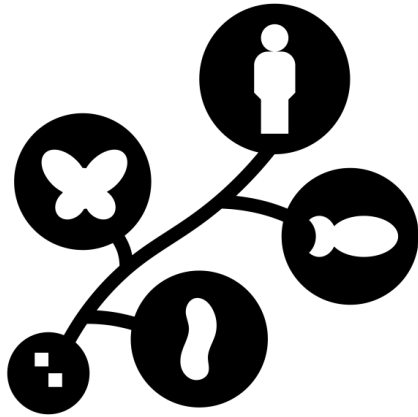
Roles and objectives in relation to work package 3, task 3.1 and subsequent tasks

This deliverable 3.1 is the first deliverable of Work package 3 on participatory processes. As such the deliverable identifies the actors involved in participation and the conditions needed for active, positive and ethically sound participation.

In doing so, the deliverable takes stock of the existing methods and tools for participation being used and likely to be used in the future. Furthermore, it gathers insights for strategic design and usage of participatory solutions and relevant digital tools in support of NBS uptake. This stocktaking activity provides URBiNAT with insight as to the state-of-art regarding the use of relevant participatory solutions, including digital technologies and tools, applied by stakeholders in the frontrunner and follower cities; their ease of use; services provided; usage levels and drawbacks associated with them. The objective is to have a picture of the existing participatory culture in the frontrunner and follower cities. In addition, the deliverable will begin to shed some light on actual and potential collaboration among stakeholders to enhance citizen participation in local communities in frontrunner and follower cities. This will be based on a generic model for the assessment of existing participatory culture, as well as engaging part of URBiNAT's portfolio of participatory solutions for application in the cities.

Deliverable 3.1 therefore reports on strategic design and usage of participatory solutions and relevant digital tools in support of NBS uptake including an assessment of URBiNAT's portfolio of participatory solutions, and available digital solutions and platforms. The deliverable will inform task 3.2 and therefore also the next deliverable (D3.2) by presenting the participatory solution options. In task 3.2 and deliverable 3.2 this will then be used to tailor participatory methods and tools to city cultures for the co-design and co-implement NBS processes that will follow.

Participatory NBS: participation as a means and as an end



Created by Nithinan Tatah
from Noun Project



Created by ProSymbols
from Noun Project

Within URBiNAT and based on work in WP4, task 4.1, a review of URBiNAT NBS catalogue has been carried out. The review explains each of the dimensions of the URBiNAT NBS catalogue (territorial, technical, participatory, social and solidarity economy) and creates connections across these dimensions. URBiNAT is proposing to enlarge the concept of NBS. The working document and first draft of the NBS concept under development is available in the NBS concept Description. Here we will focus on how the concept explains and views participation.

1. Participation as a nature based solution

Participatory solutions, as acts of taking part in community life, are a nature strategy to survive and co-exist for many species. The separation of human and non-human is artificial and tends to frame participation as an exclusive human behaviour, but it is in fact a behaviour adopted by many species to improve their performance in their day to day lives: "cooperation is omnipresent in human society, and in nature in general" (Pennisi, 2005).

2. Diversity inclusion as a (nature based) strategy for participation

The inclusion of human diversity' features in the co-creation process also represents a common strategy used by species and ecosystems to improve cooperation: "diversity deserves to be considered as a fundamental mechanism towards the emergence of cooperative behaviour" (Segbroeck et al, 2010).

3. Participation as co-creation of human-nature solutions

All NBS search for a combination of actions that encourage and benefit from co-creation, co-laboration and co-operation among nature systems and beings (human and non-human). Citizens from a diversity of backgrounds are invited to be at the center of a co-creation process with researchers, technicians, politicians and stakeholders and to guide the design of nature and

human based solutions to create a better fit in terms of environmental and social liveability of their community and public space.

4. Participation as a means

The strategy of participation does not have a mandate to co-create new solutions, but to, coming from a diversity of perspectives, knowledge and expertise on the different systems and beings that co-exist in a specific territory, co-identifying already existing solutions, recovering past solutions, adapting existing solutions and considering to adopt new solutions. Being nature based, locally meaningful and sustainable are strong criteria to choose and create NBS.

5. Participation as an end

Participation is fundamentally valuable in itself as a process to activate citizenship, in the sense of empowering people, within its demo-diversity, to choose from different solutions more adjusted to its diverse interests, agendas and needs. URBiNAT participation is an ongoing process that sustains itself in the development of the participant's capacities to engage themselves in collective initiatives and expand its role for an active citizenship.

6. Participatory NBS to unify physical and social dimensions

Material and immaterial solutions are together in the URBiNAT NBS catalogue that aims to balance their position in public space, pushing forward the perception that material solutions do not produce urban regeneration without immaterial solutions. Having them together in the same NBS catalogue is also a symbolic statement and reminder to attribute the same relevance to both in terms of spending time, energy and allocating budget, as much as to blur the artificial difference and distance of the physical/environmental dimension and the social dimension within the public space.

1. Research construction, design and instruments

1.1. Methodological framework

The overall methodological framework for the strategic design and usage of participatory solutions is made up of a participatory roadmap consisting of four blocks:

1. Preparation and co-diagnostics in participating cities
2. Co-design
3. Co-implementation
4. Co-monitoring and evaluation

WP3 on participation is operating a framework of subgroups introducing the participatory roadmap covering:

Subgroup 1 that is piloting the methodology in Porto by introducing stakeholder meetings, interviews with key persons, mapping participatory culture and conducting workshops to creating knowledge and insight of the gathered data.

Subgroup 2 that is piloting the methodology and adapting the Porto piloted methodology in Nantes and Sofia (the two other frontrunner cities). This involves working with the local scientific partners in Sofia and Nantes and taking advantage of already realized ongoing stocktaking and co-diagnostic activities in these cities.

Subgroup 3 is coordinating further participatory activities with activities planned in WP2, WP4, WP5 and WP7. A matrix has been developed to administer and dedicate relevant participatory methods for the relevant diagnostic activities carried out in other WPs.

Subgroup 4 is, on the basis of the handbook on theoretical and methodological foundations of the project gathering the contributions from different partners (deliverable D1.2 submitted in November 2018), developing guidelines for participatory NBS in terms of systematization of methods used and how they make up a system of data collection and analysis, visualization of data and instructions, validation of methods used and activation of participants.

Subgroup 5 will initiate participatory processes and cross city exchanges for the benefit of cross city learning, training, content development and continuous improvement.

Finally, *subgroup 6* is wrapping up all the findings and results in this deliverable on strategic design and usage of participatory solutions and relevant digital tools in support of NBS uptake and healthy corridor benefits.

See figure 1.1 to illustrate connections:

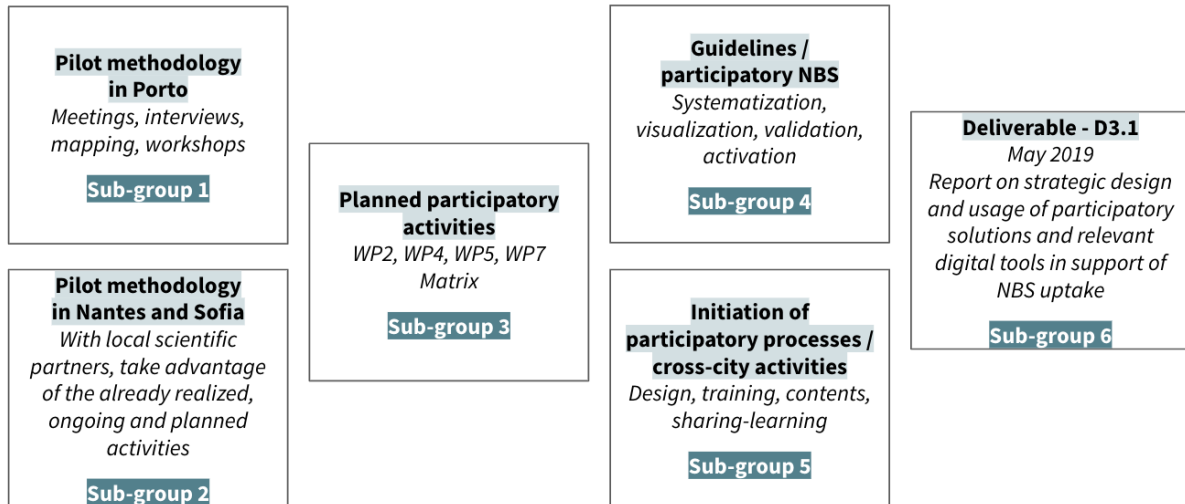


Figure: 1.1 Participatory process Subgroups

This deliverable concerns primarily the preparation and co-diagnostic block and covers stocktaking.

1.2. Data gathering methods



Figure 1.2: The key stakeholders - example for city of Porto.

The data gathering activities concerns the mapping of the local participatory culture and covers the following four target groups subsequent data gathering methods:

1.2.1. Municipalities and local publicly owned institutions

This data gathering activity is aimed at assessing challenges concerning the local participatory culture and the fundamentals related to ethics and cross cutting human and gender dimensions of co-creation. It involves the following steps:

- ❑ meetings are conducted with sectoral/departmental teams at the municipalities and city enterprises involved in the designated projects;
- ❑ in addition, it involves mapping other publically driven processes involving citizens' groups (e.g. health, schools, sports, culture);
- ❑ mapping of local organisations and champions relevant for the healthy corridor projects – the lists of organisations and champions (individuals) are relevant for the data gathering from the subsequent target groups;
- ❑ workshops to be conducted to harmonise an URBiNAT approach to participation (including ethics and human rights within co-creation) and to articulate participatory events being held in the neighbourhoods by different departments of the municipality and other city enterprises.

The guidelines supporting the data collection and preparatory process is to use this assessment at municipality level to:

- ❑ emphasise the importance of creating a common vision that all relevant community stakeholders can relate to and are eager to work towards;
- ❑ discuss the role of the municipality during the participatory processes acting as observers and support while other actors and stakeholders including citizens' representations will need to lead;
- ❑ prepare the use of influencers (politicians, business people and thought-leaders) as endorsers of the projects.

1.2.2. Local organisations, agents and companies

This data gathering activity is also aimed at assessing challenges concerning the local participatory culture and the fundamentals related to ethics and cross cutting human and gender dimensions of co-creation. It involves the following steps:

- ❑ individual meetings with local organisations and agents in order to understand their perspectives and priorities concerning local participatory culture, ethics, human rights and gender dimensions of co-creation;
- ❑ workshops and/or focus groups with different organisations together to discuss participatory culture, ethics and human rights.

The guidelines for leading the discussions and mapping the culture and capabilities are to:

- ❑ emphasise the need for a mix of skills and resources across the participating organisations and citizens to allow for co-creation. The skills needed include ideator, optimizer, analyser, visualizer and influencer skills. These will allow teams to generate ideas, optimize the ideas through additional knowledge and input, analyse the potential socio-economic impact,

visualize the ideas, make them tangible and prepare the ideas for communication and finally influence others to try out the idea and invest further resources in the ideas;

- ❑ create alliances between stakeholders that jointly can relate to a common vision – this would require both a strong demand from citizens and other users and a likely strong supply fraction that are willing to work together to deliver the NBS and subsequent healthy corridor;
- ❑ ascertain how additional activities through new alliances and sustainable business models may be set in motion to further strengthen the drive towards maximized quality of life for the communities to be using the healthy corridor;
- ❑ identify and activate new alliance partners to expand and scale-up the activities and benefits to local populations including those with less resources.

1.2.3. Champions

This data gathering activity is also aimed at assessing challenges and, especially, opportunities concerning the mobilization of the local participatory culture and compensating for the issues related to ethics and cross cutting human and gender dimensions of co-creation. It involves the following steps:

- ❑ individual meetings with local persons and/or organisations that have a record as champions meaning they have documented record of generating and championing relevant ideas, are capable of mobilizing other actors and citizens, can communicate effectively around the subject matters to different target groups and/or have the energy and resources to facilitate the co-creation of quick results;
- ❑ workshop and focus groups around the participatory cultures, ethics, human rights and gender within co-creation to understand how the champions regard these issues and the strategies they see working for mobilizing the most efficient participatory processes.

The guidelines for leading the exchange with champions and mapping the culture and capabilities are to:

- ❑ recruit and get onboard the idea-champions and sub-champions recognising their value and reward them through public recognition and challenging tasks that match their ambitions and goals;
- ❑ record and map the observations by local idea-champions to help them build the network and alliances that will support effective participatory processes.

1.2.4. Community residents

This data gathering activity targeting community residents is aimed at identify residents as potential participants in co-creation, inviting residents to present their community and explaining what URBiNAT has to offer, explain what co-creation is about and understanding how residents would like to be involved, mapping challenges and identifying real needs as expressed by citizens, and understanding the inclusion issues to be addressed in the participatory processes. It involves the following steps:

- ❑ conducting art, food and other culture events to attract residents and create a meeting and dialogue platform;

- ❑ create a NBS exposition where the portfolio of NBS solutions already existing in the community and potential new ones to enhance the healthy corridor are presented/viewed and discussed;
- ❑ focus groups (by invitation to the previous contacts with champions, organisations and companies) – and by an open call to the community; hence engagement of new and existing resident contacts;
- ❑ cultural mapping in order to understand the different cultural resources, networks, links and patterns of usage making up the relevant local communities or groups;
- ❑ co-creation of a common community vision involving all stakeholders and allowing stakeholders to take ownership of that vision including equipping them to communicate it;
- ❑ integrate guidelines and methodologies from the handbook on theoretical and methodological foundations of the project gathering the contributions from different partners (deliverable D1.2 submitted in November 2018) for the participation of groups and individuals with specificities – rights-based approach under development;
- ❑ introduce governance issues to guarantee safe, secure and value-adding participation for all.

The guidelines for leading the exchange with residents and mapping the cultural assets and capabilities are to:

- ❑ use relevant and effective tools and methods to nudge, recruit and engage participants, build prototypes, experiment, validate, demonstrate, visualize, evaluate, measure, communicate, endorse/promote, expand/scale-up, emphasize, engage and show impact;
- ❑ regroup around initiatives that are not working or delivering results up against the common vision; this may involve introduction of new partners and/or adjusting or abandoning sub-projects to focus resources on a direction that relevant stakeholders will champion;
- ❑ evaluate and measure results in order to validate health and quality of life impacts and buy-in from stakeholders and citizens;
- ❑ communicate and promote – using media extensively and proactively; use media-trained spokespersons to represent the citizens and the initiative/projects;
- ❑ work on goodwill and work on trust and respect being true to the common vision and goals and respecting the specific goals and missions and therefore roles of other participants.

It is also foreseen to invite citizens involved in the activities of the project (i.e. kick-off event, workshops, etc.) for the creation of local URBiNAT citizens groups, aiming at designing a model to participate in: i) the decision-making of URBiNAT in dialogue with the General Assembly; ii) the multi-stakeholders advisory board, as another forum for dialogue about the development of the project, to amplify opportunities and arenas for dialogue.

1.3. Type of data gathered

The strategic design and usage of participatory tools for URBiNAT cities requires a research approach that allows for the gathering of qualitative data (Strauss and Corbin, 1998), covering:

- a) Participatory local culture, including the historic pathway of citizens engagement in public life in general and in urban governance in particular.
- b) The network of local organizations, champions, residents' or neighbourhood' associations and business actors or companies.
- c) The public services and facilities.

- d) Specificities of citizens living in URBiNAT neighbourhoods/intervention areas.
- e) Geo-referenced data regarding public space and formal and informal locations of collective and public meeting points.

The fieldwork is producing the identification and collection of a great variety of data and documentation in each city. The internet portals of each municipality are a source of consultation of event agendas and news in the areas of participation, culture and urban planning, and information on projects in progress, past or planned for the same topics.

But perhaps the most important source of information for the qualitative data is the personal contacts with actors in the URBiNAT cities. Through these contacts, it is possible to identify and access reports, plans and internal documentation from municipalities and other organizations in each city.

Most importantly, those contacts, through workshops, formal and informal meetings and semi-directional interviews, support the data gathering from the processes, the actors involved, their motivations and logic of action (Ritchie, 2003). They also support, in particular the semi-directional interviews, the mapping of interactions between citizens, technicians and politicians, gathering perceptions about their modes of action, motivations and interests (Ferreira and Duxbury, 2017).

The semi-directional conduct of the interviews allows, on the one hand, to create the favorable conditions of confidence for a level of expression as free as possible and following the line of thought of the interviewees, and, on the other hand, to capture their perceptions and corresponding systems of norms, values and representations (Albarello et al, 2005). These aspects are the fundamental pieces to frame the local culture of participation in collective actions and public life, local networks, support of public policies, services and facilities to citizens life, as much as the identification and perceptions on the inclusivity of specificities and on the locations of less obvious and informal spaces in which collective interactions and meetings happen.

Most of the data gathered is of an eminently intensive and qualitative nature (Bernard and Ryan, 2010). By collecting very detailed and fundamental information, the participation working group promotes a deep understanding of the local participatory culture of each URBiNAT city. These cultural elements are the fundamental basis upon which the participatory processes can be designed, respecting and valuing the complexity of interests, norms and motivations present in each community, while pushing forward the participatory dimensions of democraticity, inclusiveness of specificities and human rights and, ultimately, enlarging the livability and soul life of public space (Ferreira and Duxbury, 2017).

1.4. Data analysis techniques

For the data analysis, identified actors, their priorities, goals and capabilities will be mapped and described up against indicators. The initial indicators are listed in the table below:

Participatory culture - INDICATORS
<i>initially elaborated for stage 1 of task 2.1 - local diagnostics, but will be used for stage 2 of task 2.1</i>
The existence of "champions" and energisers among the participating citizens to lead the way and mobilise others
Citizen's presence/participation in decision-making processes

The existence of individuals representing citizens in the public sphere (residents' or neighbourhood' associations, elected citizens members of municipal bodies...)
The existence of specific mechanisms for involvement in participatory processes (including historic of participatory processes)
Characteristics of citizens who usually participate (age, race, ethnicity, gender, religion, education ...)
The existence of business participation and contribution in participatory processes
Co-creation and co-production experience in the private sector (initiatives co-initiated, co-created, co-implemented, co-monitored and co-evaluated by the private sector and the municipality; ex: partnerships for waste management, water management, etc.)
Co-creation and co-production in the public sector (initiatives co-initiated, co-created, co-implemented, co-monitored and co-evaluated by the municipality or other public institutions with citizens; ex: urban gardens)
Social and solidarity economy: - existence of specific mechanism, local legislation to support social or solidarity economy initiatives; - existence of specific sector, department in public administration to support social or solidarity economy initiatives; - supply of public services in articulation with local agro-ecological production; - incentives for individuals in socio-economic vulnerability to start their own business; - public social incubator or public support structure.
Participatory culture - RESULTS of stocktaking and research <i>these issues were included in the semi-structured interviews</i>
Which interactions with the neighbourhoods' residents?
What participatory initiatives exist? Initiatives from the Municipality or initiated by citizens or local organizations
Activities organized by the residents Which, by whom, when, where, for whom
Social Activist/Claiming Movements and Groups
Agents that act in the community
Local organizations Formal and informal associations, cultural and sports groups, etc.
Participatory culture - OUTPUTS of task 3.1 <i>as expected in the description of the task</i>
State-of-art regarding the use of relevant participatory solutions, including digital technologies and tools <i>"applied by stakeholders in the frontrunner and follower cities; their ease of use; services provided; usage levels and drawbacks associated with them."</i>
Insights for strategic design and usage of participatory solutions
Insights for strategic design and usage of relevant digital tools

Table 1.1. Participatory Indicators

This mapping allows the core T3.1 team to validate the participatory culture and subsequently with stakeholders develop initial common visions and goals to be tested and further co-developed with the identified actors.

This also has an impact on the community driven processes to be designed in the scope of URBiNAT (task 3.2), the participatory training workshops (task 3.5) and the content for digital communication support (task 3.3), which support the implementation of activities, such as the local diagnostic.

1.5. Data coordination with other URBiNAT WPs/tasks

Task 3.1 has worked closely with task 2.1 in terms of systemization of the process, data collection and analysis as well as applying guidelines to the participatory process and ensuring the inclusion of target groups with specificities.

The participants of WP3 also included partners of other WPs to discuss participation within a working group in order to co-develop common understandings as a basis for the implementation of interrelated activities. This was the case with WP7, taking advantage of activities developed under task 3.1 to introduce the gathering of data relevant for WP7.

For the review of URBiNAT's NBS catalogue, performed under task 4.1, it was necessary to clarify the definition of each NBS type (technological, territorial, participatory and social and solidarity economy), paying special attention to developing the scientific references supporting the concept of participatory NBS. It was also an opportunity to strengthen the understanding among partners about the conceptual innovation that URBiNAT is advocating to advance the concept of NBS by reinforcing the unification of the physical and social dimensions of the public space.

Moreover, the development of task 5.3 required to contribute to the elaboration of participatory methods and tools for data collection in order to cover all dimensions of health and well-being in the measurement of the impact of NBS.

Finally, the management of the consortium and project's general implementation (tasks 1.1 and 1.7) also requires a specific focus on participation, namely regarding the coordination, monitoring and evaluation of activities. It involves to apply participatory methods and tools to the work and collaboration of the partners' work as a consortium, including to support the organization of workshops during partners' meeting, as well as to cover dimensions interrelated with participatory aspects in the tool that was developed to monitor and evaluate the project implementation.

1.6. Analysis of data and further application of data

The data gathered through the different methods exposed above, according to the relevant target groups, are being processed as follows:

❑ **Systematization of results and outputs, to complete mapping supports, working documents, devolution, reporting and dissemination:**

- organization and conservation of maps and other relevant supports of inputs;
- organization and conservation of photo/video/audio recording;
- list of major findings, themes and trends, relevant comments and emotional responses;
- elements to prepare for next activity;
- anonymization in principle, unless identification is part of the expected results and outputs.

❑ **Analysis and evaluation report, composed of:**

- information and data collected;
- main inputs from participants;
- main results and outputs from workshop;
- results of online evaluation forms;
- lessons learned to take into account for the planning of subsequent workshops and

- activities, including what worked and what did not work;
- who and what was missing;
- suggestions for the organization of following events.

❑ **Reporting and devolution of results in adequate formats:**

- internal for task force composed of local and horizontal partners, and relevant working groups;
- external for participants of workshops;
- working documents to build on results and advance next steps.

The processed data also feed directly and are being applied to the corresponding interrelated tasks and activities under development, namely, as mentioned in a previous subsection, the task dedicated to design community-driven processes. In fact, task 3.2 consists of developing methods and tools for the uptake of NBS by citizens, based on results from task 3.1, i.e. according to the specific participatory culture of each city, in consultation with stakeholders and communities and members of URBiNAT's Community of Practice, by exploring and supplementing also ideas, solutions or good practices.

The data gathering methods are fundamental tools and source for the empirical co-creative ideas and data. The corresponding processed data are applied in the engagement process, key to set the implementation of activities, being discussed and agreed with the local partners. In that sense, data gathering, application of data and citizens' engagement are interrelated and concomitant, which confirms URBiNAT's approach to participation as a means (dialogue between different kinds of knowledge) and as an end (introduction and reinforcement of local participatory cultures).

2. Stakeholders

The handbook on the theoretical and methodological foundations of the project (deliverable D1.2, submitted in November 2018) gathered the contributions from different partners, as a starting point to build a common approach in engaging citizens and stakeholders, based on a diversity of expertise and experience, but most of all as a common statement that we are all engaged in a people-centred project, where we all want to contribute to move participation a step further in urban regeneration processes.

In fact, the engagement of citizens and other stakeholders in the urban regeneration processes is a growing practice, and a consequence of the acknowledgement that developing urban spaces is much more than a task for local administrations, but a broader social phenomenon in which citizens, communities and stakeholders introduce inputs and appropriations to form complex combinations of urban configurations and identities.

The integration of citizens, groups and non-public organisations in urban governance requires democratized political mechanisms, based on an active participation in the planning, design and decision-making processes. Local governments need to continually adjust the management model of their own power, to reaffirm the community interests over the political or parties agendas and to fight for their specific interests in front of the national governments who, by representing cities networks, may act as active collective agents in the global economy (Borja & Castells, 1997).

As defined in our handbook D1.2, stakeholders of relevance to the URBiNAT project and city projects are any organization, group or person interested in a project or having the ability to influence and contribute to it, with who we aim at building a partnership within a Community of Practice. As a result, the partnership, set within URBiNAT's consortium, includes the municipalities, the researchers, organisations, companies and the citizens from the neighbourhoods.

On the one hand, our consortium includes the following partnership fundamentals, as referred to in the handbook on workflow and standard quality procedures (deliverable D1.1, submitted in November 2018):

- ❑ collaborative principles that will also work at the communication level promoting participatory and cooperative processes, where inter- and intradisciplinary knowledge and expertise will come together taking advantage of the networking and co-working potentials that engage all different actors, civil society organizations and inhabitants included;
- ❑ diversity and differences will be pointed out as positive features and factors to work on intercultural dialogues that will enrich the project, its products and outcomes themselves instead of being viewed as problems to solve;
- ❑ a true commitment to the progress and deadlines of activities will be pursued, without setting aside the enthusiasm and energy for the involvement in partnerships and focus on citizens' empowerment;
- ❑ as in any collaborative endeavour, co-creation and flexibility will enable us to adapt to challenges in order to achieve our common goals and strengthen our partnership, which will also guide possible practical updates of procedures methods and tools.

On the other hand, the organisational structure for the URBiNAT project was conceived to ensure its efficient management, but it was also designed as a participative and collaborative structure, in line with its vision of inclusion and its mission of co-creation. If URBiNAT's partners are fully integrated in the decision-making process, as referred to in the previous section it is also foreseen

to invite citizens involved in the activities of the project (i.e. kick-off event, workshops, etc.) for the creation of local URBiNAT citizens groups, aiming at designing a model to participate in: the decision-making of URBiNAT in dialogue with the General Assembly; the multi-stakeholders advisory board, as another forum for dialogue about the development of the project, to amplify opportunities and arenas for dialogue.

As the municipalities are the political and executive leaders of the interventions in each of its corresponding neighbourhoods, the planning of citizens engagement must address the challenges and cultures of doing participation within an urban governance context, as well as the universe of stakeholders, including its diversity, differences and specificities.



Created by Robinson Moreno from Noun Project



Created by Wilson Joseph from Noun Project

2.1. Citizens

2.1.1. Citizens segments

Obviously all citizens with interest and ability are welcome as contributors whether it is during co-diagnostics, co-selection, co-design, co-implementation and/or co-monitoring and evaluation. Nevertheless, to allow citizens to make full use of their potential as participants and contributors in projects, URBiNAT and partners will be alert to the specificities, requirements and limitations experienced by the various segments of citizens.

These basic factors are examined in the table 2.1. below:

Key citizens factors	Examples of factors that will influence participation
Time	Adults may have work or educational commitments during day or night in or outside the city area. Persons may have leisure or family activity commitments that influence their participation in the project.
Mobility &	Persons live in or visit different locations in the urban project area under development

geography	which will influence their contributions. Some persons may have difficulty moving around the city area; others may move very freely and a third group may be able to offer mobility solutions that are useful for the project
Language & Culture	Persons speak different languages; some do not speak the native language in the designated city; others may be able to translate to allow for all individuals to be heard. Some eat all foods whereas others will only eat certain foods. People have different customs when entering conversations and sharing information.
Skills & knowledge	Persons have a variety of interpersonal and technical skills and have knowledge of relevant methods and tools or not. Some of these skills are highly relevant for projects others may have technical skills with less relevance, but their interpersonal skills are vital for the project.
Age & Status & Network	People act differently when they are 5 years of age versus age 25, 50 and 75. Also whether the person is in school, other education, employed, retired, on sick leave or unemployed will influence greatly their participation and how they contribute to the city projects; the networks or groups (member of an association, club, union, housing association, gang, family, etc.) an individual is part of will influence the participation.
Discrimination	The focus is here on the problems and causes of discrimination and exclusion: racism, sexism, homophobia, Islamophobia, ableism, among others. Not only addressing gender norms and stereotypes, inequalities and unbalanced power relations between men and women, but also considering non-binary persons as a result of the LGBTIQAP+ ¹ struggles, as well as the complex combination of different oppressions and discriminations in an intersectional approach as experienced by racialized and minoritized peoples and communities. The recognition and respect of the specificities of individuals and groups are key in URBiNAT's approach to the participation of citizens for urban regeneration, aiming at enabling the inclusion of all in analysing the complex combination of social challenges and devising and co-creating solutions to tackle urban regeneration.

Table 2.1 Key citizen factors

The projects will benefit from both seeking participation of citizens representing a broad range of backgrounds and hence many different segments when engaging with the community to activate a broadly based participatory culture. Also, it may run specific participatory processes where specifically it may benefit from targeting certain citizens segments to seek contributions to certain sub-projects aimed at certain segments

2.1.2. Participatory roles and engagement

It is possible to differentiate between four role types undertaken by citizens in participatory processes. These are interacting role; group-oriented role; task-oriented role & production role (Barcellini, Prost & Cerf 2015). The roles represent different levels of resource commitment and requires different types of skills and immersement in the co-creative processes.

The interacting role concerns participation in discussions in meetings and workshops and interacting via digital platforms, taking initiative in opening and closing remarks. The interacting role and activity is important for all five stages of URBiNAT's co-creation process (co-diagnostics, co-selection, co-design, co-implementation, co-monitoring):

¹ LGBTTTIQAP+: Lesbian, Gay, Bisexual, Transexual, Transgender, Travesti, Intersexual, Queer, Asexual, Pansexual + any other.

- ❑ for expressing needs, wants, observations, dreams and wishes during the co-diagnostic phase;
- ❑ for formulating pro's and con's, for voting and for expressing reasonings behind choices during the co-selection phase;
- ❑ for formulating proposals, design criteria and expressing emotional, social and functional desires and commenting on outline design proposals during the co-design phase;
- ❑ for involvement and participation in the activities that constitute the co-implementation of NBS in the healthy corridor;
- ❑ for contributing with observations, opinions and reflections during co-monitoring and evaluation activities.

The interacting role should be carried out by and with a group of people that give voice to all citizens groups and individuals in the local community in order to safeguard a representative interaction allowing all groups to be heard and involved.

The group-oriented role concerns the coordination of others in groups, participation in decision-making processes and offering support to other participants. For each of the five stages there are important coordination and support roles to be conducted in order to mobilise citizens for the co-creative processes. Persons taking on these roles may already be associated with formal or informal organisations where they have a group coordinating role. Equally, they are able to see a strong link between what they do and aspire towards in their other daily activities and the goals of co-creative process. Persons taking on these roles have strong motivational skills and are very well networked in the community. As such they play a vital role in setting the scene for the interacting activities across all five phases of the co-creative processes.

The task-oriented role concerns the transfer of knowledge from users and other participants to the design process; act as subject experts contributing with specific input to the process. There are a large range of possible tasks during the five phases of the co-creative processes and the more efficiently and smoothly they are conducted the better chance of success for the co-creative processes. Examining each of the co-creative phases identified for the URBiNAT projects, a number of tasks-oriented roles are especially important to mention:

- ❑ for the co-diagnostics phase, important task-oriented roles include the gathering, recording and communication of citizens observations, opinions, survey responses, etc., but also at the initiation, the promotion to citizens of the opportunity to participate in the co-diagnostic phase;
- ❑ for the co-selection phase, important task-oriented roles include the dissemination, explanation and presentation of the NBS options, their pro's and con's;
- ❑ for the co-design phase, important task oriented roles include the explanation of the process, making materials available for the co-design process and helping with the presentation, illustration and communication of design options;
- ❑ for the co-implementation phase, the task-oriented roles include conducting activities to sustain the NBS, maintaining the durability of the NBS and communicating the use and results of the NBS;
- ❑ finally for the co-monitoring and evaluation phase, the task-oriented roles include gathering, recording and communicating citizens use, evaluation and change suggestions for the healthy corridor and implemented NBS.

The production role concerns actually producing designs, prototypes and installations that can be tested, viewed, discussed and examined and evaluated. It is characterised by actual contributions to physical artifacts or representations. Again this role is relevant across all five co-creative phases undertaken within the URBiNAT project:

- ❑ for the co-diagnostic process, the production role could include the production of possible NBS designs that can be used for monitoring citizens opinions and reflections; it may include the production of photos and videos from the area and relevant situations;
- ❑ for the co-selection process, the production role could include the production and tailoring of standard NBS to the geographical area in miniature size or allowing for display and communication of options for a value-adding co-selection process; finally it may also include the production of artifacts or tools (for example billboards of options) that may make the co-selection more efficient;
- ❑ for the co-design process, the production role could include producing prototypes of new NBS solutions and activities; it may include digital reproductions of designs for promotion and further online exchange; it may also include the production of business models and cases for certain NBS;
- ❑ for the co-implementation process, the production role may include doing physical maintenance and repair on NBS; it may also include generating other outputs from NBS including harvesting vegetables, producing an event, a story, artwork to co-create experiences associated with the NBS and healthy corridor;
- ❑ finally, for the co-monitoring and evaluation, the production role may include production of online and off-line displays for communicating monitoring results; it may include a development of software and programs to analyse monitoring and evaluation data; it may also include documentation of actual citizens activity and experiences during the use of NBS and living in the healthy corridor.

For the first role of interaction, there are no special citizens' skill and competence requirements, whereas for the three other roles certain skills and competences may be relevant and advantageous:

- ❑ **Group-oriented role** - includes the following skills and competences: motivational influencing skills, workshop and meeting facilitation skills, experience with certain activity NBS, having access to networks and large groups of citizens in the community.
- ❑ **Task-oriented role** - includes the following skills and competences: focussed on getting things done, good writing and information and communication technology skills, good administrative skills, technical, social, physiological and other expertises of relevance to the NBS.
- ❑ **Production role** - includes the following skills and competences: animation and illustration skills; being able to build artifacts, being able to 3d design, production of prototypes, final products, videos, photos, websites and displays.

In addition to the above roles, skills and competence requirements, it is important to stress that obviously everybody is skilled according to own experiences; and as such is important in the participatory to recognise cultural and local knowledge as a baseline assumptions for the designing of solutions (Lucas dos Santos, 2018, D1.2). This includes a proper recognition of other rationalities in residential construction, in the organization of space, and in the handling of locally available and scant resources (Lucas dos Santos, 2018, D1.2).

Furthermore, by creating a platform for and valuing voices we start a process of participation and engagement that foresees the sharing of responsibilities among all. These categories of roles may seem formal, but do not represent closed modalities of participation, they are aimed at explaining how we foresee the organization of our work.

URBiNAT's facilitation of participatory process is also aimed at empowering the participants by stimulating them to express their own personality, promote diversity and freedom of behaviour (Mateus, Martins, Leonor, 2018, D1.2);

The process also promotes cross-pollination and collaboration within participatory co-creation groups. Letting participants learn from each other's knowledge, bring new knowledge from inside and outside the community, promote co-creation events / workshops in unexpected places like the opera or the theatre, for example, let them learn from other fields and experiences (Mateus, Martins, Leonor, 2018, D1.2);

For the group-oriented roles, URBiNAT will include local facilitators who already have some facilitation experience (Ferreira, 2018, D1.2). The projects will also promote training for facilitation by residents in order to improve their autonomy in leading other stages of the participatory process and beyond the project lifetime (Ferreira, 2018, D1.2).

In that way, roles may be appropriated and inclusive throughout the project, not limited to what one does not know / to what he or she is not skilled for, but promoting what one can do with a different knowledge background and what kind of knowledge one can get / benefit from participating and being engaged.

Inhabitants are not pupils that need to be taught; they are people that should have the minimum knowledge (that is the importance of pedagogy) to be relevant in a creative process. In the elaboration of NBS with citizens, we should be very careful not to be in a "teaching posture" (Stern, 2018, D1.2).

2.1.3. Genders, intersectionality, equality/equity, specificities



Created by Cara Foster from Noun Project



Created by Laura Amaya from Noun Project

A. Genders and intersectionality

As defined in the handbook D1.2 (Dorransoro, 2018, D1.2), gender is an analytical concept to reflect on inequalities and unbalanced power relations. The initial conceptualization produced by western feminist scholars and activists, as a binary oppositional system between men and women, more

recently began considering non-binary persons through the LGBTIQA+² struggles both in the theoretical and activist arenas. Moreover, for many racialized and minoritized peoples and communities, there is a more complex and fluid array of sex-genres than those considered under western eyes, more than the simple men/women division, and not in opposition of each other.

Nevertheless, according to an intersectional approach, the unbalanced power relations are not exclusively gender related and we must take into account other oppressions produced by racism, colonialism, ableism, among others. The intersectional approach focuses on the experiences lived by racialized women and men, considering also that all women positions are not the same neither are their conditions.

In addition, the issue comprising article 33 on gender equality is essential not only for the implementation of the project, but also for the fulfillment of the cross-cutting dimensions throughout its development, when gender is one of these three main issues, together with human rights and international cooperation approaches and perspectives.

As cited at the Participant Portal H2020 Online Manual³ the importance of *“integrating the Gender Dimension in research and innovation is an added value in terms of excellence, creativity, and business opportunities. It helps researchers question gender norms and stereotypes, to rethink standards and reference models. It leads to an in-depth understanding of both genders’ needs, behaviours and attitudes. It enhances the societal relevance of the knowledge, technologies and innovations produced. It also contributes to the production of goods and services better suited to potential markets”*.

B. Equity and equality for all

As also referred to in the handbook D1.2 (Dorransoro, 2018), many public policies have been developed to address the promotion and defence for women human rights to gain more political and public participation and representation, and to combat all kinds of violence against them, based on the idea to gain equal rights for women as the ones already in effect for men.

However, when considering the access and implementation of rights, the focus must be put on the problems and causes of discrimination and exclusion: racism, sexism, homophobia, Islamophobia, ableism, among others. In that sense, equity complements equality, as it is related to the intersectional approach, meaning that promoting equity we are trying to play in favor of differences and diversities seen as a gain instead of a problem to be solved.

Recognize and value differences and diversities is also based on the fact that the experiences and perceptions of rights holders must be taken into account to guarantee that fundamental rights frameworks, in particular the right to participate, make a difference on the ground and do not become an end in themselves.

C. Specificities and strategies

A multiplicity of cultural and socioeconomic aspects are present in URBiNAT’s neighbourhoods, including vulnerable individuals or groups. These individuals and groups are being identified,

² LGBTTTIQAP+: Lesbian, Gay, Bisexual, Transexual, Transgender, Travesti, Intersexual, Queer, Asexual, Pansexual + any other.

³ http://ec.europa.eu/research/participants/docs/h2020-funding-guide/cross-cutting-issues/gender_en.htm

based on the diagnostic results, and strategies designed to promote the participation according to their specificities as follows, as referred in URBiNAT’s Code of Ethics and Conduct:

Specificities	URBiNAT approach (based on its Code of Ethics and Conduct)
Childhood	<ul style="list-style-type: none"> - engaging children as part of the broad citizenship process; - specific needs and interests must be protected in ways supplementary to the general treatment of adults; - persons who, based on their age, are unable to give informed consent; - relevant national legislation + Convention on the Rights of the Child + CES Child Protection Policy <p><u>Key considerations:</u></p> <ul style="list-style-type: none"> - obtain children´s informed and ongoing consent to the extent that they are able to do so - obtain consent from their parents or legal guardians; - informed about their participation in friendly language; - respect of children’s ideas and views; - environments, language and working methods adapted to their capacities; - facilitators trained; - when children with functional diversity, guarantee a plain language and adequate methodologies.
Gender	<ul style="list-style-type: none"> - intersectional perspective, including different aspects related to identity, equal rights, possibilities and obligations; - equality of gender minorities and diversity; - integrating gender perspective into all stages of project activities; - non-discrimination, balanced participation and equitable opportunities to all. <p><u>Key considerations:</u></p> <ul style="list-style-type: none"> - integration of basic gender mainstreaming concepts; - adoption of adequate notions of gender; - promote the involvement of “all persons” at all stages and structures of the project, including at coordination, strategic or operational level, and, at project’ activities level; - ongoing evaluation of the balance between genders concerning distribution of resources, opportunities and leadership; - whenever possible, gender disaggregated statistical methods; - answer any human rights violations such as assertive responses to hostility practices based on gender and gender minorities/diversity; - vigilance to avoid reproducing practices that reinforce traditional sex-role stereotypes and contexts where participants may be subjected of harassment.
Functional diversity	<ul style="list-style-type: none"> - face a number of difficulties in contemporary societies, creating unequal access to basic public services and “normal” daily life, conducting to social exclusion - importance of involving person with functional diversity in the discussions concerning the healthy corridor concept as they will be future users; - principle of accessibility, including conditions that facilitate mobility - Convention on the Rights of Persons with Disabilities (UNCRPD) + the European Disability Strategy for 2010-2020 <p><u>Key considerations:</u></p> <p>Ensure that people with functional diversity are fully included in the participatory and decision making processes, as well as in all the URBiNAT activities, by removing barriers to participation in public life:</p> <ul style="list-style-type: none"> - measures that contribute to the identification and for the elimination of any discrimination based on mental health diversity, addictions and intersecting discrimination based on age, sex, race or related grounds like gender identity; - as much as possible, physical structures such as rooms, and support materials, can be adapted in order to accommodate diversity and allow full inclusion in the participatory processes.
Older adults	<ul style="list-style-type: none"> - possess knowledge and experience, which may be invaluable to their communities - diverse life-experiences may improve dialogue on community expectations and discussion on health and well-being, as much as on their own needs and ambitions - provide opportunities to establish and/or improve ties of solidarity and collaboration within communities, create or promote intergenerational relationships that help bridge generation gaps - inclusion in social and solidarity economy activities, may combat poverty, social exclusion and loneliness <p><u>Key considerations:</u></p> <ul style="list-style-type: none"> - recognition of the value of their life experience which will provide them with opportunities to share and grow with their communities during the participatory processes; - adoption of intergenerational methodologies.

Race & Ethnicity	<ul style="list-style-type: none"> - Inequalities based on ethnic-racial differences are, in many societies, linked to processes of asymmetric power relations. These processes are sometimes difficult to identify due to its subtle nature. - URBiNAT adopts the strategy of recognition of ethnic-racial differences, seen them as a positive feature, and will act to integrate citizens from all backgrounds in the participatory processes, building an open space for inclusion and solidarity, aiming to create a welcoming environment. <p><u>Key considerations:</u></p> <ul style="list-style-type: none"> - ensure the representativeness of racial and ethnic minority groups in the activities of the project; - existence of specific national laws to protect these groups; - more detailed information on the needs, problems and expectations of these groups; - as much as possible, use adequate research methods like disaggregated statistics or qualitative tools.
Citizenship status	<ul style="list-style-type: none"> - Migrant/ Refugee/ Asylum seeker condition - migrants rights to become part of URBiNAT’s community of practice - life experience and knowledge to be integrated in a positive way - expected that solidarity and bonds between residents will be strengthened - active inclusion of migrants in the participatory processes intends to bridge cultural gaps and discourage social exclusion <p><u>Key considerations:</u></p> <ul style="list-style-type: none"> - URBiNAT is respectful of the rights of migrants, refugees and asylum seekers, including their social and legal conditions. - Through its participatory processes, the project aims to actively engage these citizens.
Religious diversity	<ul style="list-style-type: none"> - In times of global migrations, cultural diversity, and particularly religious diversity, is often at the core of intolerance and major social conflicts. - URBiNAT is mindful of religious freedoms and pluralism and perceives religious diversity as a positive feature. - URBiNAT intends to take most advantage of religious diversities within participatory processes and during the entire research process, giving space for new ideas to emerge from different religious and spiritual backgrounds. <p><u>Key considerations:</u></p> <ul style="list-style-type: none"> - URBiNAT is respectful of diverse religious beliefs and elements of spirituality, including irreligion, atheism, agnosticism among others. - Religious diversity in each neighbourhood will be explicitly nominated and welcomed. - The project aims to facilitate inter-religious dialogue and tolerance, and in cases of intolerance and/or religious discrimination, URBiNAT Ethics Commission will establish and apply strict rules to curb and prevent such behaviors during project’s activities.

Table 2.2: URBiNAT approach to specificities

An example of strategies being devised is the launching of URBiNAT with schools in Porto, where a special attention is being paid to the specificities of children, their right to participation, the design and operation of a participatory process with children, and the design and planning in schools through community participation methods. Further details are provided in the annexes of the present deliverable under “How to design and conduct a participatory process with children?”.

2.1.4. Data collection and management

URBiNAT submitted the first version of its data management plan in November 2018. This first version is available to URBiNAT’s members on Basecamp:

<https://3.basecamp.com/4025779/buckets/7897525/uploads/1467881004>

During the participative processes data will be collected to better understand current participatory processes and digital platforms used to engage citizens and relevant stakeholders in the co-creation process.

By opening up research and innovation processes to the public, the participatory processes can be designed to better assess the values, needs and expectations of these individuals and organisations.

Data collection and management will focus on:

- ❑ understanding what was done before, what worked, and what did not work. This data will aid in the development of opportunities to further engage, strengthen and increase the implementation of participatory processes and digital communication platforms across cities, diverse target groups and key stakeholders, project facilitators and operators taking part in task activities such as surveys, workshops, training activities, etc.;
- ❑ implementation of new participatory processes and experiments to fill data gaps and generate additional data to be collated for refinement of participatory process guidance, training and amplification;
- ❑ participatory process training workshops will produce data to be collected on the relevance and impact of these workshops for the participants and participatory processes they will conduct in the future.

Work package 3 will gather personal, social and economic data using various tools (including digital) and methods during surveys, participatory training workshops, digital communication support actions and relayed in reports, project presentations, and a participatory handbook for NBS. Data will be generated in the Word, PPT, Excel and PDF formats. Furthermore, some data will be treated as statistical data in a form that can be read by statistical programs like SPSS.

Work package 3 has two stages of data reuse. The first one aims to build on existing knowledge and data collected during the initial desk research and will assist in understanding what was and/or what is being done in the cities from a participatory and digital communication perspective. These due diligence activities will provide a bedrock of existing knowledge that may confirm, complement or contradict the validity and relevance of initial conclusions on participatory practices or digital platforms. The second stage aims to provide context. Data collected from the initial desk research will assist in the formulating of survey questions to pose to target groups in order to provide contextual clarity, trends and other interesting insights stemming from the survey results.

Data will mainly be collected from the municipalities and local partners. Additional sources include data from: desk research, surveys and one-on-one dialogue with citizens, activity-related meetings, workshops and other participatory experiences in cities covering non-NBS solutions to gain good practice insight from these experiences. It will also use relevant results from WPs 2, 4 and 7 in order to qualify and position the data in relevant context.

2.2. Organisations

2.2.1. Public sector organization

Private and public organisations join efforts to solve common public challenges and tasks through workshops, meetings and digital exchange. In many ways it could become a paradigm shift in the public management of societal activities.

The motivation comes from an increased pressure on public institutions in terms of maintaining and running the welfare system and dealing with, climate changes, increases in unemployment, long term illnesses, etc. These “wicked problems“ are complex and cannot be solved using

evidence based knowledge and performance indicators alone. Solutions require collaboration in networks, with citizens, between public and voluntary organisations, and across private and public institutions through participatory collaborative processes.

Through co-creation or co-production and delivered through participatory process politicians and public sector employees join forces with other actors and citizens to gain an understanding of challenges and problems and deliver joint solutions or come up with completely new solutions.

Co-production means that public and private sector will jointly deliver tasks that are already defined, where as co-creation involves defining together new policies or new public services that may then also be delivered jointly. It also refers to the role played by citizens in this process. In the value of co-creation for companies, the end-user improves the production and delivery of goods/services to make these more efficient, whereas in the public sector the users become citizens and are an active part of the context of social innovation (Vooberg, Bekkers, Tummers, 2014).

Normally, we would view the public institutions as administrative public units. However, more and more public institutions including the municipalities, are now engaging citizens, local businesses and organisations in the renewal and further development of urban districts and communities

Through participatory processes it is the experience of public institutions that more tasks can be solved and the quality and efficiency of public activities increases. Besides strengthening social cohesion, trust relationships, and democratizing public services, simultaneously, it changes social relations of power, positions and rules among stakeholders.

Local citizens have always been there and been active. However, the new aspect is that municipalities and public institutions strategically and methodologically engage different actors in the co-diagnosing, co-planning, co-designing, co-delivery and co-assessment of public tasks. Public institutions recognize that this involvement of other actors is necessary to deal with the challenges that societies, cities and communities are facing today. Public institutions are simply more likely to create impact of innovations if they work with other actors outside the municipality offices.

We are looking at a paradigm shift from New Public Management to New Public Governance. New Public Management focusing on economic and market oriented management philosophies from the private sector has not achieved satisfactory impact (OECD, Hood and Dixon). The need for innovation to solve increasingly complex challenges, de-centralisation of power, increased focus on effectiveness and impact, empowerment of the individual as well as recognition of citizens and the community as an active resource are key drivers for co-production and co-creation in the public sector and in the provision of public services. From citizen participation, individual or collective ways, through the relationship between who supplies and who consumes the services offered and the results achieved are all transformed.

In New Public Governance, the role of the public sector is to coordinate, facilitate network and act through leadership. The public sector will set the criteria and create the conditions and citizens and other actors will participate actively in the implementation. According to their specificities, depending on the context and when necessary, some citizens are specifically protected and supported with a view to their inclusion.

Public services are no longer simply delivered by professionals, but co-produced by users and communities. Managers and employees in the public sector act as advisors in a supporting role,

whereas users are allocated more responsibility. So the public sector delivers services with citizens and for citizens.

In terms of co-governance, citizens and other actors participate in policy development and prioritization of resources. In terms of co-management, citizens, voluntary and other organizations participate in the design of welfare or contribute with resources (money, skills and workforce, etc.) for the delivery of services. In terms of co-production, individuals and groups continually participate in the delivery of welfare services. There are various types of partnership, roles and levels, which differs in terms of the phase and timing when the co-production takes place. Co-production refers to the context in which citizens, at least in part, produce their own services, co-management refers to the involvement of the third sector in the provision of services in partnership with other agents, co-governance is associated with participation of social and private organizations in policy planning and decision making process (Pestoff, 2012).

In URBiNAT city projects, public sector organization strategically and methodologically coordinate and facilitate the engagement of other actors through co-participative processes with other actors.

2.2.2. Voluntary organisations and associations, grassroots movements and collective initiatives

Voluntary organisations and associations play vital roles in many societies and cities. They take on important tasks long term, short term and ad-hoc delivering leisure, welfare and special interest services. In terms of developing and sustaining healthy corridors through co-participatory processes voluntary organisations and associations offer the following benefits and challenges:

Benefits:

- ❑ Many citizens' groups with specificities (childhood; gender, including gender minorities/diversity; older adults; race and ethnicity; functional diversity; citizenship status, including migrant/refugee/asylum seeker condition; religious diversity, etc.) are organized in associations and often also already supported by voluntary organisations and hence these organisations can offer access to, facilitate dialogue with and engage these groups in co-participatory processes
- ❑ Coordinating participatory processes with associations/voluntary organisations may allow for large numbers of participants in such processes when needed
- ❑ Associations and voluntary organisations are often run by resourceful people and employ or involve citizens that are capable of mobilizing and facilitating co-participatory activities
- ❑ Associations and voluntary organisations are part of networks that include other voluntary organisations and associations as well as businesses which may be introduced into participatory processes where relevant.

Challenges:

- ❑ Voluntary organizations and associations have strategies, priorities, policies that will direct their activities in certain specific directions in order to fulfil the goals and objectives of the organisation. For establishment and coordination of co-participatory processes, this will require coherence and consensus of priorities and goals between these organisations and other participants in the process.
- ❑ Associations and voluntary organisations already offer their members and target groups benefits and privileges from engaging in their activities and therefore additional activities

offered through co-participatory processes will most likely need to offer new benefits and added-value for members and volunteers in these organisations for them to actively invest their time in additional healthy corridor participatory activities.

- ❑ Members and volunteers of associations and voluntary organisations already invest a significant part of their spare time in activities run by these organisations and to find additional time will either require substantial additional benefits or overlapping significantly with existing activities of voluntary organisations and associations.

Voluntary organisations and associations are a vital part of co-participatory processes to develop and sustain healthy corridors in cities. However, it is important to create shared visions between these organisations, their members and other actors in the co-participatory processes in order for these co-participatory processes to deliver sustainable results and impacts.

Beyond these organizations, other **collective initiatives and grassroots movements** have different ways to participate in community life. As referred in the handbook D1.2 on the theoretical and methodological foundations of the project (Allegretti, 2018, D1.2), such alternative ways could be in the domain of “participation by irruption” (so, self-organized actions as protests, occupation and squatting of spaces with demonstrative purposes, the use of blogs, distribution of flyers, petitions, etc.) or just actions linked to pre-planning “insurgent practices” (Holston, Sandercock, 1998), which are aimed at increasing the quality of daily life and local services (creation of community kitchen or nurseries, plantation and management shared allotment gardens, community patrolling, self-organized cultural activities and other horizontal practices of solidarity among neighbourhoods). Even among the top-down participatory actions conceived by institutions, we see less formalized, but important capacities for outreach: as on-spot inquiries and polls, neighbourhood collective walks, or dialectic approaches by civil servants or workers involved in construction on building-sites.

As a result, URBiNAT’s mapping of the local participatory culture needs to include these local agents and movements who are open, flexible and dynamic, as a way to understand how and where to reach non-institutionalized people. This may include social institutions aimed at promoting socialization processes or strengthening social bonds such as churches, religious groups, and other groups of community life, public services, networks of neighbours or other individuals who gather on a regular basis during daily life activities. In general, also, people who gather according to their social role, such as caretakers who meet at the playground, parents who meet in the school community, parents groups, members of political parties, groups of cycling and walking, gym.

In engaging both voluntary organizations and associations and collective initiatives and grassroots movements, URBiNAT aims at understanding and partnering in building and strengthening the local participatory culture.

2.2.3. Social enterprises

Social enterprises are defined by dual objectives in that they pursue dual values (economic and social) instead of single economic value (Dees, 2003, Thomas 2004). For URBiNAT, social and solidarity economy, and social enterprises set up within these fields may only be fully understood both theoretically and empirically if we consider the epistemological difference in the understanding of the economy as market economy, as mainstream economics do, and the substantive understanding of the economy along the lines of Karl Polanyi or the doctrine and research tradition on the social economy in Europe since neo-classic economics was established

(Ferreira, 2018, D1.2). In *The Great Transformation*, Polanyi points out the existence of several economic principles and corresponding typical institutions, among which the market economy is just one. He includes redistribution, which is typically currently made by states, reciprocity, which is typically made by communities, and householding, within self-sustaining traditional rural families (Ferreira, 2018, D1.2).

However, when compared with commercial enterprises the economic value of the social enterprises is for most social enterprises regarded as a subordinate and only a necessary condition rather than a dominant purpose. Social enterprises are more likely to face resource constraints in the economic environment in terms of external access to capital, competences and skills partly because of difficulty in offering adequate economic compensation and skill upgrading. As a consequence, social enterprises have a higher motivation to seek external resources for sustainable development.

Social enterprises are important actors in participatory community processes in which ordinary people have taken it upon themselves to do extraordinary things. Social entrepreneurs and community organisers often reach parts of the community that the public sector can't and therefore can help introduce minority groups of persons with limited resources into participatory processes. They can unlock the assets of people and communities, provide a means of accessing also human capital and become vital agents of converting living labs into communities of practice where new NBS can be tried and tested.

Social innovation processes are typically powered by citizens, who mobilise the resources at their disposal and call on the sense of belonging and co-responsibility of local people - demonstrating the value of community and social capital. Social entrepreneurs often live in the communities where they operate, they have a deep understanding of local problems, and they bring their creativity, relations and local knowledge to help address local social and health problems while engaging the community as a resource. Social enterprises often represent a unique set of skills and competencies and introduce new ways of understanding and responding to societal problems. Just like private businesses, voluntary organisations and associations they can inform, help plan and implement the social and health policies of public sector organisations.

Social entrepreneurs have an eye on the sustainability of their social endeavours through ethical trading. This is an advantage for public sector actors when exploring opportunities for alternative approaches to financing the prevention aspects of the population health agenda moving forward, given the constraints already put on public sector budgets.

Social entrepreneurs, however, need to show sales/contract opportunities, and therefore need the support of public sector organisations to realise these opportunities. This requires flexibility and adaptation in the way the public sector procures services. Participatory processes with a strong presence of social enterprises therefore requires partnerships between voluntary, community and social enterprises to allow for such social enterprise investment.

The participation dimension in the social enterprises is part of the following principles/features, as referred in the report *A Map of Social Enterprises and Their Eco-Systems in Europe*,⁴ sponsored by the Directorate-General for Employment, Social Affairs and Inclusion of the European Commission:

⁴Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee and The Committee Of The Regions: Social Business Initiative - Creating a favourable climate for social enterprises, key stakeholders in the social economy and innovation /*COM/2011/0682 final*/ (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52011DC0682>) <http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2149>

- ❑ It must pursue an explicit and primary social aim: a social aim is one that benefits society;
- ❑ It must have limits on distribution of profits and/or assets: the purpose of such limits is to prioritise the social aim over profit making;
- ❑ It must be independent i.e. organisational autonomy from the State and other traditional for-profit organisations; and,
- ❑ It must have inclusive governance i.e. characterised by participatory and/or democratic decision-making processes.

In the report *A Map of Social Enterprises and Their Eco-Systems in Europe*, a set of criteria for organisations to meet in order to be classified as social enterprises were also identified, following from the knowledge generated by European researchers:

- ❑ Primacy of the individual and the social object over capital,
- ❑ Free and voluntary membership,
- ❑ Democratic control by its affiliates (except foundations which have no associate members),
- ❑ Combining the interests of affiliates / users and / or the general interest,
- ❑ Defense and application of the principles of solidarity and responsibility,
- ❑ Autonomy of management and independence in relation to the public powers,
- ❑ Most surpluses are for the achievement of objectives in favor of sustainable development and the provision of services of interest to members and / or the general interest. (European Economic and Social Committee, 2007)

Creating new healthy corridors and allowing for the co-design, development and co-evaluation of NBS to bring social and quality of life value even for the most vulnerable in society does involve public sector risks. However, with the creation of living lab spaces that engages with the relevant community groups, new ideas and possibilities that will ultimately inform the evidence base of the future can be designed, tested and assessed. Social entrepreneurs operate in this space between the state and the private sector, which is more amenable to trying and testing out new ideas, often through processes of co-creation and co-production, ensuring that citizens are actively involved throughout the entire innovation process. This has the added benefit of ensuring new innovations respond to social needs as identified and described by potential beneficiaries, and it also creates a sense of ownership for new services, products, installations/facilities and processes.

2.2.4. Businesses

Private sector actors (for-profit businesses, especially SMEs as well as social enterprises) can facilitate the development of holistic approaches to manage natural capital in addressing societal challenges. Hence, the private sector is a key partner to engage when designing, implementing, communicating and maintaining innovative nature based healthy corridors in cities.

Many companies are increasingly realizing that their future depends directly or indirectly on natural resource and exclusive, over-reliance on man-made infrastructure is not enough (Ozment et al. 2015). Involving and engaging with the private sector during the participatory process can facilitate business practices changes and leverage their support, success and sustainability of NBS actions.

Increased company engagement with NBS may be viewed from the theory of Reasoned Action Approach as adapted by Fishbein, M. & Ajzen, I (2010). The first phase involves the company's positive attitude to NBS actions, identified by their awareness that NBS investments may produce corporate value with social impact. Companies in this phase are aware of the potential corporate

value of NBS and (i) may support various NBS projects/initiatives or (ii) provide access to funding without further implications for these NBS strategies or activities. This may be reflected through local companies that are an integrated part of the local communities where the NBS is to be implemented, and for whom acting socially and environmentally responsible is a cornerstone of their corporate strategies. Likewise, the needs, goals and CSR policies of publicly owned private companies, especially utilities responsible for buildings, infrastructure and supplies in the dedicated NBS areas may be included in this phase.

The second phase, intention, is interpreted as an (intended or actual) willingness to pay for NBS that provide increased benefits in the communities. Here, companies will actually pay for the implementation of nature based solutions as they often times possess the resources and/or are able to provide the facilities, products and services needed to support the development and integration of new nature based solutions.

In the third phase, the company is actually engaged in NBS governance via its active involvement in a social-ecological network. During this phase, the company engages in NBS governance networks with other relevant stakeholders to create future nature based solutions that will provide wished-for-collective benefits. For example, many citizens living in areas undergoing nature based refurbishment or development may be employed within the private sector. They may be employees or managers in charge of a business in or outside the subject area, and which may have a vested interest in contributing to nature based solutions to be implemented and improving the quality of life of the community.

Decisions by a private company to participate in NBS development and/or implementation may include a combination of reasons and motives (business and personal). As a result, approaches to businesses requesting NBS participation should be well researched providing strong arguments and incentives clearly stating substantial potential benefits from this participation to the company involved.

Private businesses can offer a wide variety of input to the development of healthy corridors. As outlined in the Report on Urban Governance⁵ the private sector is vital in securing investment and infrastructure development. Not just through Public Private Partnerships but also through the facilities the private companies create and invest in. Reasons for involving private businesses in the participatory process include:

- Provision of insight and perspectives complementing those of other key stakeholders – government, civil society, scientists, voluntary organisations and local communities
- Access to market knowledge and management experience valuable during NBS and healthy corridor implementation
- Making the NBS implementation cost-effective and cost efficient in the long run
- Integrating public, private, tertiary and citizen's goals in triple helix initiatives that address multiple interests simultaneously.
- Access to media channels allowing for wide dissemination of the message in and across sectors, stakeholders and communities (attracting participating citizens and other actors)
- Access to vital technologies and sub-solutions that will be needed in the final NBS and healthy corridor support
- Access to buildings and installations that will become an integrated part of the NBS and healthy corridor
- Access to a relevant meeting point and facility for the participatory process

⁵ http://gsdrc.org/wp-content/uploads/2016/11/UrbanGov_GSDRC.pdf

- ❑ Access to materials, facilities including advanced R&D to design, visualize and deliver NBS solutions in the healthy corridor
- ❑ Access to capital that can finance investment in natural infrastructure and services required when introducing NBS into the healthy corridor
- ❑ Ensuring scalability of the NBS and for community participation (for instance if it requires access to infrastructure offered by a private business).

Private businesses may have different motives for taking part and contributing to nature based solutions for the establishment and continuation of healthy corridors in their local communities and as described by Tsavdaridou and Metaxas,⁶ there are motives and incentives for private businesses to engage in Green Urban regeneration. They may be grouped into the following categories:

Category of motives	Example of motives
Policy	<ul style="list-style-type: none"> a. the existence of a CSR policy/commitment dictating action b. they run a foundation offering financial or other contributions to such projects c. the existence of a policy allowing employees to engage in social work for a certain number of hours per month as part of their employment d. the existence of a policy dictating reduction of waste, take back of products; recirculating materials, etc.
Economical	<ul style="list-style-type: none"> a. access to a significant number of customers in the area who can be reached through their participation b. providing access to other similar projects/assignments c. reduced costs in other future business areas d. access to products and services relevant as part of the nature based solution e. access to discarded but still well-functioning products/raw materials that could be used as part of the NBS in healthy corridors f. access to property or other ownership in the area that will be affected positively/negatively by the NBS/healthy corridor g. alleviating climate relating risks (as an example flood risks) h. interested in investing in property or infrastructure associated with the NBS/healthy corridor on the basis of future variable income from that investment to the benefit of citizens in the area.
Image	<ul style="list-style-type: none"> a. access to customers (citizens & businesses) and (future) employees in the area that would benefit from their involvement and consequently improve/sustain the images of these companies among these target groups. b. the employer/owner may live in the area and would like to show a commitment to the area to sustain his image/political popularity in the area c. benefitting from a PR/ Marketing activity associating the company with healthy corridor and giving the former broad PR coverage.
Innovation	<ul style="list-style-type: none"> a. company interest in developing and testing new solutions that could also be implemented in other urban areas b. seeking involvement in public-private innovation partnerships that could be started as an NBS and delivering healthy corridor benefits c. access to technological infrastructure that would allow development of new NBS, healthy corridor and systems (telecommunications, drones, pipes, waste collection, etc.).

⁶ https://mpra.ub.uni-muenchen.de/66844/1/MPRA_paper_66844.pdf

Social impacts & Responsibilities	<p>a. contribution to the improvement of the communities, especially the environment where the companies are located company interest in developing and testing new solutions that could also be implemented in other urban areas</p> <p>b. a possible compensation for impacts resulting from the activities carried out by the companies</p>
-----------------------------------	--

Table 2.3: Categories and examples of motives

Finally, it is noteworthy that URBiNAT is founded on the social economy principle of “the primacy of the individual and the social objective over capital”. Adding to the economic value, the responsible and sustainable commercial use also generates social value. Reinforcing this aspect, social economy is recognized as a business model for the future of the EU at the Madrid Declaration (2018).

2.3. Co-existence and interrelationships of stakeholder groups

As has been indicated in this chapter, no one organization or individual can mobilise the necessary resources needed for the co-development and implementation of healthy corridors and better quality of life for communities in cities. In order to optimize the outcome and positive impact of the inevitable participatory process involving representatives of all the above organisations and citizens, it is important to develop an attractive common vision. This common vision needs to encapsulate the individual goals and objectives of the participating organisations as well as motivating the individual citizens to actively contribute. How we do this in URBiNAT through current project activities is developed in chapter 4. How we are likely to do it in the future is developed in chapter 5.



Created by Marie Van den Broeck from Noun Project



Created by Becris from Noun Project

3. Participatory portfolio inside and outside URBiNAT

In this chapter, we explore on the one hand, the portfolio of methods and tools used in general outside of the participating URBiNAT frontrunner and follower cities. On the other hand, we present actual experiences in Porto, Nantes, Sofia, Brussels, Nova Gorica, Siena and Høje Taastrup with different participatory methods and tools and some of the challenges and achievements the cities have faced in supporting participation.

3.1. Participatory methods and tools

A number of methods and tools are at hand to enable organisational structures and processes to achieve active stakeholder engagement and participation by citizens in important co-creation, co-production and co-governance processes. This is of high importance, both to enable improved solutions to outstanding overriding societal issues, for addressing specific needs and also to achieve better buy-in and actual usage of solutions at hand.

From an economic perspective, while the development of such methods and tools may require particular investment in development work and also costs for their diffusion and practical use, the engagement of stakeholders and citizens allow for improved data collection along with reduced costs and increased efficiency in solution development and uptake.

In traditional society, participation was arranged through face-to-face discussion, community meetings, structured discussions, and so forth. Formation of a “community of practice (CoP), is recognised as an ancient method (Lave and Wenger, 1991). Operating through social systems, CoP represents a method of working with a community of people and leverage personal roles and responsibilities so as to achieve a fabric through which information can be diffused and collective learning processes evolve.

At some stage, voting systems, or mechanisms for electing individuals or organisations to represent citizens in various decision-making fora, arose. Features of this occurred several thousand years ago, e.g. in the context of managing scarce water resources in the Middle East and South Asia. Ancient Greece is famous for having structured “democratic” institutions more than 2 millennia ago, which have evolved in various forms since then. In local communities, including at village- and city-level, diverse participatory processes suited for varying needs of local decision-making have continued to flourish in parallel. In wider society, as well as at regional and local level, some participatory processes are instituted top-down while some represent bottom-up initiatives led by citizens.

A distinction can be made between “citizen engagement”, which is government (or top-down)-initiated process, generally of formal nature, to engage citizens in decision-making, and “citizen-participation” which is bottom-up initiative and generally of an informal nature. While this distinction may be of high relevance in some contextual settings, in others the two approaches may in practice be intertwined. There is a case for policy to be proactive, and to help engineer citizen participation on terms that improve public governance as a whole. Social innovation represents an example. In some cases, social innovation has been developed through bottom-up citizens’ initiative, but in many cases their diffusion and increased importance has happened when

formal and national institutions have realized and leverage their importance. Examples include “maternity-box” started in Eastern Finland in the late 20th century but later incorporated in national policy, and also institutionalised in some other countries, such as Singapore (Atlas of Social Innovation, 2018). Another bottom-up initiative, which has remained and diffused as such, is “cycling without age”, started in Denmark in 2012 and today spread to 42 countries around the world (www.cyclingwithoutage.org).

With the rise of information technology, and most recently decentralised computing, smart phones, social media, augmented and virtual reality, smart sensors, and big data analytics, cloud computing, and so forth, new tools have arisen to diffuse information and engage citizens directly in decision-making and co-creation/co-production, in an interactive manner. Although digital solutions can overcome any distance and are applicable at the level of nations/states or even cross-border, international co-creation and decision-making, some of the most vibrant experimentation when it comes to using “smart” digital tools as a means of achieving participation, is happening at local level, particularly in cities where decision makers see the greatest need of improved citizen engagement. Here, their usage is often blended with traditional means. Sometimes, authorities may prefer certain methods, local citizens and/or stakeholders may prefer others. It is important to judge the overall context, disadvantages and advantages of the different methods and tools and combined outcomes when choosing a portfolio of participatory instruments.

Participatory methods and tools take on particular aspects when applied within a complex multi-stakeholder framework. More and more included in some form when it comes to the governance of municipalities, citizens’ engagement and participation have now taken on increased importance, and are even widely seen as key ingredient to the effective public management of citizens needs fulfilment and well-being, even in very large cities. Having said that, there is generally a lack of balance when it comes to the kinds of issues addressed or subjected to participatory means. The problems and challenges confronting deprived areas, which tend to suffer from disproportionately weak political clout, have generally not taken centre-stage. (Cyril et al, 2015)

In order to manage participation in a broadened set of situations, there is a need of improving the tool-box as well as the methods for putting these tools to effective work. The usefulness and results of various methods for implementation can be further enhanced by an improved match of methods with specific tools.

The methods, labelled participatory methods, vary between different kinds of context, including between cities. Recently, many methods have been experimented with so as to achieve a desired improved result when it comes to the “level”, or “reach” of citizens’ participation. In this process, the advance of digital tools has been given high attention. The application of digital tools, i.e. smart apps accessed via mobile telephony, clearly brings the potential for large efficiency gains when it comes to reaching out to large numbers of users. Such smart apps further offer new means of achieving a process that incorporates a stronger presence of “participation”, alongside “engagement”. This is as citizens can be reached starting out with stages of awareness creation and associated empowerment, by being better informed and organised, enabling them to co-create the means for their further active participation.

On the other hand, some disadvantages of digital tools have been noted, as with regard to risks of disinformation and manipulation. Cambridge Analytica has arisen as a stark example and demonstration of the potentially disastrous consequences. Additionally, ethical issues such as those associated with privacy and security are at hand. Hence, it is of utmost importance for all

stakeholders involved in the management of digital tools to consider, design and embed measures which hinder mis-use and take privacy matters into account.

As social networks and digital communication are now generally on the rise, the potential for citizens' participation is spreading widely around the world. It is of high importance that this is accompanied by an improved understanding by decision-makers of how to help instigate and develop good practices. Co-creation, co-production and co-participation in local decision-making, including in deprived areas, raise particular opportunities as well as challenges.

In the matrix (table 3.1) below, a number of participatory methods along with associated tools are outlined. Examples where these methods have been implemented are further included, as are cities in URBiNAT (and elsewhere) that have put these tools and methods to use. The list of methods as well as the connecting tools is not exhaustive (to be further completed during the process of conducting participatory processes in URBiNAT cities and investigating the results and effects achieved).

Participatory methods	TOOLS Connected with the method	Examples (From URBiNAT cities)	Examples from other cities	Co-creation Examples
Community of Practice	Social system	All		
Participatory Budgeting	Physical meetings Questionnaire Web portal Smart apps	Nantes "Dialogue Citoyen" Sofia "Green Sofia" initiative existing		
Time Bank	Swapping system Solidarity currency	Brussels	MOLA	
Collective Farming	Neighbourhood gardens	Nantes		markets
Community empowerment	Social media Seminars workshops social events	Nantes "Bus Citoyen"		playgrounds
Urban Co-Planning	Surveys questionnaire IT tools to engage citizens Soft-GIS "Superbarrio"		Helsinki	
Do-ocracy	Physical events Social Media		Burning Man events	
Citizen Report Cards (CRC)	Meetings Questionnaires		Bangalore	
Virtual Story of change	Drama Film Drawing		BiH (Citizen in Bosnia and Herzegovina)	

	Design etc.			
PhotoVoice	Photo video Shared through mobile devices/apps	Porto Sofia		
Learn for Life (LfL)	Apps SMS Workshops Community gatherings		Jönköping “ Child Dialogue”	
Motivational Interviewing (MI)	Physical meetings Questionnaire Open forum, Chatbot	Sofia	London Lund	
E-voting/E-Democracy	SMS Web portal & smart apps		Estonia/Tallinn Issy-Les-Mouline aux	
Walk through	Physical Virtual through e-gaming	Sofia		
Focus group	Physical interaction	Sofia		

Table: 3.1: Methods and tools applied in cities

For the initial stage of co-diagnostics the participatory process team has selected four methods to be combined and used to map the participatory culture and identify the needs and requirements in the local communities where NBS will be introduced and tailored to develop the healthy corridors.

For each of the methodologies, encompassing photovoice, walkthrough (focus group in situ), focus group and cultural mapping a protocol has been developed to allow the cities, stakeholders and citizens to adapt and implement the methods.

These protocols are all available via these links to the **BASECAMP** communication platform of URBiNAT:

- ❑ *Photovoice*: <https://3.basecamp.com/4025779/buckets/8178729/uploads/1826144361>
- ❑ *Walkthrough (focus group in situ)*:
<https://3.basecamp.com/4025779/buckets/8178729/uploads/1827446542>
- ❑ *Focus group*: <https://3.basecamp.com/4025779/buckets/8178729/uploads/1826144398>
- ❑ *Cultural mapping*, including general guidelines to implement participatory activities:
<https://3.basecamp.com/4025779/buckets/8178729/uploads/1826162839>

3.2. Participatory methods and tools used by cities

3.2.1. Porto

In Porto, several participatory processes have been carried out with different forms of citizen involvement, but there is no department responsible for implementing and articulating all participatory practices running. However, social interventions are managed in a participative way by the Department of Social Cohesion, which can be requested by other departments to carry out

participatory processes. This department has been responsible for promoting participatory practices in various European urban intervention projects, applying methodologies such as public **discussion sessions, workshops, forum theater**, among others. It recently carried out participatory diagnoses in the neighbourhood of Cerco (URBiNAT intervention area) and also Collaborative Workshops for the design of a roadmap for the promotion of a local development plan for the Parish of Campanhã. Currently, Department of Social Cohesion is responsible for the AIIA (Integrated Approaches to Active Inclusion) participatory process, which will involve the participation of children and young people, and promote activities such as dance and cycling, to promote a healthy lifestyle.

Domus (municipal company) responsible for the management of social housing, implemented the ConDomus, a management system shared between Domus and a resident in each building, elected by the residents, to be the Entrance Managers (entrance is related to the building itself).

Urban Planning department does not have any regular participatory practice with residents in the neighbourhoods where they have territorial interventions. Currently, they are doing the new "urban planning" (masterplan) for Porto city, and in this context, they had territorial meetings in each parish council and also thematic week meetings for the city as a whole. Many people attended these initiatives and other meetings are also planned to be held. These meetings were transmitted by video streaming. Also, an "urban regeneration plan" for the area is under elaboration that includes two URBiNAT neighbourhoods and for this process participatory meetings are also planned. Both these planned activities should state immaterial actions and promote participatory processes. The Urban Planning Department also use a permanent online tool to receive contributions from the citizens.

The Environmental Planning and Management Department (DEPM) does not have decision powers, they are responsible for the implementation of plans as interventions from other Departments, so the interventions are only at the technical level. The DEPM has projects focused more at city level and not at the neighbourhood level. These projects are less likely to have citizens involvement. The Department had before some activities with citizens involvement, such as:

- ❑ "Agenda 21 - Local level (Ação Local - Agenda 21), in 2003/2004" - environmental education;
- ❑ Urban community gardens (Horta à Porta) since 2003 in partnership with Lipor (Inter-municipal service of Waste Management of Porto metropole). The project "makes available to individuals interested in practising agricultural production in a biological way. Upon receiving the plot of land, future farmers are also trained in organic farming and composting". The project is not just for the neighbourhood residents, but for all citizens, who can have a plot of land;
- ❑ Circular economy: since 2016 Porto implements "participatory activities" with associations, university, and key-people; The project already has a mapping of the initiatives, intentions, and agents available in the Roadmap for Circular Economy in Porto. For the future they will implement a platform and a new project for feeding (food);
- ❑ Cidade+ (city plus): since 2014, once a year. It is a **bottom-up project** focused on the main issues regarding sustainability (such as the development of the territory, cities, responsible consumption, inspiring actions, etc., in a participatory model, involving citizens, community, schools, municipality, universities, social movements, etc. They applied "open space technology" method; The project happens during 4 days: 2 days with schools; 2 days with the community (the last one is called "comunidade mais" (community plus) where artistic community participate as well (eg OUPA!);
- ❑ Urban Native Forests of Porto: which promotes the expansion of urban forests in Porto. The project already planted more than 100 thousand native trees.

- ❑ Environmental Education Center: an annual programme for sustainable education with schools and families. There is one Center in São Roque, at Oriental area (URBiNAT area);

To go beyond these traditional tools, back in 2004, Porto City Council created a non-profit association named Porto Digital in partnership with the University of Porto, the Portuguese Business Association (AEP), and Metro of Porto. The purpose of the partnership was to promote ICT projects to Porto city and metropolitan area⁷. Nowadays, Porto Digital is in charge of the creation of new digital tools to promote and to expand communication and participation with the citizens on behalf of the Porto Municipality. It has been working on a digital tool dedicated to solving problems and creating new services for departments.

The goal is to create a tool conceived with the departments, linked to their activities and needs, but also to enhance the possibilities of participation and communication with the citizens. To do this, Porto Digital have been promoting workshops with all departments, to understand their activities, projects and needs, as well to identify the existence of overlaps of projects or activities.

The aim is to avoid promoting a digital tool that ends up creating weak results, or operates inefficiently, by adding activities not connected with the real needs and/or activities or not succeeding in amplifying the communication and participation channels.

3.2.2. Nantes

In the city of Nantes, the local operators and the municipalities have mapped the actors of relevance to the healthy corridor activities and the current four projects in the healthy corridor. The map has group actors in relation to the following organisational categories: municipality technical departments, mobility organisations, employment agency, waste management and recycling, cultural, sports and community life organisations, children and youth organisations, kinder garden, school and youth centers, social and interest organisations, nature and park organisations, markets and local meeting points.

In Nantes, as described in the handbook D1.2 (Stern, 2018, D1.2), they started consulting citizens in 1996 with the creation of **consultative neighbourhoods' committees**. In France a law was introduced in 2002 making **mandatory the organisation of local participation of citizens** in cities with more than 80,000 inhabitants.

In 2009, Nantes created “**District councils**”, with 3 main roles: a) Co-production of public policies, b) General information about the district and c) Participation (on various subjects with various shapes), the aim is to facilitate the dialogue between the institution and citizens. Nantes has experienced difficulty in involving the poorest socio-economic citizens groups, whereas statistically property owners and older adults have historically always been more eager for participation.

These District councils were composed of three different “kind” of citizens groups: a third was from NGOs, a third were volunteers (large campaign of communication) and the last third was randomly picked on the elections list. The problem with this recruitment method has been that foreigners or people who choose not to register for the elections could not be picked and that create bias towards “older property owners”.

⁷ See <https://www.portodigital.pt/>

In 2016, a new participation initiation approach was implemented which coordinate with **the social housing partner**, allowing the participation process to also reach these difficult to recruit inhabitants groups, although these persons still needs to be convinced to participate.

Over the years, Nantes has created the **citizen workshop** which focuses on one topic and is composed of several steps. First, a specific question is raised by elected people to start the exchanges and a group of citizens is formed as workshops. Only technicians and experts are present during the workshop, and the results of these exchanges are documented, the citizen notification which is submitted for technical analysis and political agreement. A written answer is produced by the institution and presented by the elected citizens participants. If the project can be implemented a timeframe is developed, if some reservations are made, explanations are provided (Yes: when? No: why?). This written answer is made public through printed and online communication.

In 2015, the relationship with the citizens was reframed to offer **more transparency**. Objectives were now about “building together”, when a location is planned to be modified in a district, ad-hoc citizens workshops are created.

In each district, citizens are invited twice a year for a **neighbourhood meeting**. At these meetings citizens can learn about past and coming activities in the district, debate is facilitated and people are invited to suggest new projects.

Continuous communication is made available through a digital platform, which offers an online forum for coordinating collaboration and allowing citizens to express their opinions concerning the local area. In addition, mobile communication platforms such as on buses and tricycle parking in district for some hours to engage with citizens.

As a result of these participative initiatives, the municipality is experiencing **projects to be better executed and the relationship between citizens and the formal institutions has improved through a shared power of development**. On the downside, the dedicated **time** for these meetings and participative activities has increased the total time resource required to implement such projects.

In Nantes, the URBiNAT project will work on four concrete cases in the North districts of the city:

- the development of an organic farm and urban outlets for its products;
- the re-opening of an old small river, le ruisseau des Renards (the foxes stream);
- the re-development of a large and central public space; and
- the creation of healthy corridor through the district - in the form of a green loop.

At Nantes, many different methods and digital tools have been used to support the participatory processes. In terms of the communication process, the city has used several different websites to communicate with citizens and stakeholders (recently upgraded with additional online participatory facilities), a bus to move around the district and engage with citizens as well as workshops to engage citizens in discussions. For information dissemination, sector specific workshops have been used as well project journals describing the project process and part results. For mobilisation of citizens and stakeholders, email contact and facebook page recruitment has been used plus the announcement and running of large scale public meetings. For the consultation activities, the city as organised festive events in parks, hotlines and min workshops as well as exhibitions/displays and exchange around plans, designs and proposals plus interviews with citizens. For the co-creation process the city has also used urban walks, door to door visits and co-construction/production sites like open gardens.

Nantes is interested in diversifying the engagement and participation tools and materials to reach other target citizens audiences than the “usual suspects”. The city has made progress on this front, however, improvements can still be made.

Nantes is interested to share its use of the citizens bus and to find out whether other similar participatory tools and methods exist in other cities.

Also Nantes is interested in how participatory processes can be extended through living labs and the development of communities of practices across cities.

A magazine Mosaïque has been elaborated for and with inhabitants and could be further developed with wider engagement.

3.2.3. Sofia

The origins of civil society and civic activism in Bulgaria can be traced back to civic activity in 19th Century, the most common and sustainable types of which were community centres (dating back since 1856). (BalkanAssist 2005, Gorchilova 2010). The development of the civil society continued after Bulgaria’s Liberation in 1878, and kept stable positions during the inter-war period, with the regulation of foundation activities as social organisations and support for civic associations[1].

The period between 1944 and 1989, was characterised by “total monopolisation of the state over society and obligatory citizen participation in pseudo-civic structures”. The first organisations criticizing the regime appeared in the late 1980s. 1989 marked the turning point in civil society along with the beginning of the transition from centralized to market economy. The last thirty years have been marked by a dynamic resurgence of civil society. More than 90 % of all civil society organizations were founded after 1989. In 2009, there were more than 30,000 organisations registered, divided into the following groups: registered for public and private benefit, trade unions, religious associations and community centres[2].

The recent historical background of civil society in Bulgaria marks the following periods: 1) Rebirth of Bulgarian civil society as a concept: 1988 – 1989: appearance of the first civil organisations for human rights; 2) The ‘gentle’ anti-communist revolution: late 1989 – 1990: period of the ‘square democracy’ and outbursts of civic protests against the communist government; 3) The institutionalisation of the NGO sector: 1992 – 1996: institutionalisation of various CSOs began; the NGO sector became visible through media and sociological surveys; 4) The civic revolution – the overthrow of the third communist government: January – February 1997: civic protests following serious economic and political turmoil lead to the resignation of the communist government; 5) The ‘normalisation’ period: 1998 – 2006: this period was characterised by political and economic ‘normalisation’. Bulgaria joined NATO in 2004 and achieved significant progress in the integration with the EU. The internal and external setting was favourable for institutionalisation of various NGOs, both in terms of areas of activity and level of organisation; 6) EU Membership: 2007 – ongoing: this period is characterised by diversified activities in the arena of civil society. Foreign donors accepted a phasing-out strategy by reducing the funds available for the CSOs in Bulgaria and another level of decision-making was added. This period saw re-organisation and diversification of the civil sector, the appearance of various informal civic movements, and the rise of social networking, blogging and online mobilisation as an efficient tool for opinion making and citizen activity[3].

Civil society works for the citizens rather than with the citizens, without a clear mandate from the citizens themselves. This emphasises critical questions regarding civil society's representativeness: who is the legitimate voice of civil society, and what sources of legitimacy do the organisations have. The shifting political environment since joining the EU makes these questions, pertinent in the context of state-civil society relations, even more important. Civil society in Bulgaria in 2010 was characterised by low levels of engagement, a problematic public image, limited internal consolidation, and a lack of sustainable influence on policy-making. Despite these deficiencies, in this phase of the civil society institutionalization, a new phenomenon is observed - the generation of social energy under informal civic initiatives, through which civil society manages to influence public debate and societal changes. Further, many civil society organizations managed to build capacity thus developing stronger organisational cultures by taking part in various international and EU projects and programmes. Though still underdeveloped, civil society organizations realise the need to cooperate in order for their advocacy activities to significantly impact on decision- and policy-making.

In 2011 Open Society Institute studied and reported on the characteristics and the level of engagement of the civil society organizations:

- A low level of civic engagement in various organisations and voluntary activities;
- Citizens' lack of willingness to get involved in addressing social issues;
- Inability of civil society organizations to empower constituencies
- Problematic community-building due to a lack of sustainable social linkages between individuals, displayed through low trust of each other and low civic involvement;
- The limitation of citizens' social contacts primarily to family members (based on population survey) - strains in the social fabric that impede building of social capital, which inhibits civil society development in Bulgaria;
- Energy for potential mobilisation around certain causes events/issues supported by informal movements.

Those who are engaged vary by gender, ethnic background, age and geographical locations. Citizens tend to get 'encapsulated' within their family circle and their closest family members, which serve as a sort of safety net, but limit any social contact outside that circle. This is coupled with low trust in representative institutions and fellow citizens. Low levels of engagement and trust in social processes indicate a sustained trend, as confirmed by the three editions of the "State of Society" report[4]. Data from the last edition of the EVS show that 81.5% of citizens do not partake in the activities of any organisation[5]. However, a new trend in civic engagement deserves attention. Some types of informal activism seem to enjoy larger public support than the traditional CSOs. The new faces of civil society (activist groups, such as students and environmentalists) and the faces of the transition (such as pensioners) represent a significant percentage of the whole. The percentage of those not participating in these areas is above 90%, reaching up to 99% for human rights and peace movement organisations. The sectors attracting more than 1% participation are the ones targeting education, social policies and activities for young people. The extent of socially-based engagement is measured by the percentage of those engaged in organisations playing a role in community building. Spiritual, religious, educational, artistic, musical and cultural institutions, in addition to sports teams and clubs, are considered to be community organisations.[6]

Special efforts are currently made to promote volunteering in Bulgaria through various initiatives, which include tree planting, working with disadvantaged and institutionalised children, and

cleaning parks and nature sites. Various EU programmes also aim to improve this aspect of civic engagement.

In 2015 "citizen participation" defined as "actions and initiatives by citizens, civic groups and organizations that lead to policy changes and influence governance decisions at various levels." Has been measured at 3.39 out of 6. [7] (Table 3.2). Among the recommendations are : Increase the consultation period and introduce an obligation to provide feedback by institutions on citizens' proposals, with specific explanation on the acceptance or rejection; Establish a clear mechanism for the selection of members of the Public Councils and a clear mechanism for publicity of their activities and the implementation of their decisions; Establish and support the operation of strong civil society organizations and networks that can assign resources and competently participate in the processes of decision making and are able to involve and inform the public and the media.

Domain	Indicators	Score
1. Environment of citizen participation	1.1. Legislation.	3.46
	1.2. Institutional environment	3.12
	Overall score: 3.29	
2. Practices/manifestations of citizen participation	2.1. Initiatives of citizen participation at national and local level.	3.62
	2.2. Active citizens	3.55
	Overall score: 3.59	
3. Effect/changes resulting from citizen participation	3.1. Result from citizen initiatives.	3.28
	3.2. Changes in the environment	3.42
	Overall score: 3.35	
Index 2015 of citizen participation in Bulgaria: 3.39		

Table 3.2. Citizen Participation Index, 2015, source: Index of Citizen Participation in Bulgaria Developed using the methodology of the Citizen Participation Forum and The Bulgarian Centre for Not-for-Profit Law, <http://index.fgu.bg/data/files/09038f29eb6a5eeaa7c75fdd86e952a4.pdf>

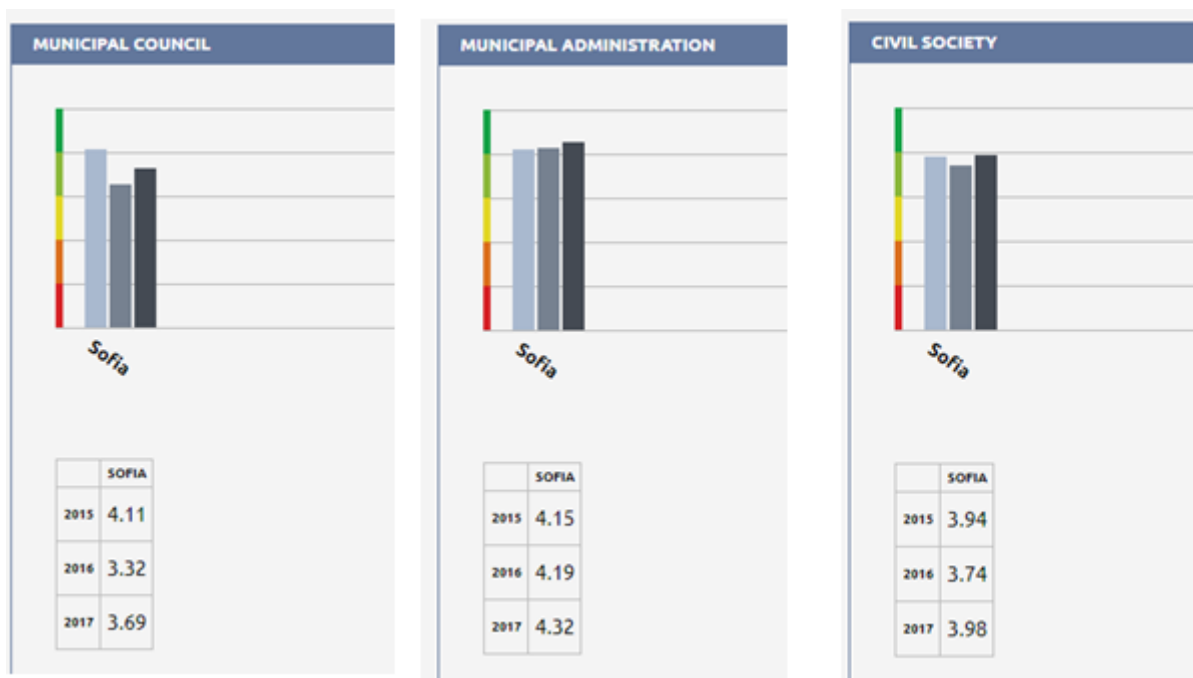


Figure 3.1.: Evaluation of the local integrity pillars Municipal Council, Municipal Administration, and Civil Society for Sofia Municipality 2015-2017, Source: Local integrity system, transparency International Bulgaria, <http://lisi.transparency.bg/en/years/2017/>

In 2017 Sofia is top ranked for civil society domain (grade 3,98 compared to the average for the county 3) (1). (Fig. 3.1)

In the case of Sofia and Sofia Municipality (SM), all the meetings of working groups of the Municipal Council are open and accessible for representatives of NGOs and citizens. Citizens have been active in initiating and supporting the processes of preparation of the applications for European Capital of Culture (leading organization Association for development of Sofia) and Green Capital of Culture (leading organization green Sofia).

NGOs and citizens are active when it comes to environmental damages, access to public goods and nature protection. Urban environment/development and the right to the city as major focus and main activities of NGOs and citizens groups was put on the agenda comparatively later than civil rights, environmental concerns and after the EU accession.

Public hearings and open discussions on spatial plans and urban design competitions are the traditional tools (since the early 1990s) legitimizing participatory process and partially defense of the citizens/public interest (responsibility usually left to the public authorities) after the project is being finalized or the competition closed. Since 2002 it is required that plans, programmes and projects within the scope of the legislation on the Environmental Impact Assessment and Strategic environment assessment should implement consultations with the stakeholders since the very beginning of the project. The introduction of a new planning instrument - the "Integrated Urban Regeneration and development Plan" (IURDP) in 2012 required for the first time, under the social domain, the implementation consultation processes since the very beginning and bottom-up approach in the strategic process and representation of citizens in establishing a wide pool of projects (initiated or requested) by different stakeholders (business agents, heads of the homeowners associations in residential districts, champions, cultural centers, NGO-s, etc.) The following forms of activating participation and inclusion have been implemented in the process of the development of the IURDP of Sofia: over 80 meetings, 4 social surveys, 10 focus groups, 14 publications, 8 public forums, 4 exhibitions and 5 public discussions[8].

In 2017, after a 10 years period of discussions, the regulations on the procedures of public hearings in the sphere of spatial and territorial planning of Sofia Municipality has been adopted.[9] Two of the district administrations in Sofia Municipality have formed Citizens Councils as a pilot test of empowerment and transparent procedures on decision making.

Sofia Municipality has introduced and already established several programmes funding citizens' projects (legally established organizations / NGOs/entities are eligible for funding): Programme Europe, Green Sofia programme and Programme Culture. Each of the programmes is funding different activities: Europe – capacity building, development of methodologies and testing approaches for citizens inclusion and sharing/implementation of best practices: Culture – cultural and art activities and infrastructure; Green Sofia provides planting materials and park furniture and assists landscaping activities with the participation and active implementation of citizens. Since 2011 (until 2018) under this specific form of participatory budgeting, 890 projects have been implemented (an average 37 projects per administrative region) 63 projects have been implemented in Nadezda district for the same period or 9,3 projects per 10000 people (higher than the average for SM - 7,4). The general shortcoming of all these programmes is the missing

long-term interaction between the administration and the projects' agents, although some (but few) of the projects proved their sustainability.

Apart from that many NGOs relying on their own funding, volunteering or other sources, implement different activities related to the URBiNAT main topics, incl. NBS, creating register of green areas, register of heritage (monuments of culture).

During the recent 7 years, facilitated or supported by Sofia Municipality, many bottom up initiatives, peacemaking projects and temporary use happened. Volunteering activities in mapping and observation of urban environment have been initiated as parts of Share Yavorov (Project funded under Europe Programme) and the development of Ghel's report [10] on public life in Sofia.

During 2015-2016, around 50 citizens (professionals) and NGO representatives sustained the initiative committee for urban development, which main aim to initiate structural changes in Sofia Municipality (and especially the Directorates Territorial planning and Investment planning and design), to discuss and define the responsibilities of the chief architect and to improve the effectiveness of the procedures. The process supported the elections (on competition basis) of the new chief architect and the reforms implemented after the end of the competition.

Forum for urban development was initiated in 2017, which was widely opened for interdisciplinary professional and citizens' debate on the topic who owns the city, which is the better city and for whom; who guides spatial development of the city and how. The results from the work of the forum were the initiation of Vision for Sofia process and the establishment of the Laboratories for urban development. The laboratories have the mission to raise the debate and to identify the necessary characteristics, content and form of the Master Plan of Sofia and prepare the forthcoming amendment of the plan.

The "Long term development strategy for Sofia and the region" [11] is an initiative of Sofia Municipality. The initiative has its own budget for implementing different methods (meetings, questionnaires, research, consultations) in order elaborate a shared idea about the future of Sofia and the steps necessary to get there. "The Vision is being shaped by facilitating involvement and stimulating informed decision making. The former means involving all interest groups from the very beginning in the decision making process: public administration, NGOs, investors, researchers, experts, entrepreneurs and citizens. The latter means structuring the decision making process on data analysis that covers all aspects of city life. The end result is to be a shared idea of a common future of the city, which has been developed through an informed dialogue and a resilient system of interaction." Recent research into the framework of the Vision reports on the possibilities for improvement of the efficiency of the public consultations in the capital. According to this report, in only 12% of the cases, the citizen's opinion is taken into consideration by the administration. Public hearings are attended by 15 people (average). In 45% of the cases the public hearings are held during inconvenient time slots without the use of ICT. Regarding the publicity of the projects discussed, it appeared that only in 58% of the cases the information is published on-line. Face-to-face consultations comprise 64,2%, and the written consultations - 35,8%. Another important conclusion is that „the administration of Sofia Municipality is not flexible enough in terms of communication with citizens both in traditional and online forms of interaction. Digital channels are used in analogue mode, rather sharing than leading dialogues”.

[1] recorded in the Statistical yearbooks for the Kingdom of Bulgaria, 1933

[2]Bulgarian National Statistical Institute: Financial statistics for Non-Profit Institutions: <http://www.nsi.bg/otrasalen.php?otr=52>.

[3]2011 Open Society Institute – Sofia, Civil Society Index 2008–2010 Civil Society in Bulgaria: Citizen Actions without Engagement ISBN 978-954-2933-01-4

[4]State of Society, 2008, OSI – Sofia presents expert analysis of three representative public opinion surveys conducted in 2002, 2006 and 2007 exploring major social and political trends in Bulgarian society <http://www.osf.bg/downloads/File/State%20of%20Society%202008.pdf>.

[5] EVS 2008-2009 Bulgaria: <http://info1.gesis.org/DBKSearch/SDESC2.asp?no=4774&DB=E> performed by a team of Prof. Georgi Fotev, Prof. Georgi Dimitrov, Prof. Pepka Boyadzhieva, Assoc. Prof. Petya Kabakchieva, Mario Marinov, Vladimir Vladov, Diana Nenkova.

[6] 2011 Open Society Institute – Sofia, Civil Society Index 2008–2010 Civil Society in Bulgaria: Citizen Actions without Engagement ISBN 978-954-2933-01-4

[7] Index of Citizen Participation in Bulgaria Developed using the methodology of the Citizen Participation Forum and The Bulgarian Centre for Not-for-Profit Law, <http://index.fgu.bg/data/files/09038f29eb6a5eeaa7c75fdd86e952a4.pdf>

[8]https://www.b2match.eu/system/danubeinconet-jpiurbaneurope/files/IPGVR_SOFIA_en.pdf?1488817374

[9] <https://web2.apis.bg/sofiacouncil/p.php?i=3206222&b=0>

[10] “Sofia – a City for the People” Report, Ghel Architects & Placemake, 2017

[11] <https://vizia.sofia.bg/vision-sofia-2050/>

3.2.4. Follower cities

i) Siena

Siena has a longer history of participation process, since the municipality received funding from the Tuscany Law to promote participatory processes. Although it was one of the municipalities that submitted less proposals and consequently had fewer processes funded. Between 2008-2013, the city of Siena made 2 participatory budget processes, 2 processes in the area of infrastructure, 1 in social and economic policy and 1 in urban planning instruments (some regulatory plan or a master plan) (Holz, Sheila, 2015)⁸.

In Siena in 2017, the municipality conducted a participatory process on the Urban Planning Regulation (living lab and co-creation). The city saw the Urban planning regulation as a great

⁸ A força da lei e a força de vontade: a importância da lei para a promoção de práticas participativas na elaboração de instrumentos urbanísticos em Portugal e na Itália (The force of law and the force of will: the importance of the law for the promotion of participatory practices in the elaboration of urbanistic instruments in Portugal and Italy). Doctoral dissertation. University of Coimbra. Retrieved from <https://estudogeral.sib.uc.pt/handle/10316/29527> . The Tuscany Region has introduced this law to help promote participatory practices.

opportunity to share and exchange views on the future of the city as well as trying to develop a common vision.

The challenge has been to translate these visions into a common vision and reality in the shape of the necessary changes.

The participatory methods used for projects conducted in 2017-2018 include: a presentation meeting introducing the active participation phase to the public. A focus group was then carried out for an extended participation of the various actors and helping to develop an overall picture of the points of view on the build-up territory in question; this was followed by the first workshop that involved table discussions on the following topics: Living | Move and work | Environment and landscape | Culture and tourism; the second round of focus group discussions aimed at again developing a common view on the territory. This was followed by presentation by the CHILDREN of the CHILDREN'S WORKSHOPS outcome of the participatory process with schools followed by a synthesising process workshop and finally world cafe event to conduct informal comparison on the development themes that came out of the participatory process.

The experience in Siena is that participatory processes can help citizens to share a common future image of the city, inspired by the community itself. People, thanks to participation, can be engaged to create a common view on the future. This vision comprises people's values, wishes, fears and desires. In order to make the visioning process work it is necessary to ensure that it is not making an idealistic wish-list and that the vision can be converted into real sustainable city developments.

In Siena this means **monitoring and evaluating the process until the implementation!** Evaluation of participatory programs and projects is necessary to assess whether these objectives are being achieved and to identify how participatory programs and projects can be improved (and become real!).

The **different methods** of evaluation/monitoring used in Siena can be classified into three groups:

- (i) **process evaluation** assesses the quality of the participation process, for example, whether it is legitimate and promotes equal power between participants;
- (ii) **intermediary outcome evaluation** assesses the achievement of mainly non-tangible outcomes, such as trust and communication, as well as short- to medium-term tangible outcomes, such as agreements and institutional change; and
- (iii) **resource management outcome evaluation** assesses the achievement of changes in resource management, such as land/urban quality improvements.

Process evaluation forms a major component of the literature but can rarely indicate whether a participation program improves land/urban resource management. **Resource management outcome evaluation** is challenging because resource changes often emerge beyond the typical period covered by the evaluation and because changes cannot always be clearly related to participation activities. **Intermediary outcome evaluation** has been given less attention than process evaluation but can identify some real achievements and side-benefits that emerge through participation such as:

- Pedagogical results (skills & competence development)
- Active citizenship
- Better implementation of policies (and better quality of life)
- Accountability
- Empowerment
- Rights-based city

ii) Nova Gorica

In Nova Gorica, a participatory process was introduced while preparing the sustainable urban strategy and during the course of the process a large number of workshops were conducted. Each workshop had a certain theme, such as a workshop on "youngsters", a workshop on "energy efficiency", on "greenery in the city", and on "future city development". For each thematic workshop a specific group of citizens and stakeholders was invited. Some workshops were more oriented for experts and hence only experts from certain fields were invited. For other workshops, like "greenery in the city", "suburban centers", or "youngsters", these workshops were opened up to the public.

The Municipality undertook similar participatory processes when it was developing the Sustainable Urban Mobility Plan for the city. Workshops were planned on the basis of the same principles. In addition, for this process, the municipality introduced a web-based survey, where they asked people about their general opinion concerning the cycling infrastructure in the city.

In 2018, the municipality of Nova Gorica also conducted participatory activities during the preparation of the renovation of a residential area. At first, people were invited for presentations at the municipality premises, where the city vision and its plans for the location was presented. Following these meetings, the municipality invited people for a walkthrough in the area, where the residents were able to show the municipality their day to day problems in the neighborhood.

The workshops conducted for the first project (Sustainable urban strategy) were particular successful and attractive to participants because they were organized in different locations across the city - for instance at the railway station and in a residential area - and that way the location was tailored to the theme giving the right context and first hand showcase for the discussions to be had within the thematic workshops.

The municipality of Nova Gorica emphasises that the web-based survey actually gave them some additional information about people's travel habits, their satisfaction levels concerning the cycling infrastructure and traffic conditions that could be used in the subsequent infrastructure changes. The goal was actually to gather information to set some kind of modal split for the city of Nova Gorica and find a way to adjust traffic in a more sustainable way to fit the daily needs of the people. In the subsequent SUMP, the city really took into account the results of the survey and tried to adjust future traffic measures to fit the people needs.

Concerning the project to renovate a residential district, people were really interested in sharing their opinions and they welcomed the approach of the city to invite them on visits to the problematic spots in the residential area. The downside is that the city is still waiting for the realization of the renovation project and politically, the city has seen a change of power, which is likely to change and delay the project. As such, this project will have a difficult communicative challenge trying to explain the changes and what was done with the valuable input from citizens.

iii) Brussels

Project 1: Reinvent your neighborhood (participatory budgeting)

This participatory project offers the inhabitants the means to improve their living environment. It is a competition and the winners must first organize a participatory process which, through intensive consultations and meetings, will bring about the needs of the neighborhood. At the end of this process, the inhabitants will receive from the City the financial and technical support necessary to make their project a reality. The objective of the Participatory Budget competition is to increase the involvement of inhabitants in the life of their neighborhood and to improve the living conditions in this neighborhood.

This participation budget was evaluated in 2016, and this resulted in the creation of a new form under the title 'Citizen Budget'. The City of Brussels proposed a Citizen Budget of 35,000 euros for Neder-Over-Heembeek (NOH) in 2017. Each citizen can share his or her ideas and proposals. See more via this link: (<https://www.brussels.be/citizen-budget-neder-over-heembeek>)

Project 2: Call for projects Initiatives for sustainable development

The City of Brussels supports civic and participatory actions that have a positive and lasting impact on the behavior and living conditions of the target group and the built environment. Residents groups, local organizations and schools that are operating in the territory of the City may apply for a grant that can go up to 5000 euros per project. Projects must be situated within one of the following areas: awareness campaigns on sustainable development, biodiversity, green spaces, water, energy, reduction and recycling of waste, mobility, sustainable consumption, social inclusion, access to culture and knowledge, living environment, employment, economic development, social economy. The city of Brussels support approximately 10 projects per year.

Project 3: Digital platform for exchange and cooperation

See more via this link: <https://participatieplatform.be/fff/organisaties/bpart/home>

The City of Brussels has launched a digital platform for exchange and cooperation in order to consult citizens on projects or project ideas. This platform of exchange with the citizens opens a new approach to engaging citizens in participatory processes and gives citizens the opportunity to express opinions and expectations. Through this platform citizens are asked to contribute to a project or a call for projects. The City opens up spaces for proposals, dialogue and voting, collecting comment to nourish, clarify or guide ideas in a bottom-up dynamic.

District meetings

District meetings in Brussels districts enable people to enter into dialogue with the elected representatives on projects or developments in their neighborhood.

The inhabitants get an invitation in their mailbox. Persons registered with the participation service receive an invitation directly at home. Citizens can register at Brussels Participation by sending an e-mail, calling or simply showing up for the District meeting.

Before each meeting, Brussels Participation meets the district committees and associations to gather their questions. On the day of the district meeting, the City presents an action that it operates in the district. It answers questions from the associations and invites citizens to speak. Participation is also possible via the online participation tool: District meetings - BPART.

iv) Høje Taastrup

The relationship between Høje Taastrup Municipality and its citizens has changed radically over the last 25 years. Up until the 90's it was a classical relation of authority to subject, where formal hearings were the only way for citizens to comment on political decisions and resource management. Over the next decade and until the financial crisis, new public management changed that relationship into one resembling that of a business and its clients. The public servants became more service minded and forthcoming and more informal interaction between the public and the administration became best practice.

Since 2008, the shift was made to new public governance, also called Kommune 3.0. This involves a whole new approach to interaction with the citizen, where the citizen's own resources must be activated with emphasis on co-creation. This in turn requires that Høje Taastrup conducts citizen involvement in new ways, not only in relation to the development of the municipality's built environment and physical infrastructure, but also in terms of developing necessary welfare services and solutions. Consequently, the municipality is increasingly using the citizens' experiences and resources as a starting point for developing the welfare services and solutions.

For instance, development together with the citizens can be based on citizens' "navigation" through the municipal system so that an overall lifetime of a citizen's municipal contact is uncovered and analysed; through focus group interviews where experiences and wishes for services and solutions are collected; or via user surveys in relation to specific individual interactions with the municipality.

The latest trend in relation to the rehabilitative perspective is that citizens' own experience and challenges are placed at the center of the case in connection with core welfare areas (social, health, education and the labour market), so that the citizen's motivation and dreams form the basis for choice of service and the efforts are coordinated across disciplines. The advantage of this approach is that with the citizen at the centre, the effort that is finally offered is better tailored to him or her, instead of it being governed solely by laws or the happenstance of the municipal organization. In addition, there is often involvement in ideation processes in relation to the development of strategies and policies so that the services being prioritized reflect the citizens' needs and preferences.

Example: In relation to the 2016 development strategy, the Municipality of Høje Taastrup implemented a citizen involvement and participation process to ask for ideas and input to unfold the vision for the municipality of Høje Taastrup. Over a thousand people participated, and 800 different ideas were generated during the whole process that included kick-off meetings, people hosting meetings in their own homes, and so-called tagging on to other public events and community meetings.

Citizen participation in urban development

In urban renewal and development, citizen participation is historically a much more integrated tool. This is due, in part, to the fact that construction projects are more specific in nature and easier to relate to than service design processes. In essence, the classic participation process is indistinguishable from a design process where the designer has to take into account the needs of future users before creating the end product.

Urban/area development in Høje-Taastrup happens on two different scales:

1. The **isolated projects** of fairly short time scale and relatively sparse budget, such as the new playgrounds in Fløng, and
2. the **area-based urban development programmes** with much larger time frames and budgets, such as the 5-year area renewal project in Gadehave Neighborhood.

The isolated project

The first type of project can be said to follow a template that can be scaled up or down according to its specified location, and it typically takes place in areas where citizens have asked for very specific improvements or additions to existing public spaces. The advisory team that wins such a project is presented with a background paper on the community, its history and recent participatory highlights. The team then has to tailor a design process, including a mandatory participation phase, into which the neighbors and future potential users are invited to give their opinion over a period of several months, in several legs, and using many different participatory tools. They also have to take the various ages and needs of different user groups into account and find ways to prioritize ideas and correlating them with the original project description.

Local example: In the village of Fløng, the architects had to find a way to ensure that children's voices were heard as much as those of the adults who participated in workshops. To this end they spent an entire day of going through reference photos with children from ages 8 to 15 and having the kids each draw what they hoped would be realised. They also had to convey the children's input into a tangible construction plan. The result was two different play areas, one for infants and their families and another and bigger one for older age groups placed centrally in the village.

Important note: The public tender describes what types of abilities Høje Taastrup Municipality requires from teams bidding for a project. This includes their participatory portfolio and their knowledge of conveying citizen involvement into architectural action. The team also needs to describe a participatory process and justify their choices.

The area-based urban development programmes

These are strategic and long-term projects that focus on changing whole neighborhoods rather than just individual public spaces. This is especially relevant for deprived neighborhoods or villages and rural areas that have been in decline for a while. The aim is to formulate a common strategy for the area in question and to stimulate new growth based on local engagement, cultural entrepreneurship and a new strong narrative.

Area-based urban development programmes – apart from being spatially targeted and operating an integrated set of political and administrative instruments – are characterised by being limited in time. Moreover, it is a distinct feature of the programmes that a considerable transfer of economic and other resources take place in the course of the project period.

The programmes make a variation of tools available for the city. It becomes possible to forge strategic partnerships with local businesses and institutions or to stimulate the growth of local citizen groups. And the formulation of a comprehensive communication and information strategy supplements physical interventions ranging from public space development to the use of temporary space and art installations to stimulate local engagement and popular backing. And most importantly, they open up a city's potential, something that none of the stakeholders could have foreseen, helping citizens and others to perceive of their neighborhoods in new ways.

Developing a programme

The projects always start off with the co-creation of a **programme** for the neighborhood in question, made for and by the citizens alongside key personnel from the municipality, such as from the department of parks and roads. The process is usually facilitated by a small consultancy firm that wins the tender based on their experience with public participation processes and knowledge of urban development.

This is also the phase when the **steering committee** is constituted, which is comprised of key actors from civil society, cultural institutions and municipal representatives, while the project management is anchored in the municipality itself. And while the programme describes the string of urban space projects that have to be completed in the 5-year lifetime of the entire project, the job of the steering committee is to make sure that the project management is going as planned and that it keeps taking local actors into account.

Implementing the programme

This phase is first and foremost about carrying out the urban space projects as described [above](#). But instead of starting from scratch, these projects are embedded in the context of the development programme and the preexisting framework of participation. This ensures that the framework shapes the participation phase of each individual project which in turn contributes to the overall narrative of change in the neighborhood. And as the programme progresses, more and more citizens will be involved in shaping their own neighborhood, ensuring a stronger local engagement and acknowledgement even after the entire programme has been implemented.

Local example: As the first municipality in Denmark, Høje-Taastrup chose to host an open competition on the innovation platform, Innosite, about a redesign of Hedehusene Bypark (city park). The goal was to create the best results for the city and its citizens by challenging the usual role of the advisor. For the area renewal programme it was crucial that the park was developed in collaboration with citizens and local stakeholders. Therefore, the area renewal along with Spectrum Architects organized a process that was open to all citizens for example by establishing a city park group and a facebook group for all citizens who would like to get involved.

The park was like a hidden treasure in Hedehusene. An important part of the development of the park was therefore to create greater awareness of the opportunities the park had to offer now and in the future. Consequently, project development focused mainly on creating life in the park and showing the park's potential. At the same time, it aimed at creating better opportunities for dialogue with people in Hedehusene about ideas for the development and use of the park.

One such opportunity arose one summer, when all citizens were invited to a "Picnic in the City Park", which combined a treasure hunt, physical activities, lunch in nature, entertainment and storytelling of Hedehusene past and present. The treasure hunt took the participants on a historic journey through the City Park where they were supposed to solve tasks and gather knowledge. This gave citizens the opportunity to make better sense of the project and state their thoughts on the development of the park.

Later that year, the area renewal held a large-scale citizen meeting on Hedehusene City Park. Here, the winners of the Innosite competition were awarded, and Spectrum Architects presented their preliminary proposals for the park's future design with an ensuing discussion. The three Innosite winning proposals and the project proposal were then exhibited in the station building at Hedehusene Station. And everyone is now able to visit the finished park.

4. State of the art in the application of participatory methods

4.1. Current research and development trends

Participatory design (PD) is mostly conducted face-to-face with the support of physical props. Although this is a valid and very beneficial approach, it is unfortunately not applicable in every project context. It is especially challenging when a project's stakeholders are widely distributed; digital tools can address this challenge.

In the case of the Urbinat project this factor is even more real derived from three main reasons:

- The project team is vast 28 members of the consortium, the project will be implemented in 3 + 4 cities (front runners plus followers) and the need for communication, sharing, debate, consensus generation, definition of particularities is constant and intense;
- A large and differentiated number of citizens and other stakeholders in each of the cities are involved, which implies that there is a need for open and easy access to communication / action;
- We aim to create communities of practices between cities which implies the need to share the information of experiences, results and changes that are being implemented continuously in each of the cities and almost in real time

In this way we identified three factors that led us to implement online tools to support the process of development, participation and sharing of good practices according to Graber (2015) "Successful remote work is based on three core principles: communication, coordination, and culture."

Communication in virtual teams

One of the most common themes in remote work is communication, described as the "ability to exchange information" (Graber, 2015). Technology has made it possible for teams to have verbal exchanges using video conferencing tools.

We are aware that despite these technologies, a major issue for many researchers is that the lack of physical face-to-face interaction may lead to a greater amount of conflicts and misunderstandings (Larsson, Törlind, Mabogunje, Milne, 2002; Ayoko, Konrad, Boyle, 2012; Pangil, Chan, 2014; Graber, 2015). Some studies sustain that face-to-face conversations enable people to pick up on non-verbal cues given by body language and facial expressions (Graber, 2015) and video calls may reduce information interpreted through non-verbal cues (Larsson, Törlind, Mabogunje, Milne, 2002; Bergström, Törlind, 2007; Klitmøller, Luring, 2013; Pangil, Chan, 2014). Furthermore, team members may hide their reactions or reduce their emotions in chat messages, making it difficult for the rest of the team to understand how they feel (Ayoko, Konrad, Boyle, 2012).

Other reports indicate that interpersonal communication is important to share collective knowledge and creativity which are fundamental for innovation. Interpersonal communication involves informal interactions that occur unpredictably on a day-to-day basis which may induce team members to explore new concepts and build onto each other's ideas. Much of this is lost when transferring conversations online since digital interfaces do not engage people in side-conversations naturally. In fact, side-conversations are considered to be disruptive, especially

when virtual teams are brainstorming in a creative session. (Larsson, Törlind, Mabogunje, Milne, 2002; Bergström, Törlind, 2007).

At Urbinat, we design the online tools as enablers and support for the co-development of our methodologies, methods, processes and tools. We use a combination of video conference platform Zoom with a collaborative platform Miro.com. We have created CoHort's: work package participants' rooms and CoDev's: sub-groups for operationalization of specific tasks within the big task in hand. Our aim is that communication is fluid and uses a multichannel approach.

Coordination and collaboration

Tools can help remote teams with coordination, but it's important for them to establish a common goal and for team leaders to create a process that will empower them to achieve it (Graber, 2015). Communicating, sharing knowledge and creating new ideas are important steps towards nurturing a team and achieving a shared objective. Due to the often multidisciplinary and multicultural backgrounds of their members, diversity is a common trait in distributed teams. Studies show that the information shared in remote teams is richer compared to homogeneous teams. A diversified group of people with different skills and experiences helps to cultivate creativity (Bergström, Törlind, 2007) and overcome conflicts and communication problems more easily (Pinjani, Palvia, 2013).

Teams need to create a structure that enables leaders to assist and evaluate team members on project management, self-development and their use of tools. Additionally, leaders need to handle emerging conflicts and team dynamics while ensuring that the entire team is regularly updated on the progress of projects. Coordinating such tasks and knowledge provides more clarity for the team and is essential for influencing performance (Lee-Kelley, Sankey, 2008; Pinjani, Palvia, 2013).

Distributed teams also have to find new ways to ideate and create collaboratively. At the time that Bergström and Törlind (2007) published their study, they demanded better collaborative tools and shared online surfaces because the existing technology was not advanced enough to fulfil the needs of designers. Meanwhile, Urbinat's main current tools such as MURAL and MIRO provide virtual whiteboards that empower remote workers to share their concepts with the rest of their team and interact with them collectively.

Culture, trust and transparency

Culture can be defined as “the personality of a company—its mission, values, ethics, expectations, goals, and work environment” and can be better understood by getting to know the company's communication, processes, expectations, and team building methods for personal growth (Baran, 2015). Graber considers culture essential for virtual teams to remain efficient in the long run. He believes that the first step towards building culture is to establish trust, which can be done by encouraging team members to get to know each other's feelings and understand their lives outside the office. Although he admits that this can be uncomfortable in the beginning, he insists that personal connections “will lead to greater engagement and better performance” (Graber, 2015). Since remote workers rarely meet face-to-face, he suggests that going on team retreats for short periods of time may be a good way to create these types of social bonds.

Trust in virtual teams, defined as “the degree of reliance that individuals have on their remotely located team members taken collectively” (Pangil, Chan, 2014) can be strengthened by means of social communication and interactions related to team members' personal lives (Pinjani, Palvia, 2013). Successful remote companies also opt for complete transparency to build trust within their teams. By being authentically open about their core values and by giving everyone access to the

information about the company—such as salaries, pricing and revenue (Bauters, 2015)—team members can feel that they are part of a shared identity and that their contributions towards a common goal are meaningful.

On the other hand, researchers agree that building trust within virtual teams can be challenging since they rarely have opportunities to meet each other face-to-face. Different time zones complicate this further since it leads to asynchronous communication (Pangil and Chan, 2014). This can be overcome by communicating frequently, for example by answering messages instantly and giving regular updates to the rest of the team (Graber, 2015).

Tools for remote workers

The list below contains some of the main digital tools identified for communicating and coordinating work between location independent teams.

Organisation & project management

- Asana
- Basecamp
- Trello
- Instant messaging
- Slack
- HipChat
- Sqwiggle

Videoconferencing

- Skype
- Google Hangouts
- Adobe Connect

Online collaboration & screen sharing

- Google Docs
- Hackpad
- MURAL
- RealtimeBoard
- Spacedeck
- Adobe Connect
- Screenhero

Sharing information

- Google Drive
- Dropbox
- Evernote
- Pinterest

Time planning

- Harvest Forecast
- Every Time Zone
- World Time Buddy

Team activity & performance

7Geese
iDoneThis
WeekDone
WorkingOn
15five

Prototyping

InVision
POP

Contracts & agreements

HelloSign
Billing
Harvest

Social media management

Buffer
Automation
IFTTT
Zapier
Security
1Password
OpenVPN

4.2. Benefits and drawbacks, obstacles and opportunities in relation to URBiNAT

Online tools for participatory Design Approach at URBiNAT

The design community disagrees on a common definition for design thinking. According to Moritz Gekeler—current Design Strategist at SAP and former teacher of design thinking at the Hasso Plattner Institute in Potsdam—Design thinking “it’s not a workshop and it’s not a process, but it’s more this mindset or this culture of working together.” Design thinking is more than a set of steps or techniques but rather a holistic way of approaching complex problems by integrating different skills, tools and methods.

Literary research also shows that design thinking and remote working already share some common ground that we have taken into account in setting up URBiNAT Participatory framework and Process:

- both are focused on simplifying complexity from a human / user perspective
- both obtain better results when teams are multidisciplinary
- both require visualisation to share collective knowledge
- both can increase team motivation and collaboration

However, due to the virtual nature of remote working, a number of obstacles must be anticipated and overcome.

Analog vs. digital tools

Tan Shu Hiong, a design thinking coach at The Dot Connect, pointed out that one of the most important elements of design thinking is to have everyone in the team stand around a whiteboard and contribute ideas simultaneously. Teams that apply design thinking techniques will also use flip charts and sticky notes to write and sketch on.

In remote teams, visual collaboration only happens on screens. Virtual whiteboards, such as MURAL and RealTimeBoard have recently emerged to help distributed teams collaborate online. MURAL, for example, provides zoomable ‘murals’ on which users can use virtual sticky notes or add images, videos, symbols, labels, and text. All of these elements can be dragged, dropped and clustered, just as they would on a real wall. It allows multiple users to collaborate simultaneously and it includes templates for many design thinking exercises. The limiting feature of online walls is that visual thinking is reduced to the size of a computer screen. Hiong believes that the development of bigger touch screens could improve the way remote teams collaborate by allowing them to physically interact with their colleagues as if they were in the same space. Yet until Tele-board or a similar technology is available for everyone, virtual teams will have to use more affordable and convenient tools.

Synchronous vs. asynchronous communication

Teams that work in the same location benefit from instant verbal and visual communication, making it easier and faster for people to give feedback and iterate on ideas. However, when teams work in different time zones, it’s inevitable that parts of the design process will be completed when some people are unavailable, increasing likelihood of misunderstandings.

Emilia Åström is a design thinking facilitator at MURAL who has used design thinking in non-remote and remote teams. She noted that both types of teams feel frustrated and lost during the design process, especially when teams are in the divergent phase “exploring all the possible solutions and different directions.” Her way of coping with this problem is by asking more questions to enable the team to think of more ideas. She believes that prolonged periods of confusion will help teams realise that it was a necessary part of the process to understand the problem from all angles. According to her, the only problem that remote teams face is having a good internet connection and finding a place that has low background noise levels, since both of these can affect online calls. Holly and James also mentioned noise levels as one of the main reasons they avoid working in co-working spaces.

Online tools also remove non-verbal cues that help teams to communicate. Holly explained how the tone of voice can be misinterpreted when communicating by chat or email, making the design dialogue more challenging.

To avoid these problems, it’s important to over-communicate when using video conference and chat applications to ensure that the team understands the information being shared. Communication problems are also easier to overcome when team members know each other well and are used to working together.

Location-specific vs. location independent user research

One of the main concerns about remote design thinking is how to conduct user research when team members are geographically dispersed. Users are often location-specific to where the client is based, making it complicated for remote teams to carry out ethnographic research. To solve this,

Hiong believes there are two alternatives: team members can either visit the location to observe and interview users or they can train their clients to interview users and share their observations with the team.

However, he argues that the majority of user research could be done independently of location. For example, remote teams can use technology and online surveys to communicate with users or they can simply observe similar users and situations wherever they are based. The second option echoes with Moritz's idea that design thinking can benefit from having different perspectives from a team that lives in many locations with distinct cultures.

Applying remote design thinking

Having a design thinking mindset while working remotely is complex, yet possible. Many of the challenges can be overcome with online tools that imitate offline teamwork, as long as teams can rely on a stable internet connection. Until technology is improved, remote teams have higher probabilities of succeeding in using design thinking if they can reduce human-related problems by building a strong team culture and creating structures that work efficiently across space and time.

In short, for URBiNAT an online tool is not the end-goal in itself but rather an enabler and support for participatory processes. Online tools can help simplify communication, aggregate knowledge and information, potentiate of the multidisciplinary of Urbinat team, the citizens involved in each of the cities and the cross pollination focus of our Communities of Practice between the 7 cities.

5. Strategic design for effective usage of participatory methods

5.1. Mapping techniques and tools: cultural mapping as a flexible approach and combination of approaches

The URBiNAT's approach to cultural mapping aims to catalyze processes for actively connecting people and deepening knowledge of a locality. Cultural mapping places significant emphasis on processes which enable projects to be platforms for discussion, engagement, citizen participation, and empowerment. Its platform should provide space for collective expression, discussion, and action among different groups. It should also support and guide collective decision-making and strategies for future development.

Cultural mapping is allied with the fields of deep mapping, community mapping, participatory asset mapping, counter-mapping, qualitative GIS, and emotional mapping. These fields are connected through their focus on bottom-up processes for making visible the knowledge of citizens/residents, and shared topics of narratives, identity, histories, and local practices that bring meaning to places. Cultural mapping is distinguished by its specific focus on cultural aspects and elements of a place. In recent years, a shift within cultural mapping is evident from a focus on mapping tangible cultural assets to growing attention to intangible aspects of place and human

attachments and relations to a place, aiming to discover what makes a place and the community within it distinctive.

More broadly, cultural mapping is a field of interdisciplinary research and a methodological tool in participatory planning and community development. Participatory cultural mapping and counter-mapping of local cultural resources and assets are rooted in broader participatory ‘collective action’ community mapping traditions, including counter cartographies or ‘alternative maps’, citizen cartographies and people’s atlases, and mapping for change. It aims to make visible the ways that local cultural assets, stories, practices, relationships, memories, and rituals constitute places as meaningful locations, through a *“process of collecting, recording, analyzing and synthesizing information in order to describe the cultural resources, networks, links and patterns of usage of a given community or group”*.

In the context of URBiNAT, cultural mapping is **proposed as the methodology to be implemented during the diagnostic phase**, particularly in order to map intangible cultural assets, which are more qualitative in nature and not easily counted or quantified. Examples include: values and norms, beliefs and philosophies, language, community stories, histories and memories, relationships, rituals, traditions, identities, and shared sense of place.

Through this approach, URBiNAT can:

- ❑ facilitate direct involvement of residents and other site users in informational gathering, discussions, and decisions regarding the development of their locality;
- ❑ create opportunities for dialogue between a community and local authorities, offering “diverse sources of information that can overcome the limitations of expert opinions”; and
- ❑ provide information that does not represent a ‘final answer’ or ‘end result’ but, instead, are “discussion openers” that open up new perspectives on mapping results and local development.

Within this latter stream of initiatives, we increasingly find artistic-led cultural mapping initiatives, as municipalities turn to artists/animations to design and steer ‘arts-led dialogues’ as vehicles for citizen participation in community decision-making, embedded in forms of participatory mapping.

A protocol for the development of cultural mapping is included in the annexes of the present deliverable, which can also be applied in many aspects as general guidelines to implement participatory activities, since:

- ❑ on the one hand, cultural mapping is flexible according to the objectives, purpose and what one wants to map. E.g. facilities, organizations, stories of places, historical sites, for the past (memories and landmarks) or for the future (aspirational mapping), for the community or for outsiders; and
- ❑ on the other hand, it can be applied in different ways and combined with different approaches or informed by other approaches. Examples of other approaches include: footprint of women, forbidden cities, asset-based community development, artistic approach.

Other possible combinations include:

- ❑ technological tools, by, for example, feeding qualitative layers of GIS or video/audio recording stories and registering the analysis of results in online platforms;
- ❑ mapping workshops combined with photovoice, walks and interviews or focus groups;
- ❑ variable thematic according to interests/needs/important aspects of each community.

Moreover, a protocol has been developed that has a list of toolkits that have been created for practitioners to guide the development and implementation of cultural mapping projects, and which have emerged in different parts of the world reflecting local conditions and motivations for cultural mapping projects.

In the case of URBiNAT project, cultural mapping can be related to the different stages of the co-creation process as follows:

- ❑ *Co-diagnostic / co-monitoring:*
 - mapping provides baselines and data for thinking about places, people and resources;
 - participatory cultural mapping provides cultural information and data, which are not usually captured in standard statistics and profiles, nor in other standard qualitative methods;
 - the methods used and the information collected are also useful for ongoing monitoring and assessment of cultural vitality and community well-being. E.g. new cultural celebrations, production sites, intergenerational skills transfer, community public art and landmarks.

- ❑ *Co-selection / co-design:*
 - incorporating meaningful symbolic elements (e.g. diversity of languages and cultures, historic objects);
 - sited in places that are meaningful to the community;
 - enabling cultural activities, such as festivals and other gatherings;
 - recuperating meaningful places;
 - incorporating and integrating art in installations and interventions (e.g. lighting features);
 - developing public art;
 - engraving history and creating new landmarks.

- ❑ *Co-implementation:* initial cultural mapping at the co-diagnostic stage can inform the development of installations and interventions.

- ❑ *Co-management:* by promoting a sense of belonging, ownership and collective achievement, cultural mapping seeds the involvement of inhabitants in collective life. Co-management of the public space, including of the nature-based installations and interventions implemented throughout the co-creation process, will benefit from this catalyst effect.

Finally, in the specific case of URBiNAT, aimed at co-creating a healthy corridor as an innovative and flexible NBS, which itself integrates a large number of micro NBS emerging from community-driven design processes, cultural mapping offers the opportunity to:

- ❑ evidence various dimensions of health, including safety, psychological barriers, empowerment, ergonomics, specificities;
- ❑ share across different groups (e.g. older adults-children, intercultural);
- ❑ sharing/learning about one another, promoting social cohesion;
- ❑ focus on (open-ended) processes of discovery, within clearly defined parameters/objectives.

5.2. Design approach for participatory solutions related to URBiNAT's objectives

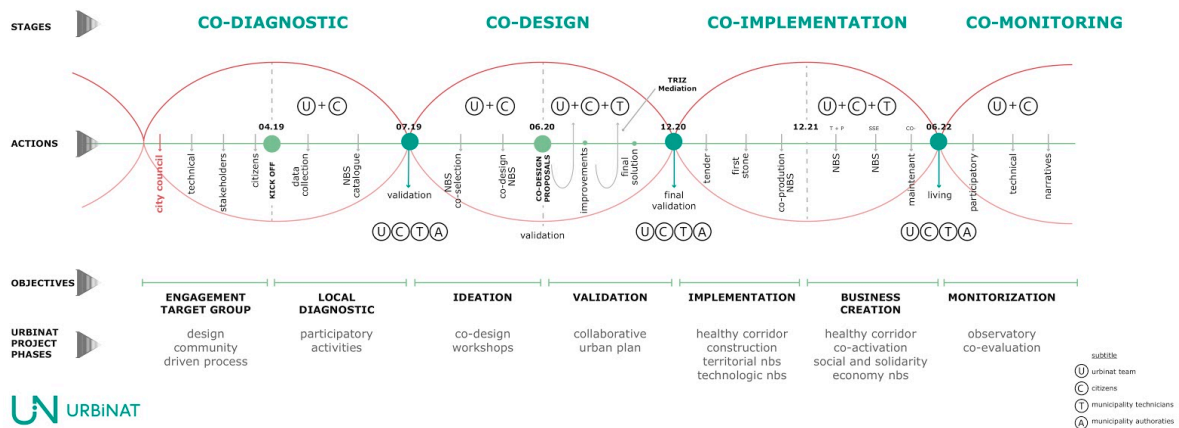


Figure 5.1 The participatory Analysis Matrix

The Urbinat team created a Research Plan to develop the Design approach for the Participatory solutions related to Urbinat objectives following a specific scientific protocol:

- All Work package leaders were asked to fill out a table with the following parameters:
 - Short description of the task
 - Indication of the issues to be analysed and addressed through participatory design processes
 - Indication of the dimensions of analysis
 - proposal of units of measurement
 - proposal for methods of collecting information
 - Frequency indication and data monitoring process
 - Expectation of results
- The participatory URBiNAT team experts created an Analysis Matrix to match the work package leader's information with possible participatory categories, processes, tools to use in order to gather the requested information / data. The Matrix crossed each indicator with the following parameters:
 - Types of research methods applicable for use (initial feedback to the work package leaders);
 - Distribution of each indicator within the pre-defined participatory methods:
 - cultural mapping A
 - behavioural mapping
 - Walkthrough A
 - Photovoice A

- focus group
- Face-to-face interviews
- Questionnaires
- Laboratory analyses
- Territorial Mapping
- Clustering into types of needs considering the participatory design process – 4 Types of Needs resulted from this analysis, to learn more about citizens and cultures in the designated city areas:
 - "Listening": Perceptions/Expectations/Needs”
 - "Satisfaction"
 - "Intimacy": Relations / Personal Judgement
 - "Prospects": Opportunities and new business models

This Matrix and analysis allowed the URBiNAT Participatory design team to design the full overview of the project process, the stages, actions and activities, objectives and Urbinat Phases (see figure 5.1. for overview)

- The Design approach for participatory solutions was co-created and co-developed by the URBiNAT work package 3 team using the online collaborative tools described earlier such as: Zoom meetings, Realtimeboard combined with face-to-face meetings that happened in CES, Coimbra, Portugal.
- The scientific protocol also included the O’Porto pilot case as a validation group since the Participatory Design process was presented, discussed and improved continuously based on the interactions with the O’Porto partners, City Council and Domus Social, as well as the local stakeholders and facilitators to whom the overview was presented and discussed.

The participatory design approach / process description:

The process was designed starting by defining team roles and a co-leadership model between URBiNAT research team and the local partners according to four different levels:

URBiNAT research team consisting of:

- URBiNAT TEAM Scientific Leadership 1 or 2 persons
- Knowledge in action / knowledge sharers - operational team organising engagement
- Facilitation team at stakeholder level
- Observers: cannot intervene but are essential to complement the facilitators role

Local partners team:

- Project leader: people with an overview of the project, transversal leadership = 1 or 2 people
- Knowledge in action / knowledge sharers = operational team / identification of people in the teams of each department who can also inform which are the other projects/participatory processes already planned and ongoing
- Observers: cannot intervene but essential to complement the facilitators role

The figure below illustrates this distribution of roles and duties within the task force:

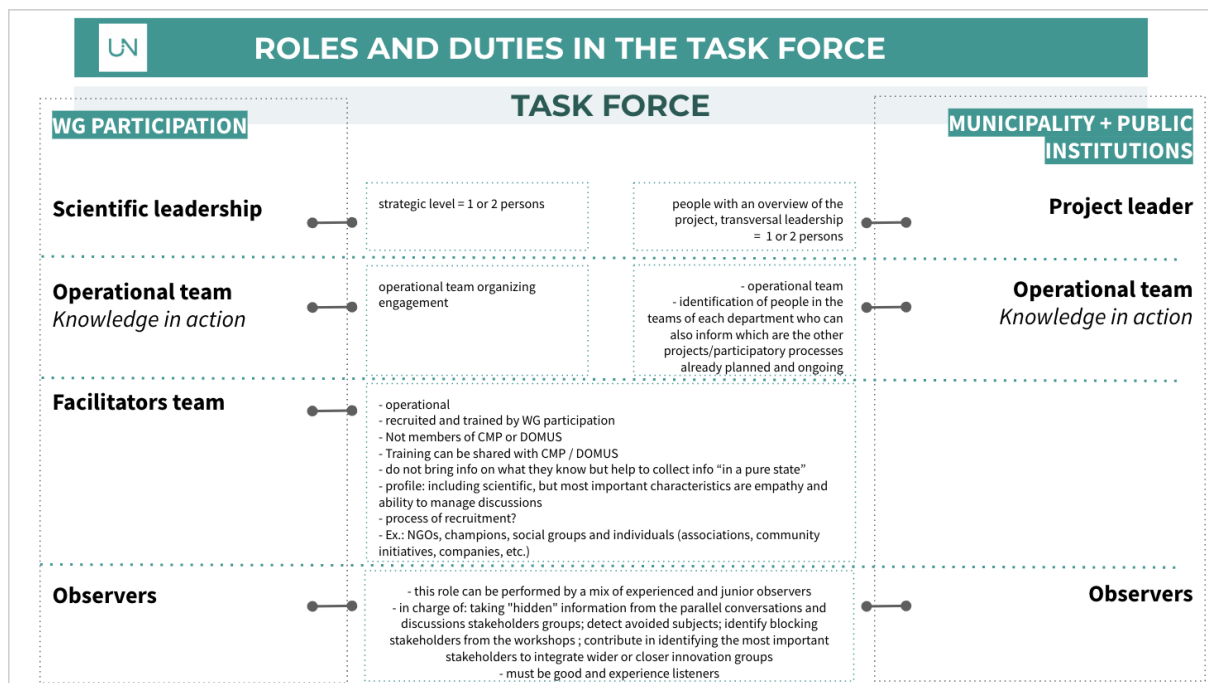


Figure 5.2 Roles and duties in the task force.

The process is designed according to:

- Four main Stages (URBiNAT essence) – Co-diagnostic; Co-design; Co-Implementation and Co-Monitoring
- Twenty-three actions in which several activities are carried out according to the local specificities, culture of participation and citizens level of engagement:
 - Four preparation and ignition actions and activities:
 - 1 - Meeting with City Council – Goal: Engage, Goodwill and Awareness
 - 2 - Meeting with City Council Technicians - Goal: Engage, Awareness and Identify Local City Council Operational team members
 - 3 - Meeting with local Stakeholders already involved in other participatory actions – Goal: Learn from previous experiences and involve them in URBiNAT participatory process.
 - 4 - Meeting with identified Citizens that can become URBiNAT project Local Facilitators and Champions due to their community known leadership – Goal: Engage, create community goodwill and ascertain level of expectations
 - Three Co-diagnostic actions
 - 5 - Project Kick-off – Public launch: Goal: Create awareness and buzz

- 6 - Action with several activities for data collecting – Goal: get the information requested for the work package leaders needed to fulfil URBiNAT objectives – Starting with schools to achieve children’s awareness and family advisory as well as endorsement
- 7 - Action with several Activities for NBS catalogue Citizens definition – Goal: create a local NBS catalogue involving the local citizens and technicians.
- One Validation and community action
 - 8 - Closing - community action - build by arts - Promote sense of belonging, Achievement.
- Five Co-design actions
 - 9 – Action for NBS solution citizens’ co-selection – Goal: involve the citizens on the decision-making process regarding which solution fits the local needs and the specific needs of the community.
 - 10 – Action with several activities for co-design NBS Solutions – Goal: to involve the citizens in the final design process and final parameter definition for the NBS solutions according to specific local needs, features and cultural background.
 - 11 – Intermediary validation action between citizens, technicians and city councils managers – Goal: achieve consensus through mediation techniques such as TRIZ.
 - 12 – Actions with several activities to co-design improvements after the previous validation and feedback moment – Goal: Engage all stakeholders into the final Program to be implemented.
 - 13 – Action to define final solution – Goal: fine-tune and achieve consensus around the final improved solutions to be presented for validation and decision-making moment at the City Council.
- One FINAL VALIDATION action
 - 14 – Action to achieve final validation and approval to the Co-design URBiNAT Program – Goal: Get the Go for implementation
- Six Co-Implementation Actions
 - 15 – Action for Tender launch
 - 16 – Action for first stone launch
 - 17 – Action with several activities for Co-Production of NBS Solutions: Goal: Involve the citizens to co-produce the chosen NBS Solutions, enabling local companies and other formal/non-formal stakeholders and develop local social and sharing economy.
 - 18 – Action to co-implement NBS Solutions – Goal: citizens hands on approach and enabling communities of practice
 - 18 – Action to co-implement NBS Solutions – Goal: citizens hands on approach and enabling communities of practice
 - 20 – Action with several activities to co-develop and implement maintenance programs
- One Action to Start / Launch the Healthy Corridor Space for living
 - 21 – Launch the Healthy corridor for citizens and the city

- Three Action for Co-Monitoring

21 – Action with several activities for creating citizens’ participation regarding the monitoring processes

22 – Action with several activities to enable technicians monitoring tools, systems and program

23 – Action with several activities to enable the gathering of citizens narratives, stories and experiences of the Healthy corridor

The following objectives were defined for Participatory Design process sequence:

- Engagement of target groups – connected to the Co-Diagnostic Stage
- Local Diagnostic - connected to the Co-Diagnostic Stage
- Ideation – connected to the Co-Design Stage
- validation – connected to the Co-Design Stage
- Implementation – connected to the Co-Implementation Stage
- Business creation – connected to the Co-Implementation Stage
- Monitorization – connected to the Co-Monitoring

The Participatory Design Process objectives also follows the URBiNAT Project phases:

- Engagement target groups – Design Driven Processes
- Local Diagnostic – Participatory activities
- Ideation – Co-Design Workshops
- Validation – Collaborative Urban plan
- Implementation – Healthy Corridor construction, Territorial and Technologic NBS
- Business creation -Healthy Corridor co-activation, social and solidarity and Economy NBS
- Monitorization – Observatory and Co-Evaluation

5.3. Key factors for successful implementation

Well diagnosed, designed and planned, the positive validation of any participatory design process will only exist when people who are actually involved and contribute with their time and ideas consider that their “personal” investment is highly rewarding for them and for the Community. Especially when people consider that the process of co-creation leads to the materialization of a positive URBiNAT solution that contributes to the development, growth and improvement of the common good and improved quality of life for the citizens in the district where it is being implemented.

Our participatory Design process was conceived based on this single and simple focus; it is HUMAN-CENTERED. For URBiNAT, the People are in the driving seat from the beginning, from diagnostics to the design, development and implementation of the Healthy corridor.

It is due to this premise that our process was designed in stages (4) and included milestones of validation and evaluation (4) of the results reached up until each stage/milestone. In addition, the URBiNAT team and the Techniques of the promoter entities (using tools and consensus methodologies such as Delphi and Triz), are also moments where insights and observations go on

to the next step and precisely at this point, the success and failures of what has been carried out and achieved up to that point should be evaluated by the participants.

For this, the URBiNAT team has designed an evaluation protocol based on 3 topics:

- a qualitative-quantitative model of evaluation of the key performance indicators (Mateus et al, 2016) of the dynamics of the participatory design process called Participatory Design Metric System - PDMS.
- categories of systematization of guidelines
- ethical issues in the participatory processes

5.3.1. Participatory Design Metric System - PDMS.

The metric philosophy applied is a key factor to control performance and measures the participatory design results. The metric system is based on micro and macro key performance indicators (KPIs) according to a blended metrics system.

Being Urbinat participatory Design a methodological approach for a complete holistic system of co-creation and co-design for innovation aimed at the sustainable development healthy corridors, it is, so far, composed by a sequence of 4 stages, 4 milestones of validation, 23 actions and several operational activities (to be defined case by case). Each stage works according to a continuum based on a “dynamic funnel” philosophy (from macro to micro) to obtain, filter, select and cluster ideas, establish connections, test and ordinate/select preferences (by voting) among these constructs, and then integrate and systematize them (e.g. visual mapping) and obtain a final consensus of all participants. The fact that the system is perfectly designed and structured allowed the research to define clear key performance indicators along the process (see figure).

This process is measured in a continuous flow, by macro and micro objective and subjective indicators (KPIs) - and textual expressions as well as anthropological evidence (life stories and experiences) gathered by the participants - which are therefore related with each other at each stage/action and are analysed (by content analysis), and evaluated (rated) according to the gap calculated by the difference between an expected baseline value and the real value measured. The differences calculated between these two values (Gaps) supplies the performance measurement separately for each of the stages, and by adding all KPI Gaps for the global process.

Each stage is established with an initial baseline, a KPI performance objective (i.e. in Ideation the number of ideas generated, etc.), and measured after its application thus the final value is obtained.

The equation algorithm for the performance metric is given by: KPI baseline (expected) minus KPI obtained.

The complete set of measures are a summated scale averaged index of all indicator's gaps (baseline minus real values) according to the following equation:

$$\text{Kpi PGI (Performance Gap Index)} = \text{Kpi1} + \text{kpi2} + \dots + \text{kpin} / \text{N}$$

According to the process, the KPI for each stage is based on three types of measurements from interaction observations and personal self-administered questionnaires evaluating:

- technical quality and self-expressive aspects;
- General Satisfaction, Recommendation and Emotional states after the experience;

- the level of consensus obtained.

Metric System Processes and Procedures

We hereby also present the designed macro and micro processes (see figure 2):

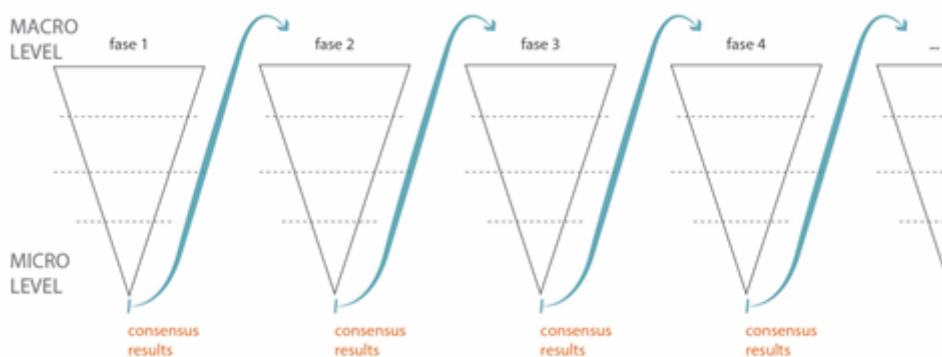
A- Macro Processes/ Information Flow

The Macro processes are composed by the full set of sequences of micro processes for each stage and the aggregation of all stages that generate a final continuous flow of information. The consensus generated produces a final result (deliverables report) for each stage that will be used to start the next stage, with its own set of tools and micro processes, and so forth, leading to the accomplishment of the total flow of information generated and the final result of the innovation process.

B- Micro Process – Consensus generation

Regarding the methodology's eleven sequential micro processes applied according to a "dynamic funnel" philosophy, each sequential micro process and associated tool (stimulus) is chosen for each project (innovation challenge) and applied for information generation and discussion using divergent and convergent thinking techniques and are continuously clustered by the participants in order to obtain consensus. First the participants, organized in small groups of no more than five people each, start using divergent thinking to obtain as many ideas, concepts and insights as possible about the problem/case in hand. Secondly, using convergent thinking, they tag and "cluster" the constructs produced, reducing the information to common categories until reaching an acceptable clustered agreement between all participants. The third sequence is accomplished by the creation of logical hypotheses and links, by identification of cross connections and dependencies between the clusters reaching a final consensus about the information obtained.

Figure 5.3: Dynamic funnel - Continuous Metric System



As regards the measures within the dynamic funnel concept:

Measures

A- Macro- The full set of results for each stage (milestone) generates a consensus and performance evaluation (e.g. deviation KPI Gap from baseline) thus generating the PGI (Performance Gap Index).

B- Micro- Measures of the results for each step calculates a performance deviation from baseline (KPI Gap) that allows for a continuous control, adjustment and performance improvement after each event.

As regards the instruments and measurement scales used for the questionnaires:

Instruments and measurement scales

So far, the full set of instruments validated are:

- Evaluation Ratings for importance attributed to inputs: ideas, concepts and visual stimulus/evidences (self-administered rating scales);
- Emotional state and degree of feeling (based on Ekman face typology);
- Self-expression and Technical quality evaluation (self-administered evaluation questionnaire);
- General satisfaction with the participation and recommendation (self-administered evaluation questionnaire);
- Consensus and contradictory problem-solving voting (Dephi and Triz matrix formularies);

The Integrated Metric System will be a tool to support the URBiNAT participatory design research team in the tasks. The planning, implementation and monitoring of actions triggered interaction and communication, internally and externally, will be activated in the system by the actors of each action. This system is supported by two main functions:

- telecommunication and web and face2face interaction with users and stakeholders;
- data analysis, deviations and alerts.

The main objective is to provide, in real-time, a systematization of information for each implementation / action ongoing, with features of management (recurrent parametrization), quality and process indicators within the overall performance control.

All projects must be assigned performance targets as a specific baseline set of objectives for each stage (i.e. the minimum number of ideas/concepts or clusters to be generated should = 10, etc.), and similarly for the full process. These assignments are to be defined by local facilitators teams and URBiNAT WK Observatory leaders.

5.3.2. Categories of systematization of guidelines

URBiNAT's partners gathered different perspectives, expertise and experiences to establish the theoretical and methodological foundations of the project in a handbook that constitutes the deliverable D1.2, submitted to the European Commission in November 2018. This is a “living” documents on which we should continue building our work together, and which will require appropriation by all, as well as regular updates.

Specifically, regarding citizens' engagement, work package 3 worked on extracting and organizing in categories the guidelines included in chapter 1 of the handbook. It consisted in identifying key categories in the texts of chapter 1 (including the final guidelines that have been incorporated in each of them), and referencing contents and authors in each category. A review of these categories enabled to identify and elaborate on overlaps and contradictions, as well as to check inclusion of ethics, human rights and gender. This work will be followed by a visual translation and validation to produce engagement tools and handbook for community-driven processes.

These categories are fundamental since they generate the following consensus after a convergent method:

- "Citizenship rights: broadening the meaning of the appropriation of social, urban, political and cultural rights, both internally in the collective imaginaries and externally in renovated relations with local powers "
- "Innovation cycle: adopting processes of rupture and searching for alternatives based on a concrete social problem"
- "Regulation: making clear rules for equal rights of expressing visions and priorities "
- "Governance: - balancing interactions among citizens, city staff and politicians and other agents"
- "Inclusion: specific guidelines to guarantee diversity inclusion"
- "Trust: improving or creating trust relations among citizens and among citizens and city staff, politicians and other agents"
- "Co-production: stimulating and improving the co-production of public services, participatory processes and products' development "
- "Cultural mapping: articulating and making visible the multi-layered cultural assets, aspects, and meanings of a place"
- "Behavioral changes: instigating behavioural adjustment, or change in behavior, in some particular respect"
- "Intensity and levels of participation: setting different approaches and level of participation depending on the goals and real conditions to participate"
- "Communication and interaction: communicating specificities for interacting with citizens"
- "Facilitation: Specific guidelines to address a facilitation that integrates other URBiNAT participatory' guidelines"
- "Transparency: arguments for encouraging efforts to act in a transparent manner"
- "Quality of deliberation: setting a meaningful deliberation process"
- "Where: guidelines for space to hold participatory events"
- "When: Identifying the best moment for the participatory events"
- "Supportive methodologies and techniques: using specific methodologies and guidelines to support the mobilization and inclusivity"
- "Integration of participatory processes' results: enlarging the scope of co-creation to validate the developed ideas"
- "Private sector: mapping the relevant private sector actors with interests and input in the NBS targeted area"
- "Monitoring and evaluation: addressing monitoring and evaluation of the participatory processes"

5.3.3. Ethical issues in the participatory processes

Citizens involvement

As referred in URBiNAT's code of ethics and conduct, researchers and partner institutions of the URBiNAT project must base their work on a fundamental respect for human dignity. This means that the individuals' interests, autonomy and integrity cannot be set aside in any situation. Researchers and partner institutions must protect participant's integrity, their freedom and self-determination, respect their privacy and family life. The project must also safeguard participants against any possible risk of harm, including in the moment of publishing research results.

Researchers and partner institutions of the URBiNAT project must provide participants with the basic information regarding the project, including its purpose, funding agency, who will have access to the information, the intended use of the results, the consequences of participating in the project, and the participant's rights. All this information is available on the informed consent sheet. When collecting and processing personal data, researchers will provide all the previous information (adapted to the participant's background and language) in order to obtain the necessary informed consent from the participant. The consent must be informed, freely given, and in an explicit form, meaning that the participants clearly state, in a written document (a signed consent form), that they understand what it actually means to take part in the research project. They also must be fully aware that they can withdraw their participation at any time without any consequences.

Researchers and partner institutions of the URBiNAT project will assure that data related to identifiable individuals will be stored responsibly and for a reasonable period of time, meaning no longer than what is necessary to achieve the objective for which it was collected.

Researchers and partner institutions of the URBiNAT project are responsible for ensuring that participants are not exposed to serious physical harm or other severe or unreasonable strain as result of the research. If any problem arises, professional follow-up will be provided by the project.

Researchers and partner institutions of the URBiNAT project should consider and anticipate effects on third parties that are not directly involved in the project. Sometimes the project and research get access to information out of its focus and that might have an impact on individuals (or groups) that are not included in the research. In that case, measures to protect their privacy should be taken.

Researchers and partner institutions of the URBiNAT project must respect individuals' privacy and family life. Researchers should avoid questions regarding intimate matters and putting pressure on participants. What participants perceive as sensitive information may vary from one individual to another. Also, the distinction between private and public sphere might not be easy to identify. Researchers should be sensitive to these situations.

Researchers and partner institutions of the URBiNAT project must show respect for the values and views of participants, not least when they differ from those generally accepted by society at large. Special documentation and argumentation are required for providing accounts of actions that ascribe unworthy motives to participants or motives other than those they invoke themselves.

Researchers and partner institutions of the URBiNAT project are responsible for explaining to the participants the limitations, expectations and requirements associated with their role as researchers.

Groups and institutions

As already mentioned and detailed in URBiNAT's code of ethics and conduct, researchers and partner institutions of the URBiNAT project have a special responsibility to respect the interests of vulnerable groups throughout the development of the entire project. A particular attention should be given to the requirements regarding information (that should be clear) and consent (that should be obtained). Researchers collecting information concerning the characteristics or behaviors of individuals (or groups) should be cautious about using classifications or designations that allow

unreasonable generalization, and which in practice result in the stigmatization of particular social groups. In the URBiNAT project this is a major concern and classifications and designations of this kind will be avoided.

URBiNAT is a people-centered project. For this reason, participation is a fundamental aspect to develop the tasks and achieve its goals. Considering that the project will promote urban regeneration, a multiplicity of cultural and socioeconomic aspects will be present in the specific neighbourhoods, including vulnerable individuals or groups. These individuals and groups will be identified, based on the diagnostic results, and strategies will be designed to promote the participation according to the following specificities:

Childhood: URBiNAT is committed to actively engaging children as part of the broad citizenship process. Their specific needs and interests must be protected in ways supplementary to the general treatment of adults. Children in the context of URBiNAT are persons who, based on their age, are unable to give informed consent. URBiNAT will adopt relevant national legislation in each participating country and the Convention on the Rights of the Child. Moreover, URBiNAT will adopt the CES Child Protection Policy to protect children's rights and to guarantee that participants are not subject to any form of coercion while safeguarding the child's best interest.

Key considerations: the project must always obtain children's informed and ongoing consent to the extent that they are able to do so. Obtain consent from their parents or legal guardians, it is also necessary. The children will be informed about their participation in friendly language, to help them understand the activities and goals of their involvement, in respect of their right to participate and progressive autonomy. Furthermore, the respect of children's ideas and views will be always guaranteed, as much as environments, language and working methods adapted to their capacities. For an adequate process, facilitators will be trained to foster children's participation, and to adequately manage sensitive and risk-prone situations. When children with functional diversity are involved in project activities, researchers and facilitators must guarantee a plain language and adequate methodologies to ensure their involvement and adequate level of participation.

Gender: gender issues are addressed in an intersectional perspective, which includes different aspects related to identity, equal rights, possibilities and obligations. Reference to gender includes equality of gender minorities and diversity. URBiNAT is committed to integrating gender perspective into all stages of project activities and, accordingly, improve the quality and effectiveness of the results. URBiNAT is based on non-discrimination, balanced participation and equitable opportunities to all.

Key considerations: integration of basic gender mainstreaming concepts while conducting activities, and adoption of adequate notions of gender related to the project. Promote the involvement of "all persons" at all stages and structures of the project, including at coordination, strategic or operational level, and, at project' activities level. Ongoing evaluation of the balance between genders concerning distribution of resources, opportunities and leadership. Whenever possible, URBiNAT will apply gender disaggregated statistical methods to provide more detailed information on the needs, problems and expectations of the project's target groups. Also, the project will adopt measures to answer any human rights violation such as assertive responses to hostility practices based on gender and gender minorities/diversity; and conscientious vigilance to avoid reproducing practices that reinforce traditional sex-role stereotypes (masculine dominance and female subservience) and contexts where participants may be subjected of harassment.

Functional diversity: citizens with functional diversity face a number of difficulties in contemporary societies, creating unequal access to basic public services and “normal” daily life, conducting to social exclusion. URBiNAT recognizes the importance of involving persons with functional diversity in the discussions concerning the HC concept as they will be future users. The project will be guided by the principle of accessibility, including conditions that facilitate mobility. Furthermore, activities will be implemented with references to the Convention on the Rights of Persons with Disabilities (UNCRPD) and the European Disability Strategy for 2010-2020.

Key considerations: ensure that people with functional diversity are fully included in the participatory and decision making processes, as well as in all the URBiNAT activities, by removing barriers to participation in public life: a) measures that contribute to the identification and for the elimination of any discrimination based on mental health diversity, addictions and intersecting discrimination based on age, sex, race or related grounds like gender identity; b) as much as possible, physical structures such as rooms, and support materials, can be adapted in order to accommodate diversity and allow full inclusion in the participatory processes. The interventions, goods and services, including the Healthy Corridors and NBS, may ensure universal accessibility and promote the development of assistive devices.

Older adults: Having lived and possibly worked in their communities/cities, many older adult residents possess knowledge and experience, which may be invaluable to their communities. Their active participation is encouraged throughout the project. Their diverse life-experiences may improve dialogue on community expectations and discussion on health and well-being, as much as on their own needs and ambitions. In addition, it will provide opportunities to establish and/or improve ties of solidarity and collaboration within communities, create or promote intergenerational relationships that help bridge generation gaps, frequently present in modern society. This involvement, and also their inclusion in social and solidarity economy activities, may combat poverty, social exclusion and loneliness so common among older adults.

Key considerations: Recognition of the value of their life experience which will provide them with opportunities to share and grow with their communities during the participatory processes. URBiNAT will adopt intergenerational methodologies.

Race and ethnicity: inequalities based on ethnic-racial differences are, in many societies, linked to processes of asymmetric power relations. These processes are sometimes difficult to identify due to its subtle nature. URBiNAT adopts the strategy of recognition of ethnic-racial differences, seen them as a positive feature, and will act to integrate citizens from all backgrounds in the participatory processes, building an open space for inclusion and solidarity, aiming to create a welcoming environment. The project will provide an opportunity to dismantle barriers that may exist, putting all inhabitants together to discuss their neighbourhood and to generate and strengthen social bonds.

Key considerations: ensure the representativeness of racial and ethnic minority groups in the activities of the project. In case of existence of specific national laws to protect these groups, they should be considered. To provide more detailed information on the needs, problems and expectations of these groups, as much as possible, use adequate research methods like disaggregated statistics or qualitative tools.

Citizenship status (Migrant/ Refugee/ Asylum seeker condition): URBiNAT recognizes and appreciates migrants’ rights to become part of its community of practices. Their life experience and knowledge will be integrated in a positive way and will play an important role in the participatory processes, where it is expected that solidarity and bonds between residents will be strengthened.

The active inclusion of migrants in the participatory processes intends to bridge cultural gaps and discourage social exclusion.

Key considerations: URBiNAT is respectful of the rights of migrants, refugees and asylum seekers, including their social and legal conditions. Through its participatory processes, the project aims to actively engage these citizens.

Religious diversity: in times of global migrations, cultural diversity, and particularly religious diversity, is often at the core of intolerance and major social conflicts. URBiNAT is mindful of religious freedoms and pluralism and perceives religious diversity as a positive feature. In this sense, URBiNAT intends to take most advantage of religious diversities within participatory processes and during the entire research process, giving space for new ideas to emerge from different religious and spiritual backgrounds.

Key considerations: URBiNAT is respectful of diverse religious beliefs and elements of spirituality, including irreligion, atheism, agnosticism among others. Religious diversity in each neighbourhood will be explicitly nominated and welcomed. The project aims to facilitate inter-religious dialogue and tolerance, and in cases of intolerance and/or religious discrimination, URBiNAT Ethics Commission will establish and apply strict rules to curb and prevent such behaviors during project's activities.

Finally, researchers and partner institutions of the URBiNAT project must also respect the legitimate motives that **private companies, interest groups or other institutions** involved may have for not wanting information about themselves, their members or their plans to be published. If private companies, interest groups or other institutions refuse to give access to certain types of information, this must be respected.

In short, the key success factors for the Implementation of the participatory design process for URBiNAT are connected to these the 3 presented drivers:

- *Continuous evaluation* – using Participatory Design Metric system – meaning evaluating all stages, achievements and intermediary results from the citizens and other stakeholders' perspective along the process implementation its fundamental key to success. Good evaluation means possibility to adjust, adapt introduce improvements at any point of the process.
- *Guidelines and protocols* – to have clear definition of processes, instruments, scientific and operational guidelines and protocols on how to implement is fundamental to guarantee that the same type of Participatory design process is implemented in each one of the cities in order to have the possibility to analyze compare the results and generate cross information for the Communities of practice between cities to be built. In line with the co-creation process that URBiNAT aims to develop, these guidelines and protocols are open to and will also evolve with the contributions, expertises and experiences of citizens and stakeholders involved in the Living labs and the Community of practice.
- *Address the participation Ethical issues* since day and all along the Participatory Design Process – We want an implementation of the participatory design processes with a “zero tolerance” mindset to any failures regarding the respect of URBiNAT's code of ethics.

Finally, the two more important key success factor that the Urbinat participatory design process team aims to achieve are:

- HAPPINESS – if we could we would measure our success by the number of smiles in all stakeholders faces when they interact with us side by side;
- SENSE OF BELONGING – we will be successful if all along the implementation of the participatory process if the whole community acted as if this project were theirs and implemented by them

Both aspects are in line with URBiNAT's multidimensional conception of health, at the core of our project, as a state of complete physical, mental and social well-being.

5.4. Future strategic design trends

A major goal in URBiNAT is to promote social cohesion through the activation of Living Labs and engagement of Community of Practices (COPs). A COP is a group of people that shares a concern (or a set of problems) and deepens their knowledge, understanding and practices by interacting on an ongoing basis (Wenger et al., 2002). The purpose of Living Labs is often to bring laboratory experimentation to real life environments. The hope is that this will bring enriched insights, product and service usability and usefulness as well as increased understanding of new and unexpected patterns of user groups.

A prerequisite in Living Lab activities is that they are located in a real-world context. The Living Lab ecosystem is built on features of openness, multiculturalism and multi- disciplinary. As such it conveys diversity and enables the materialisation of breakthrough ideas, concepts and scenarios resulting in adoptable innovative solutions (Mateus, Leonor & Martins, 2018, D1.2).

Communities of Practice and Living Labs can be both physical and virtual, and relates in various ways to future strategic design trends including concepts like digitalization, social media, Artificial Intelligence, Internet of Things, and more. Today, the digital revolution is in full swing. Hundreds of thousands of new Google searches and Facebook posts are produced every minute, containing information that exposes how we feel and think (Helbing et al, 2017), raising various ethical questions. Social media platforms are increasingly used as tools for sharing information, facilitating communication and sharing opinions and behaviours (Townsend & Wallace, 2016). In URBiNAT, various social media platforms and mobile applications will be used in the front-runner, follower and observer cities.

It is estimated that in 10 years there will be 150 billion networked measuring sensors, which is 20 times more than people on Earth. Then, the amount of data will double every 12 hours. Artificial Intelligence (AI) is making mind-blowing advances, and is contributing greatly to the automation of data analysis. AI is today able to learn, and thus continuously adjust to new input and carry human like tasks. Artificial Intelligence comes with various challenges. In the next 10 to 20 years, about half of today's jobs will be threatened by algorithms. 40 percent of today's top 500 companies will moreover have vanished in a decade (Helbing et al, 2017).

Closely related to Artificial Intelligence and one of the key constituents of the ICT infrastructure of current smart cities is the Internet of Things (IoT). Internet of Things is furthermore associated with big data analytics, which is permeating many urban domains when it comes to enhancing energy efficiency and mitigating environmental effects. Consequently, IoT and big data can play a significant role in improving and catalysing the progress towards environmentally sustainable development (Bibri, 2018).

Consequently, IoT is creating great opportunities for cities to become more liveable (Kunkle 2016). As more things become connected and aware, governments use analytics to improve infrastructure, buildings and cultural activity for the benefit of the inhabitants. IoT can add value for citizens and governments for example by digitizing traffic control, parking, monitoring of air and water quality, warnings around risk of crime, detection of garbage amounts, installation of Wi-Fi hotspots in buses and taxis, and much more. Many cities moreover develop mobile applications to assist tourists, job seekers and other people passing through in finding the information they need (Kunkle, 2016).

Ethics tied to IoT, AI and smart cities is increasingly discussed. Some argue that a key ambition of the smart city is ‘control’ and maintain that, to a large extent, the smart city of today is a reactive system, delivering data for decision makers or smart systems to adjust the cityscape (Smit, 2017). Ethical concerns and issues raised are for example:

- What are the dangers of everything being connected and all data being collected?
- What happens as the things become more intelligent and self-aware?
- What happens when they have agency to decide and become “objects with intent”?

Some say that the things can become citizens just like humans. If these intelligent things become more comparable with humans, we should look at the moral compass that we would expect from humans living in the society. This is an interesting issue since moral compasses often are culturally defined. We have different values for privacy in different countries; yet things will cross borders and will have to adapt to various cultures (Smit, 2017). The variation of moral compasses is of high relevance to take into account in URBiNAT, due to the diversity of people, cultures, cities and countries involved in the project.

Digital ethics and privacy have been hot topics, especially in tech, for some time now, and have been called top trends for 2019 (Lawler, 2019). Digital designers and tech companies increasingly recognise that there is an ethical dimension to their work and that they have some social responsibility for the well-being of consumers/end users (Hood, 2018), of high importance also in URBiNAT cities and the project.



Figure 5.4: Ethical design manifesto (Hood, 2018).

Data privacy has been defined as responsibly collecting, using and storing data about people, in line with the expectations of those people, customers, regulations and laws. Data ethics is doing the right thing with data, considering the human impact from all sides, and making decisions based on your brand values. For a balanced 21st century approach, regulations, individual rights, common sense and data ethics needs to be taken seriously (Lawler, 2019). The “Ethical design manifesto”, which builds on human rights, human effort and human experience (Hood, 2018) can also be useful to consider and use in URBiNAT.

URBiNAT’s ethical guidelines focus on a set of principles and the cross-cutting dimensions of human rights and gender. The ethical guidelines provide advice and guidance for the development of URBiNAT and are used as a tool for the planning of the project’s activities and research, and be integrated in the monitoring and evaluation. The principles are: democraticity, solidarity, social inclusion, territoriality, intersectionality, interculturality, research subject, accountability, open access, social innovation, efficiency and effectiveness, sustainability, responsible and sustainable commercial use (Dorronso & Nunes, 2018, D1.2). These principles should naturally be closely connected to future design trends related to social media, Artificial Intelligence, Internet of Things and related concepts, as well as Living Labs and Communities of Practice.

6. Connection with strategy for communication and dissemination

Throughout the project the design and use of participatory solutions and relevant digital tools in support of NBS uptake will be conducted in coordination with WP6 (Communication and Dissemination). As described in the Communication and Dissemination Plan (D6.1, Nov. 2018), the main aims of the URBiNAT project in terms of Communication and Dissemination are to raise awareness about the project and promote broader engagement in its activities. The participants in the participatory activities conducted during the project, as described above, are identified as one of the primary target audiences of our communication activities.

Deploying an effective strategy to reach this target audience will involve:

- Close coordination with the Communication departments/agencies/experts of the cities covered by the project.
- Identification of local channels of communication and dialogue with the inhabitants of the neighbourhoods covered by the project, including champions (See Section 1.2.3 above).
- Identification of relevant social media used by the inhabitants and/or community organisers in the neighbourhoods covered by the project, and integration where possible with URBiNAT social media accounts.
- Use of the URBiNAT website and social media accounts to push relevant information about the organisation of participatory activities, and other aspects of the project, to target audiences.
- Development of traditional communication materials including flyers, posters etc.

The Communication and Dissemination team will support WP3 leaders to ensure that target audiences in each neighbourhood are effectively reached and engaged with according to various criteria. This will involve:

- ❑ A segmentation of target audiences by age, gender, socio-economic profile (employed, unemployed, informal sector activity, retired, cultural/religious identity etc.), and use of appropriate messaging formats and techniques in each case.
- ❑ Working with city administrations and local partners in each city to ensure that communication activities regarding the project are conducted in a manner that reaches *all* relevant segments of the target population.

6.1. City Networks

A first identification and mapping of the networks that the cities belong to has already taken place. Below is a list of some of the main networks identified.

- ❑ Euro Cities
- ❑ C40 Cities
- ❑ Plante et Cité – center for landscape and urban horticulture
- ❑ UN-Habitat
- ❑ European Federation of Public Cooperative and Social Housing
- ❑ International Association for Housing Science
- ❑ International society of City and Regional Planners
- ❑ ICLEI: Local Governments for Sustainability
- ❑ Green Digital Charter
- ❑ Danske Parkdage
- ❑ Boligsocial National ERFA
- ❑ Covenant of Mayors for Climate & Energy

In the course of the project we shall seek opportunities to engage with the representatives of these networks notably for the purposes of validating concepts and methodologies, and exchanging best practices.

6.2. Related projects and consortia

Throughout the project WP6 leaders will coordinate with other H2020 projects focused on urban regeneration and the use of NBS with a view to sharing best practices and creating synergies. WP6 leader, will act as the liaison with other H2020 project leaders, notably via the H2020 Task Force on Communication and Dissemination. The following H2020 projects will be regularly informed of the activities of the URBiNAT project, and we will use conferences to engage in the exchange of best practices regarding participatory practices and other aspects of the project. The following H2020 projects have been identified a having a high potential for the creation of synergies.

- ❑ Clever Cities: <http://clevercities.eu/>
- ❑ ProGIReg: <http://progireg.eu>
- ❑ Edicitnet: goo.gl/vg7RAu
- ❑ Connecting Nature: <https://connectingnature.eu>
- ❑ Urban Green Up: <http://www.urbangreenup.eu>
- ❑ Urban Nature Labs: <https://www.unalab.eu>
- ❑ Phusicos: <https://phusicos.eu>
- ❑ Operandum: goo.gl/vg7RAu
- ❑ Nature for Cities: www.nature4cities.eu

6.3. Sources of information

There are an increasing number of online resources regarding NBS and associated participatory practices and methodologies. For example the EU-funded [Oppla](#) and [Think Nature](#) platforms offer a range of services in support of the exchange of information and best practices between H2020 projects, notably regarding the organisation of events, project-related publications and other outputs. Other online resources include the London-based International Institute of Environment and Development [NBS Policy Platform](#), which is expected to serve as a repository of NBS-related research.

6.4. Validation of URBiNAT principles and methodologies

The participatory design principles and methodologies that are developed as part of the URBiNAT project, will be required to go through a process of internal validation, and third-party peer review. In particular, the leaders of WP3 and WP6 will coordinate to ensure that key concepts, principles and methodologies that are developed as part of the project are developed according to established academic practices, and in line with the EU and the URBiNAT project's own ethical guidelines⁹.

The validation process will be conducted in three phases:

- 1. Internal validation:** Definitions of the main concepts and methodological principles that are used as part of the URBiNAT project will be agreed among URBiNAT Consortium partners and validated by the URBiNAT Steering Committee.
- 2. External review & validation:** Concepts and methodological principles that have been developed as part of the URBiNAT project will be regularly tested during the meetings, conferences, workshops and other events that the members of the URBiNAT consortium take part in during the course of the project. Concepts and principles will also be introduced via Social Media, blog posts and other forms of regular communication in order to seek external feedback and validation.
- 3. Academic peer-review & formal validation:** Finally, concepts and methodological principles that have been validated internally, and tested in various public fora, or online via social media, will be submitted for formal academic peer-review. As part of the dissemination strategy for the project, the leaders of WP6 will identify relevant peer-review journals and encourage members of the URBiNAT Consortium to submit papers.

⁹ Preliminary Ethical Guidelines and Communication and Reporting Procedures, July 2018

Bibliography

The authors of papers of the handbook on the theoretical and methodological foundations of the project (deliverable D1.2) are referred to in the present deliverable as follows: (*Surname, 2018, D1.2*)

The complete reference of the handbook is:

Moniz, Gonçalo Canto; Ferreira, Isabel Ferreira; Caitana, Beatriz; Nunes, Nathalie (eds). 'URBiNAT Handbook on the Theoretical and Methodological Foundations of the Project'. Deliverable. URBiNAT Deliverables. Coimbra: Centre for Social Studies, November 2018.

The list of papers from the handbook D1.2 referenced in the present deliverable is as follows:

- ❑ Allegretti, G. (2018). From the political/practitioner perspective: some suggestions to enrich the debate on citizen participation in requalification schemes.
- ❑ Dorronsor, B. (2018). Gender mainstreaming
- ❑ Dorronsor, B. (2018). Gender in practices
- ❑ Dorronsor, B. and Nunes, N. (2018). URBiNAT's rights-based approach
- ❑ Ferreira, I. (2018). The role of participation for an active citizenship
- ❑ Lucas dos Santos, L. (2018). Other perspectives on Economy: Solidarity economy, women's autonomy and urban revitalisation
- ❑ Mateus, A., Leonor, S., Martins, S. (2018). Living Labs and CoP: differences and combination.
- ❑ Mateus, A, Martins, S., Leonor, S. (2018). Creativity, purpose and inspiration in co-creation process
- ❑ Stern, C. (2018). Having inhabitants participate, in Nantes, in Nantes Nord and in its social housing zones

Albarelo, Luc et al, *Práticas e Métodos de Investigação em Ciências Sociais* (2005), ("Trajectos"), 2ª Edição, Lisboa: Gradiva.\

Ayoko O.B., Konrad A.M., Boyle M.V. (2012) Online work: Managing conflict and emotions for performance in virtual teams. *European Management Journal*, 30, pp. 156–174

Baran, S. (2015) *Introduction to mass communication : media literacy and culture*. New York, NY : McGraw-Hill Education.

Barcellini, F; Prost, L; Cerf, M (2015). Designers' and users' roles in participatory design: What is actually co-designed by participants?, *Applied Ergonomics*, Volume 50, 2015, Pages 31-40

Bauters F. (2015) How To Build a Transparent Company the Buffer Way.[Online] Available at: <https://zapier.com/blog/buffer-transparency/>

Bergström M., Törlind P. (2007) Examining creative collaboration in distributed and co-located design teams. In: *ICED'07, International Conference on Engineering Design*. Paris, France, 28–31 August, 2007

- Bernard, H. Russell, and Ryan, Gery Wayne (2010), *Analyzing qualitative data: systematic approaches*. Los Angeles [Calif.]: Sage.
- Bibri, S. E. (2018), "The IoT for smart sustainable cities of the future: An analytical framework for sensor-based big data applications for environmental sustainability", *Sustainable Cities and Societies*, Vol. 38, pp. 230-253.
- Borja, J., & Castells, M. (1997). *Local and global: Management of cities in the information age*. London, England: Earthscan.
- Citizen Participation Forum and Bulgarian Center for Not-for-Profit Law (2015). Index of Citizen Participation in Bulgaria. Retrieved from: <http://index.fgu.bg/data/files/09038f29eb6a5eeaa7c75fdd86e952a4.pdf>
- European Economic and Social Committee (2007). Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee and The Committee Of The Regions: Social Business Initiative - Creating a favourable climate for social enterprises, key stakeholders in the social economy and innovation /*COM/2011/0682 final*/ (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52011DC0682>)
- Ferreira, Isabel; Nancy Duxbury (2017), Cultural projects, public participation, and small city sustainability., in Asikainen, Sari; Brites, Claudia; Plebańczyk, Katarzyna; Rogač Mijatović, Ljiljana; Soini, Katriina (org.), *Culture in sustainability : towards a transdisciplinary approach*. Jyväskylä, Finland: Jyväskylän yliopisto, 45-61
- Fishbein, M., & Ajzen, I. (2010). *Predicting and changing behavior: The reasoned action approach*. NY: Psychology Press.
- Ghel Architects & Placemake (2017). Sofia – a City for the People. Retrieved from: <http://placemake.eu/en/portfolio/sofia-a-city-for-people/>
- Graber S. (2015) Why Remote Work Thrives in Some Companies and Fails in Others. [Online] Available at: <https://hbr.org/2015/03/why-remote-work-thrives-in-some-companies-and-fails-in-others>
- Helbing, D., Frey, B., Gigerenzer, G., Hafen, E., Hagner, M., Hofstetter, Y., van den Hoven, J., Zicari, R. and Zwitter, A. (2017), "Will Democracy Survive Big Data and Artificial Intelligence?", *Policy and Ethics*, available at: http://www.bsfrey.ch/articles/D_283_2017.pdf(retrieved: 26 May, 2019).
- Holston, J. (2009). Insurgent citizenship in an era of global urban peripheries. *City & Society*, 21(2), 245-267.
- Holz, S. (2015). *A força da lei e a força de vontade: a importância da lei para a promoção de práticas participativas na elaboração de instrumentos urbanísticos em Portugal e na Itália (The force of law and the force of will: the importance of the law for the promotion of participatory practices in the elaboration of urbanistic instruments in Portugal and Italy)*. Doctoral dissertation. University of Coimbra. Retrieved from <https://estudogeral.sib.uc.pt/handle/10316/29527>
- Hood, L. (2018), "Ethical design is the answer to some of social media's problems", *The Conversation*, available at:

<http://theconversation.com/ethical-design-is-the-answer-to-some-of-social-medias-problems-89531> (retrieved: 24 May 2019).

Hood & Dixon (2013), A model of cost-cutting in government? The great management revolution in UK central government reconsidered, Public Administration, 2013 - Wiley Online Library

Howaldt J., Kaletka C, Schröder A, Zirngiebl M (2018) *Atlas of Social Innovation – New Practices for a Better Future - The project [SI-DRIVE](#) (2014-2017)*

Klitmøller A., Luring J. (2013) When global virtual teams share knowledge: Media richness, cultural difference and language commonality. *Journal of World Business*, 48, pp. 398–406

Kunkle, R. (2016), “Three ways the Internet of Things can improve citizens’ lives”, Digitalistmag.com, available at: <https://www.digitalistmag.com/iot/2016/06/09/three-ways-internet-of-things-improve-citizens-lives-04258337> (retrieved: 2019-05-29).

Larsson A., Törlind P., Mabogunje A., Milne A. (2002) Distributed design teams: embedded one-on-one conversations in one-to-many. In: DRS 2002, Common Ground: Design Research Society International Conference. London, UK, 5–7 September, 2002. London: Durling D. & Shackleton J.

Lave, Jean; Wenger, Etienne (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press. ISBN 978-0-521-42374-8.; first published in 1990 as Institute for Research on Learning report 90-0013

Lawler, B. (2019), “Five Global Trends in Data Ethics and Privacy in 2019”, Looker, available at: <https://looker.com/blog/big-data-ethics-privacy> (retrieved: May 24, 2019).

Lee-Kelley L., Sankey T. (2008) Global virtual teams for value creation and project success: A case study. *International Journal of Project Management*, 26, pp. 51–62

Mateus A. et al (2016) Product / Brand **co-creation** model crossing Marketing, Design Thinking, Creativity and Management: https://dspace.uevora.pt/rdpc/bitstream/10174/.../AM_FINAL_BIBLIOTECA3.docx..pdf

Open Society Institute Sofia (2008). СЪСТОЯНИЕ НА ОБЩЕСТВОТО (State of Society). Retrieved from: <http://www.osf.bg/downloads/File/State%20of%20Society%202008.pdf>

Open Society Institute Sofia (2011). *Civil Society Index 2008–2010 Civil Society in Bulgaria: Citizen Actions without Engagement*. ISBN 978-954-2933-01-4

Ozment, S., DiFrancesco, K., & Gartner, T. (2015). *The role of natural infrastructure in the water, energy and food nexus, Nexus Dialogue Synthesis Papers*. Gland, Switzerland: IUCN.

Pangil F., Chan J.M. (2014) The mediating effect of knowledge sharing on the relationship between trust and virtual team effectiveness, *Journal of Knowledge Management*, 18(1), pp. 92–106

Pennisi, E. How did cooperative behavior evolve? *Science* 2005, 309, 93.

Pestoff, V, et al (2012) Co-Production and Third Sector Social Services in Europe: Some Concepts and Evidence,

https://www.researchgate.net/publication/257672502_Co-Production_and_Third_Sector_Social_Services_in_Europe_Some_Concepts_and_Evidence

Pinjani P., Palvia P. (2013) Trust and knowledge sharing in diverse global virtual teams. *Information and Management*, 50, pp. 144–153

RITCHIE, Jane; LEWIS, Jane (Eds.) (2003) *Qualitative Research Practice: A Guide for Social. Science Students and Researchers*. Sage Publications, London (336 pages).

Sandercock L. (1998). Framing insurgent historiographies for planning. In L. Sandercock (Ed.), *Making the invisible visible: A multicultural planning history* (pp. 2-33). Berkeley, CA, USA: University of California Press

Smit, I. (2017), “Things as citizens in the inclusive smart city”, *Labs Info*, available at: <https://labsinfo.nl/things-as-citizen-in-the-inclusive-smart-city-f773567aa31d?gi=dba3654c0f31> (retrieved: 2019-05-29).

Van Segbroeck S, S De Jong, and more (2010) *Learning to coordinate in complex networks - Adaptive behaviour* - journals.sagepub.com

Strauss, Anselm e Corbin, Juliet (1998), *Basics of Qualitative Research: Techniques and Procedures for Developing*. Thousand Oaks: Sage.

Townsend, L. & Wallace, C. (2016), “Social media research: a guide to ethics”, available at: https://www.gla.ac.uk/media/media_487729_en.pdf (retrieved: May 24, 2019)

Van Segbroeck, Sven & C Santos, Francisco & M Pacheco, Jorge & Lenaerts, Tom. (2010). Coevolution of Cooperation, Response to Adverse Social Ties and Network Structure. *Games*. 1. 10.3390/g1030317.

Vooberg, Bekkers, Tummers, (2014). *Co-creation in social innovation: A comparative case-study on the influential factors and outcomes of co-creation*

Wenger, E., R. A. McDermott, et al. (2002). *Cultivating communities of practice: a guide to managing knowledge*. Boston, Mass., Harvard Business School Press.

Annexes

1. Cultural mapping protocol, and general guidelines for implementing participatory activities

2. Photovoice protocol

3. Walkthrough (focus group in situ) protocol

4. Focus group protocol

5. How to design and conduct a participatory process with children?



Document type: Internal document – Cultural mapping protocol
Created by: Nathalie Nunes / Nancy Duxbury
Date: 21 May 2019

PROTOCOL OF CULTURAL MAPPING

and general guidelines for implementing participatory activities

Introduction

Field of **interdisciplinary research** and a **methodological tool** in **participatory planning** and **community development**

Participatory cultural mapping and counter-mapping of local cultural resources and assets are rooted in broader **participatory ‘collective action’ community mapping traditions**, including *counter cartographies or ‘alternative maps’, citizen cartographies and people’s atlases, and mapping for change.*

Aims to **make visible** the ways that local cultural assets, stories, practices, relationships, memories, and rituals constitute places as meaningful locations, through a **“a process of collecting, recording, analyzing and synthesizing information in order to describe the cultural resources, networks, links and patterns of usage of a given community or group”**.

Also strategically used to **bring a diverse range of stakeholders into conversation about the cultural dimensions and potentials of place.**

Allied with the fields of *deep mapping, community mapping, participatory asset mapping, counter-mapping, qualitative GIS, and emotional mapping.*

Shift within cultural mapping from a focus on mapping tangible cultural assets to **growing attention to intangible aspects of place and human attachments and relations with a place**, aiming to discover what makes a place distinctive

The URBiNAT's approach to cultural mapping aims to **catalyze processes for actively connecting people and deepening knowledge of a locality.**

Its platform should provide **space for collective** expression, discussion, and action among different groups.

It should also **support and guide collective decision-making and strategies** for future development.

Cultural mapping is **PROPOSED AS THE METHODOLOGY TO BE IMPLEMENTED DURING THE DIAGNOSTIC PHASE**, particularly in order to map **intangible cultural assets**, which are

more qualitative in nature and not easily counted or quantified. Examples include: *values and norms, beliefs and philosophies, language, community stories, histories and memories, relationships, rituals, traditions, identities, and shared sense of place.*

Through this approach, URBiNAT can:

- **facilitate direct involvement** of residents and other site users in informational gathering, discussions, and decisions regarding the development of their locale;
- **create opportunities for dialogue** between a community and local authorities, offering “*diverse sources of information that can overcome the limitations of expert opinions*”; and
- provide information that does not represent a ‘final answer’ or ‘end result’ but, instead, are “discussion openers” that **open up new perspectives on mapping results and local development.**

Within this latter stream of initiatives, we increasingly find **artistic-led cultural mapping initiatives**, as municipalities turn to artists to design and steer ‘arts-led dialogues’ as vehicles for citizen participation in community decision-making, embedded in forms of participatory mapping.

Phase 1 - Design	3
1.1. Set objectives, expected outputs and results	3
1.2. Define target group, profile and specificities	4
1.3. Determine possible methodologies, variations, combinations and activities	4
Phase 2 - Planning	8
2.1. Communication plan	8
2.2. Resource plan	9
2.3. Set the scene	9
2.4. Ethical issues	10
Phase 3 - Implementation	13
3.2. Facilitation	13
3.3. Record and collect evidence of process and results	15
Phase 4 - Results	18
4.1. Processing of results	18
4.2. Reporting and devolution	18
4.3. Dissemination of the advances and results of the project	19
Additional resources/guidelines	22

Phase 1 - Design

1.1. Set objectives, expected outputs and results

- ❑ **WHY** does one need to map?
 - Co-diagnostic / co-monitoring: **baselines and data** for thinking about places, people and resources. *E.g. facilities, organizations, stories of places, historical sites, for the past (memories and landmarks) or for the future (aspirational mapping), for the community or for outsiders.*
 - Co-selection / co-design:
 - **sited** in places that are meaningful to the community;
 - **enabling** cultural activities, such as festivals and other gathering;
 - **recuperating** meaningful places;
 - **incorporating** and integrating **art** in installations and interventions (e.g. lighting features);
 - **developing public art**;
 - **engraving** history and **creating** new landmarks.
 - Co-implementation: initial cultural mapping at the co-diagnostic stage can **inform the development** of installations and interventions.
 - Co-management:
 - by **promoting the sense of belonging, ownership and collective achievement**, cultural mapping seeds the involvement of inhabitants in collective life.
 - co-management of the public space, including of the nature-based installations and interventions implemented throughout the co-creation process, will benefit from this **catalyst effect**.
- ❑ **WHAT** does one want to map?
 - accounting of **tangible cultural assets**, heritage resources, cultural venues, and arts and cultural organizations;
 - **directory of practicing artists and artisans** in a particular area, and sometimes **inventories of assets and individuals related to intangible cultural heritages**;
 - information from which is possible to identify **relationships, clusters, gaps** and allows a community to plan and act from this knowledge base;
 - participatory cultural mapping provides **cultural information and data**, which are not usually captured in standard statistic and profiles, nor in other standard qualitative methods. It includes **intangible cultural assets**, which are more qualitative in nature and not easily counted or quantified. *E.g.: values and norms, beliefs and philosophies, language, community stories, histories and memories, relationships, rituals, traditions, identities, and shared sense of place*;
 - the methods used and the information collected are also useful for **ongoing monitoring and assessment of cultural vitality and community well-being**. *E.g. new cultural celebrations, production sites, intergenerational skills transfer, community public art and landmarks.*
 - incorporating **meaningful symbolic elements**. *E.g. diversity of languages and cultures, historic objects.*

1.2. Define target group, profile and specificities

- ❑ Inhabitants of a specific area or of the whole city
- ❑ Organizations: director, board member, front-line worker
- ❑ Key individuals: leaders, activists
- ❑ Individuals: artists, workers, users of services or resources
- ❑ User groups
- ❑ General public

1.3. Determine possible methodologies, variations, combinations and activities

- ❑ Cultural mapping is **FLEXIBLE** according to the objectives, purpose and what one wants to map. *E.g. facilities, organizations, stories of places, historical sites, for the past (memories and landmarks) or for the future (aspirational mapping), for the community or for outsiders.*
 - Workshops
 - Walks
 - Interviews / focus groups
 - List of questions
 - Around pictures, objects, stories
 - Online platform to record stories and register analysis of results
 - Thematics variable according to interests/needs/important aspects of each community
 - Evidence various dimensions of health: safety, psychological barriers, empowerment, ergonomics, specificities
 - Different groups, opportunity to share across groups (older adults-children), intercultural, etc. Sharing/Learning about one another, social cohesion
 - Focus on (open-ended) processes of discovery, within clearly defined parameters/objectives

- ❑ It can be applied in different ways and combined with **DIFFERENT APPROACHES** or informed by approaches such as:
 - Footprint of women
 - focus on gender and beyond
 - try and make a kind of footprints map thought from and with the collectives that are not normally taken into account, sometimes there may be individual people as well, all helping in articulating the fabric of the collective memories of neighbors and neighborhoods

 - Forbidden cities
 - focus on safety
 - these urban designs create a series of black dots perceived as places of a high physical/safety risk
 - as a way to make it more visible for public governing institutions and people in general, the maps begin to be collaboratively designed and implemented as a useful tool to promote positive changes
 - can be oriented also to highlight other vulnerable peoples and bodies at risk (not only women especially in the context of racialized and minoritized peoples and communities), where we may work on them through an intersectional approach

 - Asset-based community development
 - community assets
 - from the start, spends time identifying the assets of individuals, associations and institutions that form the community

- the identified assets from an individual are matched with people or groups who have an interest in or need for those strengths
- the key is beginning to use what is already in the community, then to work together to build on the identified assets of all involved
- the first key method of this approach is that development begins with the recognition of asset categories that can be uncovered in any community and place

→ Artistic approach

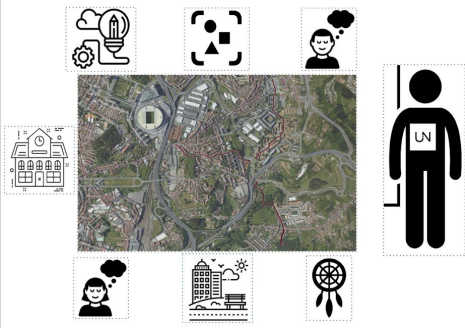
- artist-led processes
- emphasizes the importance of creative process that can engage with the ‘felt sense’ of community experiences, an element often missing from conventional mapping practices
- explores the processes of seeing and listening, and embodied investigation
- highlights the importance of the aesthetic as a key component of community self-expression and self-representation

EXAMPLES:

Objectives	<ul style="list-style-type: none"> - Setting platforms for discussion, engagement, citizen participation, and empowerment - Co-creation: involve the inhabitants with the first activities of the project, namely to experiment participatory activities and co-diagnostic - Identify intangible elements and meanings, articulating histories - Making connections to places
Expected outputs and results	Collection, record, analysis and synthesis of information in order to describe the cultural resources, networks, links and patterns of usage of a given community or group
Target group	<ul style="list-style-type: none"> - Schools / school community / students / children - Functional diversity? - Gender balance - Cultural background - Parents, families, caretakers - Entities and associations, their users and associates - Surrounding residents
Participants	<ul style="list-style-type: none"> - Numbers - Need to be split into groups?
Methodologies and activities	<ul style="list-style-type: none"> - How many face-to-face workshops are needed to achieve goals according to availability and specificities of target groups? - List of topics and questions - Indoor / outdoor activities - Ask to bring materials: photos, objects, stories? - Map: on the wall / on a table? Printed maps of areas of interest? Projection? - Pathway of walks - Interview groups / focus groups
Time-frame	<ol style="list-style-type: none"> 1. Registration/Welcome - during 30 mn before starting 2. Introduction: explain briefly the goal of the session according to the theme and how it will happen - 5 mn 3. Presentations of participant: <ul style="list-style-type: none"> - preparation of post-its to introduce oneself - 5 mn - individual presentations using map, objects, pictures - 40 mn 4. Presentation of URBiNAT project - 15 mn 5. Coffee break - 15 mn 6. Discussion groups (divide the participants in small groups of pairs 6-8 people) about involvement in co-creation process using tree - 20 mn 7. Conclusion: wrap-up and next steps - 10 mn

EXAMPLES:

UN CO-CREATE / ENGAGE + EXPERIMENT PARTICIPATION + CO-DIAGNOSTIC



Mapping

- ❑ What do you **like** in the area? How do you **live** here? What do you **dream** for the area?
- ❑ What would you like to **change**? How can **contribute** and who should **help**?

→existing resources and potentials
 →population profile, including specificities
 →baseline for definitions, perceptions, data and measurements
 E.g.: well-being, safety, mobility, environment, physical activity, social activity, satisfaction, noise, smell

UN Asset-based Tree

- **Tops**
What can be born in the neighborhood to flourish more
- **Roots**
Existing diversity, resources and potential



- ❑ Thinking tool to map different assets
- ❑ Mind map framework
- ❑ Requires to facilitate around the tree, making connections and group things in an organic way

UN Mapping + PhotoVoice + Motivational interviewing



“Bring a basket full of ideas for the Idealab, with 12 objects from your area: sweet, fragrant, innovative, authentic, traditional, relaxing, etc.”

CREATOUR



An illustration or an object representing **where and how you work locally, what you feel and would like to convey about it**



- What do you **like** about the area?
- How do you **live** in the area?
- What are your **dreams** for the area?
- What would you like to **change**?
- How can you **contribute** and who should help?

UN CO-CREATION / ENGAGE + EXPERIMENT PARTICIPATION + CO-DIAGNÓSTICO

- ❑ Existing resources and potentials
- ❑ Know the places through inhabitants eyes and perceptions
- ❑ Portray by inhabitants
- ❑ Memories
- ❑ Histories



Walkthrough



Mapping



PhotoVoice

ENGAGE + CO-CREATION

Cultural, social and environmental activities in dialogue with the URBiNAT project



- ❑ Schools / school community
- ❑ Students / children
- ❑ Parents, families, caretakers
- ❑ Entities and associations, their users and associates
- ❑ Surrounding residents

UN PRESENTATION OF PARTICIPANTS

Option B - 4 presentation groups

Before to divide in 4 groups / tables

Warm-up:

Each person introduces him/herself to the two closest persons

10 mn



UN EXPLORING TOGETHER



Facilitator
"Participatory NBS"

→ Invites you to pick a card to find your table / discussion group



Group 2
"Territorial NBS"

Group 1
"Technological NBS"

Group 3
"Social and solidarity economy NBS"

UN PRESENTATION OF PARTICIPANTS

Option B - 4 presentation groups

→GONÇALO - table coordinator
 →Map + A2 + tree
 →Post-its + Pens



Each table will follow this script. At each stage, each participant presents its contributions to the group during 2mn

1. An illustration or an object representing **where and how you work locally, what you feel and would like to convey about it** 20 mn
2. An experience of **participation or involvement with citizens** in Campanhã or in another area of the city 20 mn

→NATHALIE - table coordinator
 →Map + A2 + tree
 →Post-its + Pens



→SHEILA - workshop facilitator
 →Presentation of methodology
 →Going from table to table
 →Time keeper



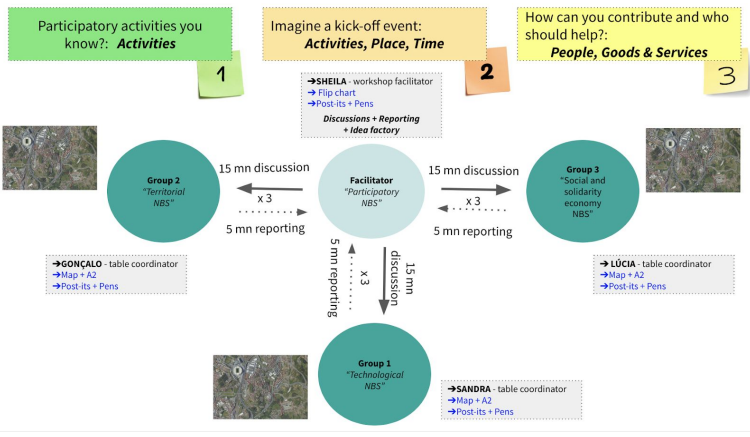
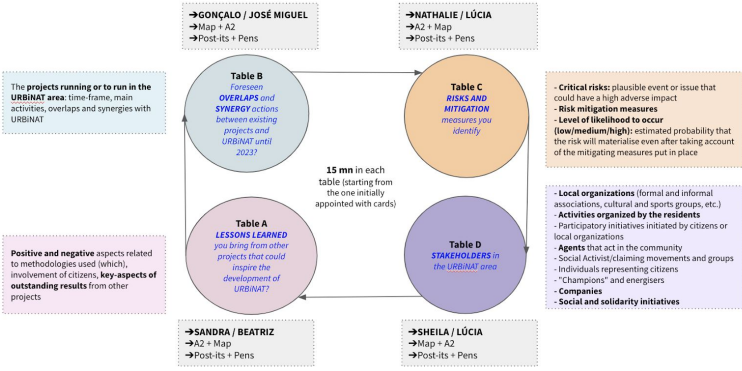
→SANDRA - table coordinator
 →Map + A2 + tree
 →Post-its + Pens

→LÚCIA - table coordinator
 →Map + A2 + tree
 →Post-its + Pens

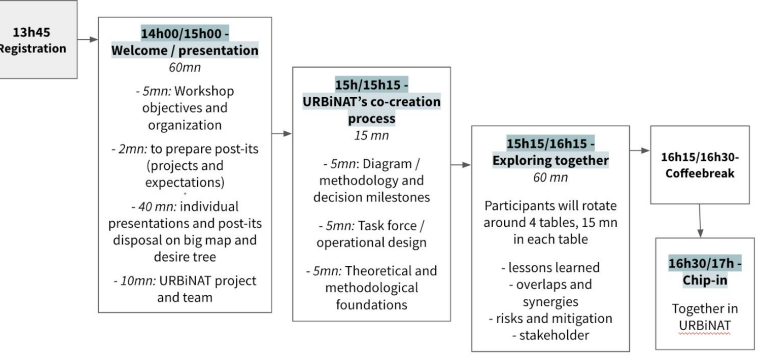


Group 4
"Social and solidarity economy NBS"

EXPLORING TOGETHER



WORKSHOP FRAMEWORK

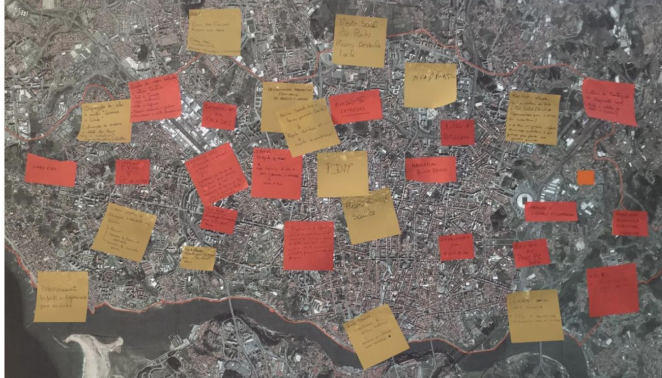


PRESENTATION OF PARTICIPANTS



PRESENTATION OF PARTICIPANTS

Results of workshop



TOGETHER IN URBINAT

Local stakeholders

HOW DO YOU SEE THE INVOLVEMENT OF YOUR ORGANIZATION IN THE DIFFERENT PHASES OF THE CO-CREATION PROCESS?

- 1 Most relevant**
+ your name and org.
- 2 Secondary**
+ your name and org.
- 3 You, as a citizen**
+ your name and org.

→ Gather first intuitions, close to your DNA
→ No definite commitment

Participants **Facilitators**

Co-developers **Communication**

Best practices

Phase 2 - Planning

2.1. Communication plan

- ❑ set up a **strategy**, a clear plan appropriate to the local reality
- ❑ develop **messages**
- ❑ identify dissemination **channels** to advertise
- ❑ choose **materials**: adaptation of existing materials, development of new materials
- ❑ **invite** and/or advertise

EXAMPLES:

Strategy	<ul style="list-style-type: none"> - Reach people who are not institutionalized and “usual suspects” of participatory processes - Attract people from other areas of the city to come in the neighborhoods - Engage young women and girls (16-25 years old) - Mobilize children and their families by making known and generating interest in the project
Messages	Let's create together!
Materials	<ul style="list-style-type: none"> - poster announcing event - letter, message of invitation, invitation card - registration form - flyer of the project in local language - goodies, such as pens, recycled/customized materials from social and solidarity economy initiative - artistic devices and artefacts <p><i>Relevant to activities, environmental friendly, affordable, local production and providers</i></p>
Channels	<ul style="list-style-type: none"> - personal invitation by email, phone / list of contacts - posters in transportation hubs and premises of public services - door-to-door flyer distribution / strategic places, key persons to relay - social media / institutional and personal - radio, TV, local media newspaper / advertising cost

VAMOS CRIAR JUNTOS!

31 de Maio
Dia da Criança
09.00 às 15.30
Escola Básica da Corujeira

CO-DIAGNÓSTICO

CO-DESIGN

CO-IMPLEMENTAÇÃO

CO-AVALIAÇÃO

09.00 Início no recreio da Escola Básica Corujeira (organização dos grupos)

09.30 Atividades
Escola - Pôrnohna, jogo - maquiagem
Terra Sólida - Tabela de escola
URBINAT - Trabalho para conhecer o Calvário
URBINAT - Vamos fazer um mural e a Corujeira

13.00 Almoço

14.00 Encerramento
Atividades
URBINAT - Memórias em imagens da Corujeira - História
Centro Social Suroeste - História

URBINAT

Uma cesta cheia... de ideias ♥

Para o Idealab devem levar uma saca, ou mala, ou cesta com **15** objetos da vossa localidade. Escolha, por exemplo, algo...

- doce
- artesanado
- inovador
- autêntico
- criativo
- tradicional
- relaxante
- histórico
- simbólico
- fotográfico
- musical
- arrebatador

O que pretendemos é ficar a conhecer a vossa localidade, de uma forma completamente diferente.

Os objetos podem ser físicos e não, comprados, emprestados, encontrados, como quiserem! Por exemplo, pode ser uma foto de boca a uma fotografia ou até uma pedra particular.

Não há limites!
Apenas uma regra, que se divertam!

VENHA CONHECER E JUNTAR-SE AO URBINAT!

Os parceiros do URBINAT têm o prazer de convidá-lo/a para um encontro entre organizações e iniciativas de atuação no espaço público local.

Gostaríamos de conhecer e envolver o maior número de organizações e iniciativas locais ao longo do processo de co-criação e participação do projeto que estamos a iniciar em Campanhã e que trará mudanças para o espaço público.

O URBINAT é um projeto para uma regeneração urbana inovadora e inclusiva com base na conceção conjunta e na implementação de soluções baseadas na natureza. Juntos vamos desenvolver corredores saudáveis!

DIA 27 DE MARÇO, DAS 14H00 ÀS 17H00
Agrupamento de Escolas do Cerco do Porto
Escola Básica e Secundária do Cerco
Rua Nossa Senhora do Calvário

► Para este encontro, convidamo-lo/a a trazer uma imagem ou um objeto que represente onde e como trabalha localmente, o que sente e o que pretende transmitir.

► Também gostaríamos que partilhasse conosco uma experiência de participação ou envolvimento de cidadãos em Campanhã, ou noutra área da cidade, ou uma iniciativa com a participação de cidadãos que o inspire.

RSVP até 22 de março - urbina@es.uc.pt
tel: 917 680 293 - www.urbinat.eu

Logos of partners: European Union, FCT, FCTN, guda, CIGIO, Porto.

2.2. Resource plan

- ❑ resources **needed** for activities and communication, what/who/where/how many/how much
- ❑ **availability:**
 - mapping **existing** resources;
 - benchmark, prospection and **budgeting** for non-available resources.
- ❑ confirm list of resources needed, including technical description, to activate **procurement**

EXAMPLES:

People	Places	Time	Goods and services
<ul style="list-style-type: none"> - Members of the Working Group on participation - Local partners - Facilitators to coordinate + assistance/observers to record - Stakeholders - Citizens / inhabitants ... 	<ul style="list-style-type: none"> - Public spaces in the neighborhoods - Private spaces in the neighborhoods - Public spaces in the city as a whole - Private spaces in the city as a whole ... 	<ul style="list-style-type: none"> - Regular meetings - Preparatory/working sessions - Days of the week - Schedules in the day - Dates in the local and national calendar ... 	<ul style="list-style-type: none"> - Communication - Equipment (computer, etc.) - Supplies (printings, sticky notes, pens, etc.) - Transportation - Catering - Training - Caretaking ...

2.3. Set the scene

- ❑ **preparatory meetings** with teams and partners involved in the event;
- ❑ **train** facilitators and assistants/observers, namely regarding ethical issues;
- ❑ include **local facilitators** who already have some facilitation experience. And provide also training for facilitation by residents in order to improve their autonomy in leading other stages of the participatory process and beyond the project lifetime.
- ❑ **check time** - when is the best time according to people's needs: morning? afternoon? evening?
- ❑ **check if place is:**
 - barrier-free, easy access and connected by public transport:
 - friendly habitat, where people feel relaxed, comfortable, informal situation, with beverages and food/snacks.
- ❑ create local conditions with possible adaptations of existing setting, e.g. conditions that every participant sees all others;
- ❑ provide **materials:** notebook, computer, audio or video recorder, flip chart, list of participants, script, name tags, clock for time control, etc.

2.4. Ethical issues

- ❑ **General ethical principles:**
 - *Integrity* promotion in all the project.
 - *Democraticity* as ideal for all the process
 - *Solidarity* as key element for the strengthening of the sense of community
 - *Interculturality* to ensure the effective engagement
 - *Intersectionality* to eliminate forms of subordination, oppression and discrimination
 - *Accountability* to foster effectiveness of social participation

- ❑ **Legal requirements:** authorizations needed to develop activities? For example, in schools and in public spaces?


- ❑ **Procurement requirements:** relevant to activities, environmental friendly, affordable, local production and providers

- ❑ **Risk analysis and mitigation measures:**
 - e.g.: for citizens involvement, engaging with residents directly, not only to representative organizations.
 - e.g.: in the case of forbidden cities and footprint maps, any stigmatization risk to mitigate, which would require adjustments?

- ❑ **Informed consent:** a particular attention should be given to the requirements regarding information (that should be clear) and consent (that should be obtained).

INFORMED CONSENT

The researcher responsible will provide, whenever necessary, verbal **explanation** about the contents of this informed consent. Also, infographic materials will be given to support the decision of participating.

UN URBINAT	
POPD - Requirement No. 5 - Templates of informed consent and information sheets	
Leading partner	CE3
Type	Report
Dissemination level	CO - Confidential
Work package	WP9
Deliverable	DL4
Due date	November 2023
Version	01
Project	Healthy consider as drivers of social housing neighbourhoods for the co-creation of social, environmental and sustainable NES
Acronym	URBINAT - Urban inclusive and innovative nature
	 This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 776763
<small>The content of this report reflects only the authors' view and the European Commission is not responsible for any use that may be made of the information it contains.</small>	

❑ **Template 1 - Information to PARTICIPANTS**

- 1 - Do I have to participate?
- 2 - What are URBINAT's objectives and activities?
- 3 - Who can take part in this project?
- 4 - What kind of activities and roles can I carry out in the project?
- 5 - Will my taking part in the project be kept anonymous?
- 6 - What will happen to the information you provide during the interview?
- 7 - How will be published the results?
- 8 - What are the benefits of participating in the project?
- 9 - What are the risks of participating?
10. Who is responsible for the activity you are participating?

Informed consent for participation in:

- Collective activities
- 1.2. Interviews and/or questionnaires

❑ **Template 2 - Information to PARENTS** **Informed consent for participation in collective activities**

❑ **Template 3 - Information to LEGAL GUARDIAN** **Informed consent for participation in collective activities**

❑ **Template 4 - Right of WITHDRAWAL**

These
TEMPLATES

must be
TRANSLATED
into local
languages

before
ACTIVITIES
start



ETHICAL GUIDELINES FOR PARTICIPATORY PROCESSES:

CITIZENS INVOLVEMENT

URBiNAT is a **people-centred project**. For this reason, **participation** is a fundamental aspect to develop the tasks and achieve its goals.



Concerning citizens involvement, **researchers and partner institutions** of the URBiNAT project:

- ❑ must base their work on a fundamental **respect for human dignity**;
- ❑ must provide participants with the **basic information regarding the project**, including its purpose, funding agency, who will have access to the information, the intended use of the results, the consequences of participating in the project, and the participant's rights, and **obtain the necessary informed consent** from the participant.
- ❑ will assure that **data related to identifiable individuals** will be stored responsibly and for a reasonable period of time, meaning no longer than what is necessary to achieve the objective for which it was collected.

CITIZENS INVOLVEMENT

A particular attention should be given to the requirements regarding **information** (that should be clear) and **consent** (that should be obtained).



Concerning citizens involvement, **researchers and partner institutions** of the URBiNAT project:

- ❑ are responsible for **ensuring that participants are not exposed** to serious physical harm or other severe or unreasonable strain as result of the research. If any problem arises, professional follow-up will be provided by the project.
- ❑ should **consider and anticipate effects on third parties** that are not directly involved in the project.
- ❑ must **respect individuals' privacy and family life**.
- ❑ must show **respect for the values and views** of participants, not least when they differ from those generally accepted by society at large.
- ❑ are responsible for **explaining** to the participants the **limitations, expectations and requirements** associated with their role as researchers.

GROUPS AND INSTITUTIONS

The URBiNAT project have a special responsibility to **respect the interests of vulnerable groups** throughout the development of the entire project.



- ❑ Researchers collecting information concerning the characteristics or behaviors of individuals (or groups) should be cautious about using **classifications or designations** that allow unreasonable generalization, and which in practice result in the stigmatization of particular social groups. In the URBiNAT project this is a major concern and classifications and designations of this kind will be avoided.
- ❑ Considering that the project will promote urban regeneration, a **multiplicity of cultural and socioeconomic aspects** will be present in the specific neighbourhoods, including vulnerable individuals or groups.
- ❑ These individuals and groups will be identified, based on the **diagnostic results**, and **strategies** will be designed to promote the participation according to the following group specificities:

childhood - gender - older adults - functional diversity
race and ethnicity - citizenship status - religious diversity

CONFLICT OF INTEREST	CULTURAL HERITAGE AND THE TERRITORY
<ul style="list-style-type: none"> → Report and consider possible conflicts of interest and of roles → Ponder about: <ul style="list-style-type: none"> - situations in which personal, economic, scientific, professional interest, or political affinity, family or emotional ties, or any other shared interest interfere with the objectivity and impartiality of the project; - situations in which persons or organizations may be exposed to harmful, threatening or exploitative situations. 	<ul style="list-style-type: none"> → solutions that respect, protect and value the material and immaterial heritage (UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage + 2018 Declaration of Davos) → respect the need to preserve all types of cultural monuments and remains → need for preservation based on the value and interest of cultural heritage for present and future generations
ENVIRONMENT	COMMUNICATION AND DISSEMINATION of the project's activities and results
<ul style="list-style-type: none"> → assess potential risks for the environment and human health through the technical evaluation included in the diagnosis reports for each frontrunner and follower city, → establish a plan to avoid, or minimise, those risks → maximizing animal welfare will also be considered. → request and provide the necessary environmental and safety authorisations when applicable (and any other relevant national authorisation), particularly in the NBS implementation and the research process → discussions, assessment and mitigation measures will be shared with relevant authorities. 	<ul style="list-style-type: none"> → communication and dissemination strategy in accordance with a code of ethical conduct as detailed in D1.6 → any partner likely to disseminate information within the framework of the URBiNAT project will impose standards on itself: <i>obligations to disseminate verified information; collect and disseminate information independently; act loyally; respect people's rights.</i> → inappropriate language and name and shame prohibited via any URBiNAT communication channel → commitments to scientific accuracy of messages → commitment to culturally and gender neutral messages → clear distinction in the eyes of the public between facts, analyses and opinions

ETHICAL GUIDELINES FOR PARTICIPATORY PROCESSES: **SPECIFICITIES**

Focus on participation, **recognition of specificities** and inclusion of all in analyzing the complex combination of social challenges.



The interventions, goods and services, including the Healthy Corridors and NBS, may ensure **universal accessibility** and promote the development of **assistive devices**.



The project will provide an opportunity to **dismantle barriers** that may exist, putting all inhabitants together to discuss their neighbourhood and to generate and strengthen **social bonds**.



Diversity and differences in the project should be seen as elements to be addressed and not as problems to be solved.

URBINAT promotes the **exchange and interaction** of experiences between all those involved in the project coming from different places and cultures, countries and institutions.



CHILDREN

- engaging children as part of the broad citizenship process.
- **specific needs and interests** must be protected in ways supplementary to the general treatment of adults
- persons who, based on their age, are unable to give informed **consent**
- relevant national **legislation** + Convention on the Rights of the Child + CES Child Protection Policy

Key considerations:

- obtain children's informed and ongoing **consent** to the extent that they are able to do so
- obtain consent from their **parents or legal guardians**
- **informed** about their participation in friendly language
- respect of children's **ideas and views**
- environments, language and working methods **adapted to their capacities**
- **facilitators** trained
- when children with functional diversity, guarantee a plain language and adequate methodologies

GENDER

- **intersectional** perspective, including different aspects related to identity, equal rights, possibilities and obligations
- equality of **gender minorities and diversity**
- integrating **gender perspective** into all stages of project activities
- non-discrimination, balanced participation and equitable opportunities to **all**

Key considerations:

- integration of **basic gender mainstreaming concepts**
- adoption of **adequate notions of gender**
- promote the involvement of "all persons" at all **stages and structures of the project**, including at coordination, strategic or operational level, and, at project' activities level
- **ongoing evaluation** of the **balance** between genders concerning distribution of resources, opportunities and leadership
- whenever possible, gender **disaggregated statistical methods**
- **answer any human rights violation** such as assertive responses to hostility practices based on gender and gender minorities diversity
- **vigilance** to avoid reproducing practices that reinforce traditional sex-role stereotypes and contexts where participants may be subjected of harassment.

FUNCTIONAL DIVERSITY

- face a number of difficulties in contemporary societies, creating unequal access to basic public services and "normal" daily life, conducting to **social exclusion**
- importance of involving person with functional diversity in the discussions concerning the healthy corridor concept as they will be **future users**
- principle of **accessibility**, including conditions that facilitate mobility
- Convention on the Rights of Persons with Disabilities (UNCRPD) + the European Disability Strategy for 2010-2020

Key considerations:

- Ensure that people with functional diversity are fully included in the participatory and decision making processes, as well as in all the URBINAT activities, by **removing barriers to participation in public life**:
- a) measures that contribute to the **identification** and for the **elimination** of any **discrimination** based on mental health diversity, additions and intersecting discrimination based on age, sex, race or related grounds like gender identity;
- b) as much as possible, **physical structures** such as rooms, and support materials, can be adapted in order to accommodate diversity and allow full inclusion in the participatory processes.

OLDER ADULTS

- possess **knowledge and experience**, which may be invaluable to their communities
- diverse life-experiences may improve **dialogue on community expectations and discussion on health and well-being**, as much as on their own needs and ambitions
- provide opportunities to **establish and/or improve ties** of solidarity and collaboration within communities, create or promote **intergenerational relationships** that help bridge generation gaps
- inclusion in social and solidarity economy activities, may combat poverty, social exclusion and loneliness

Key considerations:

- **recognition of the value of their life experience** which will provide them with opportunities to share and grow with their communities during the participatory processes;
- adoption of **intergenerational methodologies**.

RACE AND ETHNICITY

- Inequalities based on ethnic-racial differences are, in many societies, linked to processes of **asymmetric power relations**. These processes are sometimes difficult to identify due to its subtle nature.
- URBINAT adopts the strategy of **recognition of ethnic-racial differences**, seen them as a **positive feature**, and will act to integrate citizens from all backgrounds in the participatory processes, building an open space for inclusion and solidarity, aiming to create a welcoming environment.

Key considerations:

- ensure the **representativeness** of racial and ethnic minority groups in the activities of the project;
- existence of **specific national laws** to protect these groups;
- more **detailed information on the needs, problems and expectations** of these groups;
- as much as possible, use adequate **research methods** like disaggregated statistics or qualitative tools.

CITIZENSHIP STATUS

- **Migrant/ Refugee/ Asylum seeker condition**
- migrants **rights to become part** of URBINAT's community of practice
- **life experience and knowledge** to be integrated in a positive way
- expected that **solidarity and bonds** between residents will be strengthened
- active inclusion of migrants in the participatory processes intends to **bridge cultural gaps and discourage social exclusion**

Key considerations:

- URBINAT is respectful of the **rights** of migrants, refugees and asylum seekers, including their **social and legal conditions**.
- Through its participatory processes, the project aims to actively **engage** these citizens.

RELIGIOUS DIVERSITY

- In times of global migrations, cultural diversity, and particularly religious diversity, is often at the **core of intolerance and major social conflicts**.
- URBINAT is mindful of religious freedoms and pluralism and perceives religious diversity as a **positive feature**.
- URBINAT intends to **take most advantage** of religious diversities within participatory processes and during the entire research process, **giving space for new ideas** to emerge from different religious and spiritual backgrounds.

Key considerations:

- URBINAT is respectful of **diverse religious beliefs and elements of spirituality**, including irreligion, atheism, agnosticism among others.
- Religious diversity in each neighbourhood will be explicitly **nominated and welcomed**.
- The project aims to facilitate inter-religious dialogue and tolerance, and in cases of intolerance and/or religious discrimination, URBINAT Ethics Commission will establish and apply strict rules to curb and prevent such behaviors during project's activities.

ACCESS TO CERTAIN TYPES OF INFORMATION

- respect the **legitimate motives that private companies, interest groups or other institutions involved may have** for not wanting information about themselves, their members or their plans to be published
- respect the refusal to give access to certain types of information

Phase 3 - Implementation

3.2. Facilitation

❑ **Main ATTRIBUTES of facilitation** (Bruni, 2018):

- **entails the exercise of power** – whether at one end of the spectrum the power to initiate a process, stand back and let a group process take its course, or at the other end, to manage the process so that it ‘remains on track’ towards a predetermined goal. And they need special skills, and more importantly, special attitudes and behaviours;
- a good facilitator of participatory approaches and processes will often be **creative** and, together with participants, improvise a process, drawing on a diversity of traditions and methods;
- facilitators must **help people with specificities to get involved** using simple language, simple concepts, images to clarify, gamification, etc.

❑ **TIME-FRAME recommendations:**

- **follow script, but flexibility and creativity** to adjust developments according to needs, inclusion requirements and eventual incidents;
- **welcome** and introduction of team and activity;
- **ask participants** to introduce themselves;
- **monitor** the time;
- for the **conclusion** of the event, thank participants and tell them the next steps, including dissemination of results.

❑ **Facilitation and CO-CREATION** (Mateus, Martins, Leonor, 2018):

- **Learning culture** - Support the participants specific knowledges to constantly explore, share and learn in a motivated and autonomous way.
- **Motivation** - Empower, energize and motivate each participant both individually and as part of a team, to actively engage in getting into the innovation mode, focus, process and strategy.
- **Mindset and attitude** - Open minds, break down internal barriers, promote an “entrepreneurial” spirit and create a “makers” hands-on philosophy.
- Empowering the participants by stimulating them to express their own **personality**, promote **diversity** and freedom of **behaviour**.
- Ignite the power of **experimentation** within your co-creation group and together with all stakeholders.
- Promote **cross-pollination and collaboration** within your participatory co-creation groups. Letting participants learn from each other’s knowledge, bring new knowledge from inside the community, promote co-creation events / workshops in unexpected places like the opera, to the theatre, for example, let them learn from other fields and experiences.
- Create your own **routine for celebrations**. Show your participants that all small and big progresses along the co-creation processes are important to build confidence and team spirit.

- Incentivize **trial and failure approach**. Make sure the participants fully understand and are comfortable with the idea that it is good to try new solutions, that failure is part of the process, and that this idea is fully embedded within the co-creation URBiNAT DNA.
- Be **positive and optimistic**. The right atmosphere is of primordial importance to make creativity flourish and bloom.
- The best ideas always came **near the limits**. Make sure your team realizes that they should push it to the limits of common sense, ethics, craziness, etc. Near that line you can be “Unique”.
- Live in the **playfulness “garden”**. Your co-creation group must be the most positive place in the world to co-create the future, a place where people are allowed to behave like... people, talk informally, play, collaborate on crazy ideas, where they can try new things just because they want to...

15 TIPS for facilitating the success of public events (Allegretti, 2018)

1. Distribute written materials at the beginning (or publish in posters on the wall), including “the rules of the game”, so that people can consult them.
2. Exposing (orally or on written posters) the competences of the local authority which is engaged in the process, so that people will concentrate on feasible proposal; but leaving a space for exposing ideas/problems related to other levels of government, with which the local authority could propose to act as a “mediator”.
3. Opening remembering GOALS and RULES of the game. Deciding how much time each spoken intervention could last.
4. Having a CLOCK (projected on wall, for example) so that people can calculate and control the respect of schedule and maximum time of each speech. Respect the time-table (for the sake of those who were punctual) but being open to welcome any new arrival .
5. Making rules be respected by everybody (including powerful actors) but without stiffness: inflexibility and impoliteness are not the same thing.
6. Being always respectful with the intelligence of participants (avoiding saying they must be “trained” or “made aware”). It is important to remind that we are talking to people, and their perception on the conduction of the meeting can affect the legitimacy of the process.
7. Avoiding to shut-up participants in case what they propose does not fit exactly in the streamlines provided for the meeting. Imagining that every contribution for the municipality is worth, even if does not fit perfectly with the pre-decided format. In this case is possible to note such proposals or complaints into a “special workbook” assuring it will appear in the final proceedings of the process (although in a side-list, or in an annex).
8. Avoiding the creation of two-persons debates. If someone wants to speak more times he/she can (if shared rules allow that), but – before – it is important to give priority to those who are speaking for the first time.
9. Possibly working in small groups, so to make every person feel “at ease”, and not intimidated by too big audiences.
10. Trying that complaints are always connected to proactive proposals/solutions, so to avoid to feed the creation of an environment dominated by negative energies.
11. Avoiding to give the impression that the moderator has tight relations with some participants and there is a “special family” inside the audience (so avoiding to use terms like “brothers and sisters”, “tavarish”, “companion”, or to call someone by personal name and threat the others are as anonymous).
12. Trying to “readdress” the discussion on the right-path in case of visible diversion or bifurcations. Don’t allow any personal offense, and ask speakers also to motivate personally the utility of their proposals avoiding generic phrases like “everybody know that...” “people need” which are tautological forms to justify proposals.
13. Valorize symbolic moments (as voting or election of speakers/delegates) and, at the end of the meeting, trying to summarize (possibly on a projected screen or on a poster) all the conquests/gains of the day, to show that something changed through the meeting in what people knew or could decide.
14. When collecting proposals, try to induce reflection on the possible costs of maintenance of infrastructure/equipment proposed, so that people could take responsibility to contribute to it, and make the implementation of proposals more sustainable in time.
15. Let some informal space at the end for people meeting informally (possibly such informal talking could be stimulated through a small table of beverages and biscuits).

3.3. Record and collect evidence of process and results

- ❑ Preferably, the **facilitator should be assisted by co-coordinators and observers** in order to guarantee:
 - support to all participants in contributing;
 - note taking;
 - recording of all contributions (notes, minutes, photographs, audio and video recording, according to participants' consent and format of event);
 - collection of all materials produced;
 - monitoring time;
 - informed consent;
 - registration, filling and signature of list of attendance (including authorization to be photographed / filmed).

- ❑ Application of an **evaluation form**:
 - print and/or online, according to availability of contact details and participants to respond;
 - at the end and/or after the event;
 - the analysis of responses will enable to improve processes and assess the quality of results, namely in terms of inclusion and equity (see table for monitoring and evaluation of deliverable D1.1 - Handbook on workflow and standard quality procedures).

EXAMPLES:



LIST OF PARTICIPANTS

Event: Kick-off meeting

Date: 18 June 2018

Place: Centre for Social Studies, Coimbra, Portugal

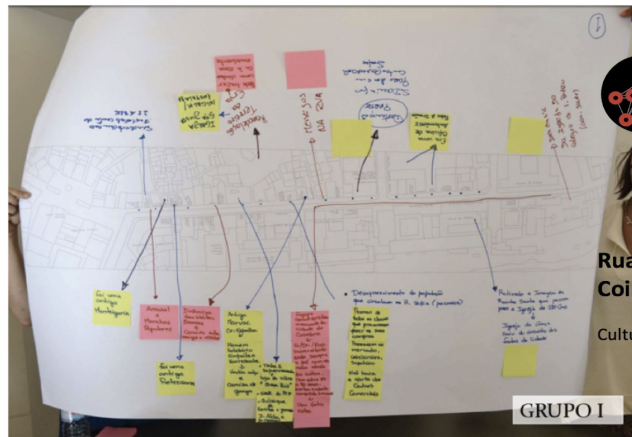
Surname	Name	Institution	Email (please confirm your address)	Consent use of image (yes or no)	Signature



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 776783

Logo partner

EXAMPLES:



MEETING ASSESSMENT - Sofia, 23-25 January 2019

*Required



Type of partner institution you represent *

- Academic
- Private
- Public

Overall evaluation *

	Definitely no	Somewhat no	Somewhat yes	Definitely yes
Globally satisfied with the meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atmosphere among participants was positive, collaborative and integrative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for individual participation and input in the meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distribution of resources, opportunities and leadership between genders were balanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The notions of gender related to the project were adequately addressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results achieved in the meeting were satisfactory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results achieved in the meeting were actionable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NEXT

Page 1 of 5

*Required

Welcoming, meals and services

Welcoming *

	Definitely no	Somewhat no	Somewhat yes	Definitely yes
Was the URBINAT organization team (Sofia Municipality and UACEG) in general helpful and friendly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you satisfy with the meeting venue (adequacy of the room where the meeting took place)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the local means of transports satisfy you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Were you satisfied with the meals provided? *

	Definitely no	Somewhat no	Somewhat yes	Definitely yes
Frequency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Were you satisfied with solidarity meals (coffee-break + cocktail) provided? *

	Definitely no	Somewhat no	Somewhat yes	Definitely yes
Frequency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment or suggestion

Your answer

BACK

NEXT

Page 2 of 5

Never submit passwords through Google Forms.

Methodological issues and meeting preparation

* Definitely no Somewhat no Somewhat yes Definitely yes

Objectives of the meeting were met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contents of the meeting met your expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials distributed during the meeting to support the sessions were adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration of the meeting (3 days) was adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Poor Sufficient Medium Good Very good

Methodological and organizational strategies (plenaries, workshops, parallel sessions, meetings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting communication strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information provided in advance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear conclusions and definition of follow-up actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall evaluation of the sessions *

Poor Sufficient Medium Good Very good

Clarity of presentations/speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moderation of sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time dedicated to discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partners active participation in the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops coordination and moderation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conclusions reached	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement with associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment or suggestion (e.g. if you experienced difficulties during the sessions, please let us know)

Your answer

BACK NEXT Page 3 of 5

Never submit passwords through Google Forms.

Evaluating the different types of sessions

Official opening and press conference

1 2 3 4 5

Poor Very good

Comment or suggestion

Your answer

Visit to URBINAT area (bus tour)

1 2 3 4 5

Poor Very good

Comment or suggestion

Your answer

Meeting at URBINAT area (Nadezhda Municipal Institute of Culture)

1 2 3 4 5

Poor Very good

Comment or suggestion

Your answer

Presentation of the WPs and Deliverables

1 2 3 4 5

Poor Very good

Comment or suggestion

Your answer

Local Diagnostics reports

1 2 3 4 5

Poor Very good

Workshop 1 (choose only the room where you participated)

Poor Sufficient Medium Good Very good

Room 1 - mapping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Room 2 - health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Room 3 - business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment or suggestion

Your answer

Workshop 2 (choose only the room where you participated)

Poor Sufficient Medium Good Very good

Room 1 - stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Room 2 - behavioral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Room 3 - democratic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment or suggestion

Your answer

Workshop 3 (choose only the room where you participated)

Poor Sufficient Medium Good Very good

Room 1 - technological NBS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Room 2 - territorial NBS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Room 3 - social and solidarity NBS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment or suggestion

Your answer

Workshop 4 (choose only the room where you participated)

Poor Sufficient Medium Good Very good

Room 1 - mapping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Room 2 - health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Room 3 - business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment or suggestion

Your answer

Synthesis of workshops results and next steps until Nantes

1 2 3 4 5

Poor Very good

Comment or suggestion

Your answer

General Assembly

1 2 3 4 5

Poor Very good

Comment or suggestion

Your answer

Final parallel meetings (choose only the meeting where you participated)

Poor Sufficient Medium Good Very good

Participation WG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local diagnostic WG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NBS catalogue WG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment or suggestion

Your answer

BACK NEXT Page 4 of 5

Never submit passwords through Google Forms.

Final questions

In your opinion, what were the most positive and less positive aspects of the meeting?

Your answer

Thank you for sharing with us any comments or suggestions that might help us to improve future meetings.

Your answer

BACK SUBMIT Page 5 of 5

Never submit passwords through Google Forms.

This content is neither created nor endorsed by Google. [Report Abuse](#) - [Terms of Service](#)

Google Forms

Phase 4 - Results

4.1. Processing of results

- ❑ **Systematization** of results and outputs, to complete mapping supports, working documents, devolution, reporting and dissemination:
 - organization and conservation of maps and other relevant supports of inputs;
 - organization and conservation of photo/video/audio recording;
 - list of major findings, themes and trends, relevant comments and emotional responses;
 - elements to prepare next activity;
 - anonymization in principle, unless identification is part of the expected results and outputs;
 - record in relevant database;
 - possible combination with technology. E.g.: feed qualitative layers of GIS.
- ❑ **Analysis and evaluation** report, composed of:
 - information and data collected;
 - main inputs from participants;
 - main results and outputs from workshop;
 - results of online evaluation forms;
 - lessons learned to take into account for the planning of following workshops and activities, including what worked and what did not work;
 - who and what was missing;
 - suggestions for the organization of following events.

4.2. Reporting and devolution

- ❑ **Prepare reporting and devolution** of results in adequate formats:
 - internal for task force composed of local and horizontal partners, and relevant working groups;
 - external for participants;
 - working documents to build on results and advance next steps;
 - including online platforms.

EXAMPLES:



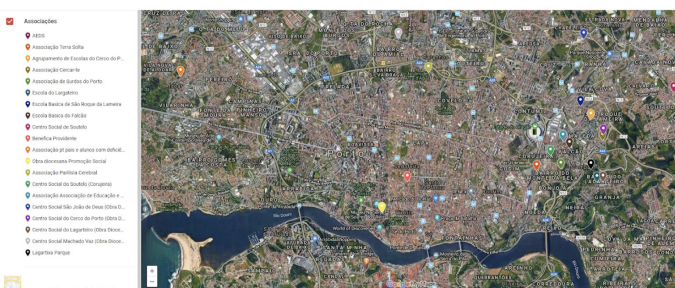
Workshop 1 stakeholders
27 March 2019
Analysis and Evaluation

- Main inputs from participants
- Main results and outputs of the workshop
- Lessons learned
- What was missing
- Suggestions for the organization of workshop 2
- Online evaluation form
- Overview of results / working documents

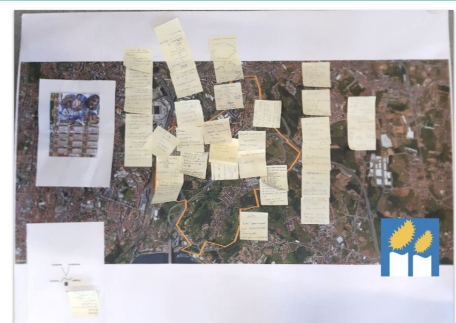


PRESENTATION OF PARTICIPANTS
Results

→ Compilation organized by CIBIO (Observer in the workshop)
→ Including Km2 with the location of the headquarters of the organizations



PRESENTATION OF PARTICIPANTS
Results of 1st workshop



4.3. Dissemination of the advances and results of the project

- ❑ Include results in:
 - international and national **referenced publications and conferences**;
 - **practical publications** in magazines (including online magazines), along with short **articles/presentations in blogs**;
 - **case study data, documents, reports and publications** to academic community, governments and other relevant audiences
- ❑ Follow [communication and dissemination plan \(D6.1\)](#), namely observe its **code of conduct for communication and dissemination activities**.
- ❑ Follow **code of ethics and conduct** (link), namely regarding the **research process and the publication and dissemination of results**, including co-authorship, good publication practices, respect of the contributions of others, recognized standards of authorship and cooperation, good citation practices.
- ❑ Regarding **data sharing**, it raises ethical issues related to privacy and confidentiality. Thus, this norm should be balanced against other considerations and ethical requirements.

EXAMPLES:

UN Feelings and places



<http://www.invisiblecity.org.au/>

UN Forbidden cities



<http://info.elcorreo.com/graficos/2012/mapa-riesgo-mujeres/>

https://www.bilbao.eus/cs/Satellite?c=Page&cid=3000082641&language=es&pageid=3000082641&pagename=Bilbaonet%2FPa ge%2FBIO_contenidoFinal

UN **Footprint**

PLACAS CONMEMORATIVAS

El Mapa de las Huellas de las Mujeres y del Feminismo

Para recuperar y visibilizar la memoria colectiva de las mujeres y del feminismo y su agencia y participación en los espacios urbanos municipales; las fábricas, el puerto, las calles, el deporte, las fiestas, los centros escolares, las Casas de Cultura ...

Puerto de Ondarroa, 1935

Marcha popular de mujeres. Proyecto "Gineco y Deports", Basauri, 2004

Fábrica Ortiz, Ondarroa, 1995

Manifestación contra la violencia machista. Calle Zubiaurre, Ermua, 1971.

El Mapa de las Huellas de las Mujeres y del Feminismo

http://www.cosmonauta.org/estudiosurbanosgenerofeminismo/descargas/presentaciones/d1_5_P_Fernandez.pdf
<https://pt.scribd.com/document/52724647/Investigacion-Mapa-de-las-huellas-de-las-mujeres-en-Basauri-ZAIDA-FERNANDEZ>

www.favelaeissoai.com.br/english/cultural-guide/

[O PROJETO](#)
[COMUNIDADES](#)
[ACERVO](#)
[NOTÍCIAS](#)

[INSTITUCIONAL](#)
[ENGLISH](#)

CULTURAL GUIDE

[ABOUT](#)
[CULTURAL GUIDE](#)
[PROJECTS](#)
[COMMUNITIES](#)
[ARTICLES](#)
[CONTACT](#)

The Cultural Guide of Villages and Favelas is the result of a field research made between 2002 and 2004 that identified and registered 740 cultural groups among more than 500 thousand persons that live on the villages and favelas of Belo Horizonte. The work was made on 226 villages, favelas and projects of the capital of Minas Gerais' State.

The Guide tells that the cultural activities bring together about seven thousand persons from the villages and favelas. The musical groups reach 39% of the number, with a special highlight for RAP groups and singers, funk, pagoda, forró (style of rhythmic Brazilian ballroom dance) and evangelic.

The handicrafting occupies the second plane on the ranking, responsible for 24% of the studied groups and artists.

The dancing and the plastic arts add up 13% of the registered, especially with the capoeira, street dance, design and graffiti, respectively. Theater, literature, folklore, religiousness and musical arts were identified as the less productive, but they have their representatives.

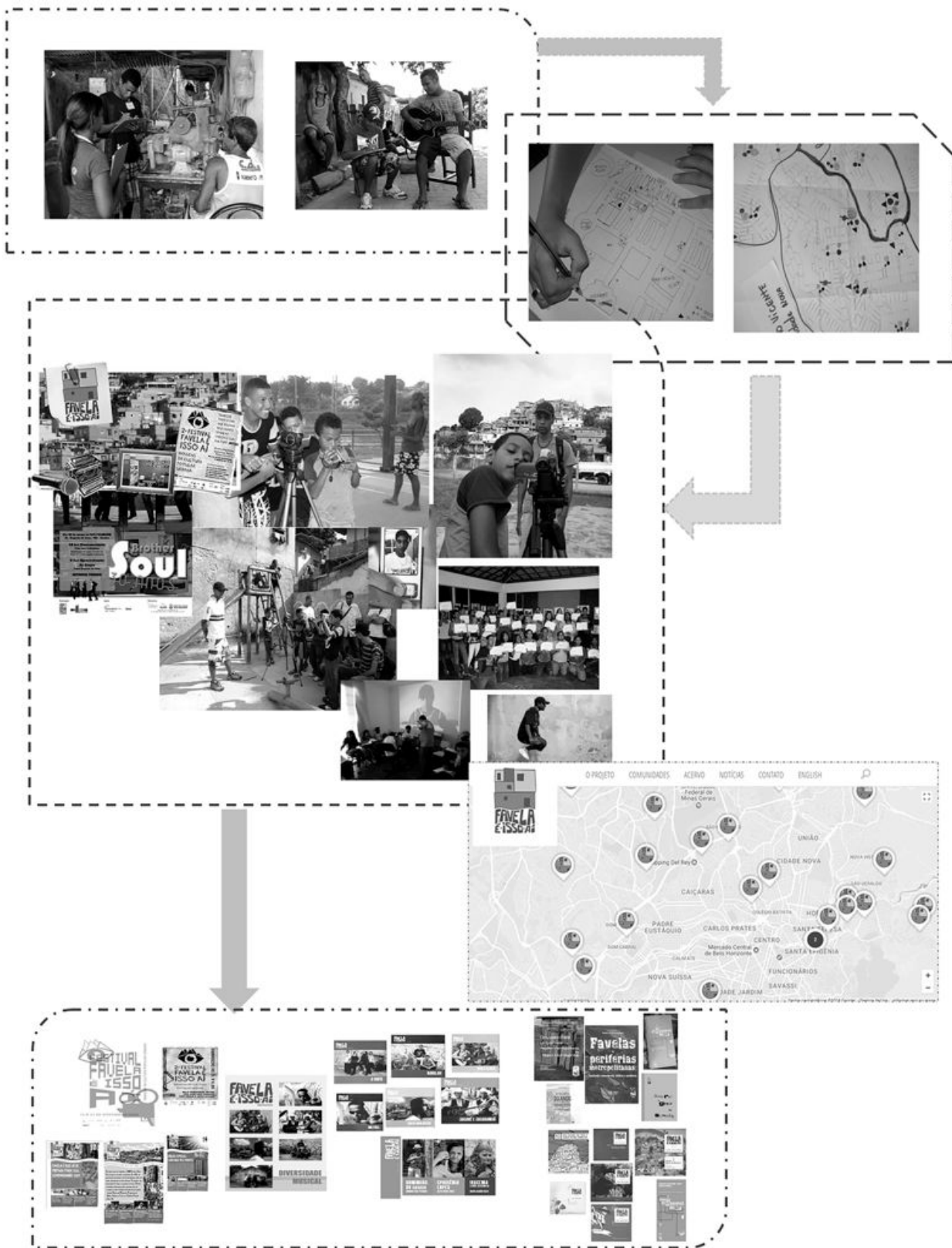
From all the groups and artists researched, only 20% live of art and culture, the other 80% have their "official job" to live and maintain their artistic productions.

After mapping the art groups and manifestations, the Guide also mapped the communication vehicles from the villages and favelas, and found 28 communitarian radio stations, 11 newspapers, two fanzines and two other informal communication vehicles.

With the publishing of the research on a software format became possible to update it in real time, and facilitated its consulting by the public, of the villages and favelas' cultural dynamics.

Nowadays the Cultural Guide of Villages and Favelas is depleted for selling, and is being updated.

<http://www.favelaeissoai.com.br/>



**Belo Horizonte favelas –
cultural mapping**

Favela é Isso Aí

Additional resources/guidelines

Adapted from *Oxford Bibliographies* entry on Cultural Mapping, by Nancy Duxbury and Eleonora Redaelli (Oxford University Press, forthcoming).

Toolkit reference	Approach / Focus
Amazon Conservation Team Brazil. <i>Methodology of Collaborative Cultural Mapping</i> . Brasília: Equipe de Conservação da Amazônia Edições, 2008. Available in English and in Portuguese	<ul style="list-style-type: none"> - The map is as an instrument to enable effective land management and cultural strengthening efforts by the traditional communities. - Manual designed to encourage comparisons and information exchange.
Burns, Janice C., Dagmar Pudrzynska Paul, and Silvia R. Paz. <i>Participatory Asset Mapping: A Community Research Lab Toolkit</i> . Los Angeles, CA: Advancement Project (Healthy City program), 2012.	<ul style="list-style-type: none"> - Neighbourhood or community assets identified through community knowledge, including historic, arts, cultural organizations, and art centers. - Guide for local participatory mapping projects, including an appendix on ethics in Community Based Participatory Action Research.
Clark, Ian, Johanna Sutherland, and Greg Young. <i>Mapping Culture, A Guide for Cultural and Economic Development in Communities</i> . Canberra: Commonwealth Department of Communications and the Arts, Commonwealth of Australia, 1995.	The earliest published toolkit for mapping culture
Cook, Ian, and Ken Taylor. <i>A Contemporary Guide to Cultural Mapping An ASEAN-Australia Perspective</i> . Jakarta: Association of Southeast Nations (ASEAN), 2013. Available online	<ul style="list-style-type: none"> - Contextualizes cultural mapping within international charters and declarations, and ethics and community rights. - Includes tools for community participation/engagement and a series of case studies from ASEAN countries and Australia.
Municipal Cultural Planning Inc. <i>Cultural Resources Mapping: A Guide for Municipalities</i> . Toronto, ON: Municipal Cultural Planning Inc., 2010. Available online	<ul style="list-style-type: none"> - Directed towards municipalities in Ontario, Canada, cultural resource mapping presented as a key information, planning, and decision-support tool. - Includes applications to municipal policy and planning, and making maps and other visual tools.
Rogers, Ayesha Pamela. <i>Cultural Mapping Manual: A Guide for Planning and Carrying Out Cultural Mapping in Pakistan</i> . UNESCO Islamabad and UNESCO Bangkok, 2008.	Cultural mapping process, community participation including tips for interviewing people, mapping techniques from participatory mapping using GIS to oral history recording, photo-voice and participatory video, collecting data in the field and ethics.
Stewart, Sue. <i>Cultural Mapping Toolkit</i> . Vancouver, BC: Creative City Network of Canada and 2010 Legacies Now, 2007. Available in English and in French .	<ul style="list-style-type: none"> - Designed to guide practitioners through a six-stage mapping process, from planning through to project design, implementation, synthesizing information for map making, reporting and public promotion. - Accompanied by examples, checklists, or worksheets.
Teaiwa, Katerina, and Colin Mercer. <i>Pacific Cultural Mapping, Planning and Policy Toolkit</i> . Noumea, New Caledonia: Secretariat of the Pacific Community, 2011. Available online	<ul style="list-style-type: none"> - Integrated approach for planning and policymaking based on cultural mapping. - Presents a background to understanding the Cultural Mapping, Planning and Policy Process (CMPPP), and explains why and how to go through it.
Trends Business Research Ltd. and the Cities Institute. <i>Culture and Sport Physical Asset Mapping Toolkit</i> . Developed for the Culture and Sport Evidence (CASE) joint programme of research. London: Department for Culture, Media and Sport (DCMS), Arts Council England (ACE), English Heritage (EH), the Museums, Libraries and Archives Council (MLA), and Sport England (SE), 2010. Available online	<ul style="list-style-type: none"> - Culture and sport physical asset, defined as places where people go to experience and take part in culture and sporting activity. - Best practice guidelines to the development of asset inventories. - Systematic approach to the collection and mapping of culture and sport assets and specific information associated with them.
UNESCO. <i>Identifying and Inventorying Intangible Cultural Heritage</i> . Paris: UNESCO, no date. Available online	<ul style="list-style-type: none"> - Guide directed to signatories of the Convention for the Safeguarding of the Intangible Cultural Heritage - drawing up inventories is one of the specific obligations of government signatories to the Convention. - Presents information on government responsibilities, a general discussion on variations in national practices, advice and guidance in developing the inventories, and case examples. - Includes an outline of aspects to consider for inventorying elements of intangible cultural heritage.



Document type: Internal document – Photovoice protocol

Created by: Gonalo Canto Moniz

Date: 5 April 2019

PHOTOVOICE PROTOCOL

Introduction

Photovoice uses a combination of photography and critical group discussions as a way to engage participants in identifying their own views of the research topic, and as a tool for social change.

The photo voice seeks to emphasise the perspectives of those who live their lives in a different way from those who have the power to construct and affirm the meanings of normality in the context of the production and application of public policies.

In socially disadvantaged or marginalized communities the photos used for the interview are carried out by the interviewees themselves. It is a technique (called photo voice) that works well to engage children and young people in research.

The photo voice aims to give voice, through photography, to those who are usually silenced. It is also known as "participatory photography".

Phase 1 - Before the Photovoice

1. identify purpose and expected outcomes of the Photovoice
2. determine how many photovoice workshops will be conducted (multiple photovoice allow comparison and complementarity of gathered information);
3. identify the participants (how many? Ideal between 20 to 25, to be divided in groups of 6-8);
5. identify participants, their name and contact details and send invitations;
6. identify a set of topics (maximum 5-6 relevant for the purpose);
 - what I like most in my...
 - what I would like to do here...
 - What is the big challenge/opportunity for my...
7. develop a script (plan the phases of the session: from welcome to closure);
8. identify the facilitators and train them. One facilitator per each group of 6-8 people.
9. choose a location (easy access, comfortable);
10. create local conditions (p.e, create conditions that every participant sees all others);
11. set a time (depending on the time consider food and/or drinks);
12. provide materials (notebook, computer, audio or video recorder, flip chart, list of participants, script, name tags, clock for time control, etc).

Phase 2 - How to select the photos

13. send a message to the participants to bring images (2-3), according to the theme of the session - my neighbourhood (house, family, friends, open areas, public space); NBS (NBS that I like most), old photos/ new photos, photos from magazines about their neighbourhood/city
14. any photo can be good, if the interviewee can talk about it. An image in a photo has several layers of meanings.
15. It can be colour or black & white. It should be sharp.
16. you can use existing images from the archive of the interviewee or from the interviewer. you can also ask the interviewee to do new pictures or you can do a walkthrough to collect images. You can also pick images from websites. The important thing is to use one criteria.

Phase 3 - During the Photovoice

13. arrive before participants to set room;
14. welcome and introduction of facilitator (and note taker, if exists);
15. ask participants to introduce themselves;
16. obtain informed consent;
17. ask participants to say their name everytime they make a comment during the session;
18. conduct the session according to the script;
19. audio or video record the session;
20. monitor the time closely;
21. to finish, thank participants and tell them the next steps, including devolution of results.

Phase 4A - Implement the Photovoice (kick-off for children/adults) - 20 minutes per group

20. 5 minutes - Explain briefly the goal of the session according to the theme and how it will happen. Divide the participants in small groups of pairs 6-8 people
22. 5 minutes - each pair will present the picture to the person on their side
23. 10 minutes - each person talks about his/her picture, according to the goal (see questions below)
24. 5 minutes - conclusion



- a. a) identify the themes discussed as positive, as opportunities, as proposals - use a A2 to register with a table
- b) use diamond ranking to identify the most relevant and less relevant images for the group, according to the theme

Phase 4B - Implement the Photovoice (kick-off for children with grandparents)- 20 minutes per group

20. 5 minutes - Explain briefly the goal of the session according to the theme and how it will happen. Divide the participants in small groups of pairs 6-8 people
22. 5 minutes - each grandparent will present the picture to the children on their side
23. 10 minutes - each grandparent talks about his/her picture, according to the goal (see questions below)
24. 5 minutes - conclusion - children explore the conclusions
 - c) identify the themes discussed as positive, as opportunities, as proposals - use a A2 to register with a table
 - d) use diamond ranking to identify the most relevant and less relevant images for the group, according to the theme

Phase 5 - Analyzing results

20. after the session, the facilitator should write up a summary of impressions; according to the methodology used for the conclusion - table or diamond ranking
21. transcribe the audio recording of the session, as soon as possible;
22. read the impressions, the transcriptions and write down themes and trends, relevant comments and emotional responses;
23. interpret the results: what are the major findings?

Phase 6 - Reporting results

24. write a report following URBiNAT template (including purpose, process, outcomes and findings);
25. schedule a meeting to discuss results (highlighting main themes, issues, problems, etc, that arose in the session);
26. discuss how to proceed.

Photovoice Table

Divide the participants in groups

Each participants tells a story about one image or answers to the facilitator questions about it

In the table, the facilitator organizes the topics that were mencioned in order to establish links.

All the photos should have a number to relate it with the topics

THEMES				
LIKE	1 - trees			
DO	1 - ride bike			
PRESERVE	1 - sculpture			
CHANGE	1 - more trees			

2. Diamond Ranking - choose the most and less relevant themes for URBiNAT project

		+ important		
		- important		

You can start by the diamond ranking and then explore the topics, manly when the pictures were brought by URBiNAT facilitator.

PHOTOVOICE IN PORTO







Document type: Internal document – Walkthrough (focus group *in situ*) protocol
Created by: Sheila Holz
Date: 29 May 2019

WALKTHROUGH (FOCUS GROUP *IN SITU*) PROTOCOL

Introduction

A walkthrough (focus group *in situ*) is a method of analysis that combines observation with an interview simultaneously. It creates an accepting environment that puts a small number of participants at ease allowing them to thoughtfully answer questions in their own words and add meaning to their answers, allowing the evaluation of negative and positive aspects of the analyzed environments.

It also allows identifying the perception of the residents in the place where they live. In this technique, they are invited to appropriate the neighbourhood and evaluate the territory, its inadequacies, surplus or missing furniture, barriers and potentialities, among other important elements. This technique dispenses with the verbal formalization of concepts so it can be applied with groups with difficulties for verbal constructions of concepts.

Phase 1 - Before the walkthrough

1. Define the conduct of the researchers (see the role of the researcher);
2. Prepare a work plan that explains who does what, when and where (eg which researcher conducts the questions and who is responsible for the photographs);
3. Define whether the group will take researchers onsite spontaneously or whether the visit will be guided by questions from the researcher's questions;
4. In the latter case, define the places to be visited and the questionnaire to be applied;
5. Search on the place to be visited to help in the elaboration of the questions, in the contextualization and in the perception of the emotions and feelings of the residents;
6. Groups of up to 10 people;
7. Define the time that the visit may take;
8. Check to visit limitations and impediments (dates, time, attends, weather)
9. Plan the route to be visited (in case it is not a spontaneous visit), to save time, and prepare information that can be consulted during the course to feed the debate and discussions;
10. Give a title to the task, for example: “*Discover our streets and co-produce a shared vision.*”

Material:

11. Maps in scale 1/50 in A4 or A3 format. Since the area is very large, it should be fractionated;
12. [Card with structured questions to note the answers;](#)
13. Maps for residents (when so decided);

Phase 2 - During the focus group

14. If the route is planned by the researcher, ask the participants to add their parallel paths (when compatible with the objective);
15. Before starting the tour, make an introductory meeting to inform the participants and clarify doubts about i) objectives; ii) benefits for residents; iii) on the registration of comments, photos and other observations;
16. Suggested questions to motivate the discussion:
 - a. What is important to you in this place?
 - b. What works well?
 - c. What could work better or different? (eg, lighting, green spaces, connections between neighbourhoods, pedestrian paths, etc.) Why?
 - d. What happens here / there?
 - e. What should be kept as is?
 - f. What could be changed?
 - g. Can you say something about?
17. Make photographs to illustrate questions and answers;
18. You can join the group at the end of the walkthrough to share the results;

The role of the researcher:

19. There may be a critical distancing, in which the researcher merely notes the results provided by the residents, without resorting to their own considerations of the place;
20. *OR*
21. There may be a critical positioning, in which the researcher also notes his reactions and emotions about the place.

Phase 3 - Analysing results

22. They must be placed in a matrix (fig. 1), with the map, photographs and comments;
23. Record the words, avoid making interpretations;
24. Check the frequency of topics covered and connection to spaces;
25. The result can be checked in graphic form for better visualization of recurring themes;

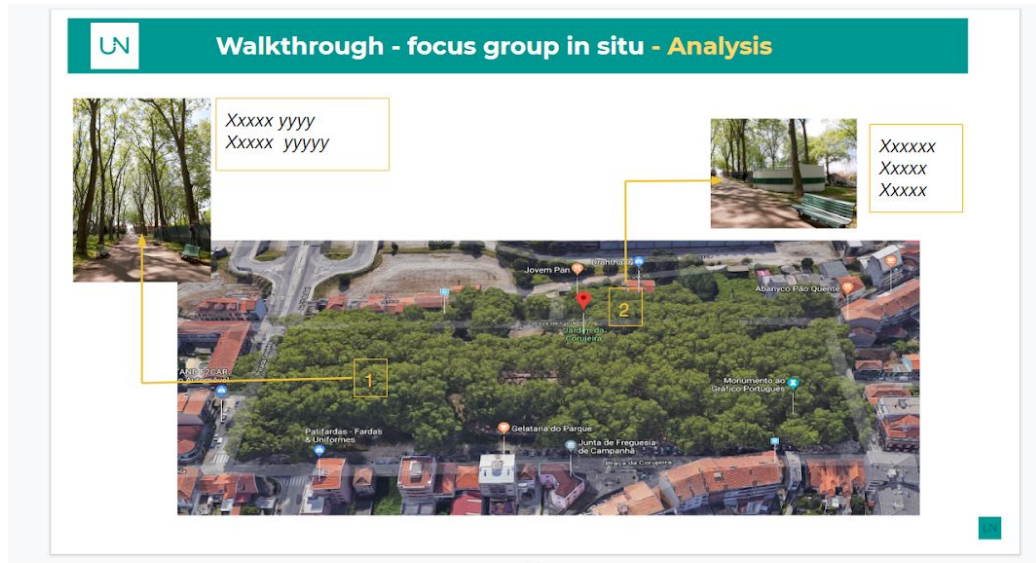


Fig. 1 - Analysing and reporting results

Phase 4 - Reporting results

26. Write a report following URBiNAT template (including purpose, process, outcomes and findings);
27. Schedule a meeting to discuss results (highlighting main themes, issues, problems, etc, that arose in the session);
28. Discuss how to proceed.



Document type: Internal document – Focus group protocol
Created by: Sandra Carvalho
Date: 5 April 2019

FOCUS GROUP PROTOCOL

Introduction

A focus group is a method for collecting qualitative data that combines interview and observation of a group of individuals that share a particular experience or knowledge. In a focus group, the researcher poses a series of predetermined questions to the group aiming to explore their perceptions, meanings and experiences on diverse topics. The interactions established between participants during the session are also important sources of information that require the researcher's attention.

Phase 1 - Before the focus group

1. identify purpose and expected outcomes of the focus group;
2. determine how many focus group will be conducted (multiple focus group allow comparison and complementarity of gathered information);
3. identify the participants (how many? Ideal between 6 and 10);
4. identify list of key attributes of participants (relevant for the purpose);
5. identify participants, their name and contact details and send invitations;
6. identify a set of questions (maximum 5-6 questions relevant for the purpose);
7. develop a script (plan the phases of the session: from welcome to closure);
8. select a facilitator (someone able to keep the discussion going, making sure all participants are heard; someone who does not actively participate in the dialogue);
9. choose a location (easy access, comfortable);
10. create local conditions (p.e, create conditions that every participant sees all others);
11. set a time (depending on the time consider food and/or drinks);
12. provide materials (notebook, computer, audio or video recorder, flip chart, list of participants, script, name tags, clock for time control, etc).

Phase 2 - During the focus group

13. arrive before participants to set room;
14. welcome and introduction of facilitator (and note taker, if exists);
15. ask participants to introduce themselves;

16. obtain informed consent;
17. ask participants to say their name everytime they make a comment during the session;
18. conduct the session according to the script;
19. audio or video record the session;
20. monitor the time closely;
21. to finish, thank participants and tell them the next steps, including devolution of results.

Phase 3 - Analyzing results

20. after the session, the facilitator should write up a summary of impressions;
21. transcribe the audio recording of the session, as soon as possible;
22. read the impressions, the transcriptions and write down themes and trends, relevant comments and emotional responses;
23. interpret the results: what are the major findings?

Phase 4 - Reporting results

24. write a report following URBiNAT template (including purpose, process, outcomes and findings);
25. schedule a meeting to discuss results (highlighting main themes, issues, problems, etc, that arose in the session);
26. discuss how to proceed.



Document type: Internal document – Protocol for participatory process with children
Created by: Nathalie Nunes / Isabel Ferreira / Beatriz Caitana
Date: 25 May 2019

HOW TO DESIGN AND CONDUCT A PARTICIPATORY PROCESS WITH CHILDREN?

Introduction

Despite advances in the normative sphere, the **realization of the right to participation** faces significant challenges.

Among the factors identified by children and adolescents as obstacles impeding the realization of their right to participation, many of them mention:

- the lack of **communication** among children/adolescents, parents and education authorities;
- “**adult-centrism**”; and
- **discrimination**, especially with regard to adolescent **women**.¹

Particularly in the context of social relations, the main challenges are:

- ❑ the need to **reinvent the power relations between adults and children** or adolescents;
- ❑ and the perspectives that do not **recognize** the progressive gradual acquisition of competences inherent in this phase of life (the notion of **gradual autonomy**).

The influence of **adultcentrism** in the practice of child participation include:

- ❑ children, according to the pillar of adultcentrism, **seen as "the future"** and therefore **not yet** full human beings **capable of making choices**;²
- ❑ **hierarchical and authoritarian domination** hegemonically exercised by one generation against another;
- ❑ continuing to promote practices based on a **hierarchy of power** in which the child makes **choices** that are totally **conditioned by the adult**;³
- ❑ similarity with oppressions of gender, race, ethnicity and sexual orientation, by ending up to **silence and legitimize numerous rights violations**.

Giving voice is the beginning of a process of participation that foresees the **sharing of responsibilities** among all, and participation as a right to all children and adolescents is the opportunity to:

- ❑ break with adultcentrism and establish **horizontal relations of dialogue and intergenerational learning**;
- ❑ **overcome the view of children** and adolescents as minors and unable to participate in the decisions that affect their lives.

¹ National Meeting of Adolescent Networks of Ecuador, April 11, 2015

https://www.unicef.org/ecuador/english/004-Comunicado_fortalecimiento-de-la-participacion-de-adolescentes-ENGLISH.pdf

²https://en.wikipedia.org/wiki/Adultcentrism#cite_note-16

³<http://hdl.handle.net/10400.21/8382>

1 - Guidelines and requirements for participatory activities	3
1.1. Citizens' engagement: catalogue (participatory NBS), guidelines (handbook D1.2), protocols	3
1.2. Guidelines: systematization and categories issued from chapter 1 of handbook D1.2	3
1.3. Ethics: general principles, informed consent, legal requirements	3
1.4. Specificities	4
2 - Childhood specificity in a participatory process	5
2.1. Participation in the Convention on the Rights of the Child	5
2.2. Participation model	6
2.3. Basic requirements for an effective participatory process	6
3. Design and conduct a participatory process with children	7
4. Design and planning in schools through community participation methods	7

1 - Guidelines and requirements for participatory activities

1.1. Citizens' engagement: catalogue (participatory NBS), guidelines (handbook D1.2), protocols

PARTICIPATORY ACTIVITIES

CATALOGUE + GUIDELINES + PROTOCOLS
+ YOUR EXPERIENCE AND EXPERTISE

Guidelines =
 citizens' engagement
 + ethics
 + specificities

1.2. Guidelines: systematization and categories issued from chapter 1 of handbook D1.2

PARTICIPATORY ACTIVITIES
THEORETICAL AND METHODOLOGICAL FOUNDATIONS

CITIZENS' ENGAGEMENT

Citizenship rights	Innovation cycle	Regulation	Governance	Trust
Democracy	Diagnostic	Intensity and levels of participation	Communication and interaction	Invitation
Who	Facilitation	Transparency	Quality of deliberation	Where
When	Participatory methodologies and techniques	Integration of participatory process' results	Private sector	Monitoring and evaluation
Co-production		Behavioural changes	Cultural mapping	

Source: URBINAT, 2018

1.3. Ethics: general principles, informed consent, legal requirements

PARTICIPATORY ACTIVITIES

ETHICS: General principles

- Integrity** promotion in all the project.
- Democracy** as ideal for all the process.
- Solidarity** as key element for the strengthening of the sense of community.
- Interculturality** to ensure the effective engagement.
- Intersectionality** to eliminate forms of subordination, oppression and discrimination.
- Accountability** to foster effectiveness of social participation.

ETHICS: *Informed consent*

The researcher responsible will provide, whenever necessary, verbal explanation about the contents of this informed consent. Also, infographic materials will be given to support the decision of participating.



- ❑ **Template 1 - Information to PARTICIPANTS**
 - 1 - Do I have to participate?
 - 2 - What are URBINAT's objectives and activities?
 - 3 - Who can take part in this project?
 - 4 - What kind of activities and roles can I carry out in the project?
 - 5 - Will my taking part in the project be kept anonymous?
 - 6 - What will happen to the information you provide during the interview?
 - 7 - How will be published the results?
 - 8 - What are the benefits of participating in the project?
 - 9 - What are the risks of participating?
 - 10 - Who is responsible for the activity you are participating?

Informed consent for participation in:

 - Collective activities
 - 1.2. Interviews and/or questionnaires
- ❑ **Template 2 - Information to PARENTS**
Informed consent for participation in collective activities
- ❑ **Template 3 - Information to LEGAL GUARDIAN**
Informed consent for participation in collective activities
- ❑ **Template 4 - Right of WITHDRAWAL**

These templates must be translated into local languages before activities start.

ETHICS: *Legal requirements*

- **National legislations.**
E.g. in schools, procedures to be followed to get an authorization for applying inquiries / research studies in schools
- General Regulation on Data Protection - **GDPR**
- Other?

1.4. Specificities

SPECIFICITIES

- **CHILDHOOD**
- **Gender**
(including gender minorities/diversity)
- **Older adults**
- **Race and ethnicity**
- **Functional diversity**
- **Citizenship status**
(migrant / refugee / asylum seeker condition)
- **Religious diversity**
- Etc.



2 - Childhood specificity in a participatory process

2.1. Participation in the Convention on the Rights of the Child

UN PARTICIPATORY ACTIVITIES

CHILDHOOD

Participation in The Convention on the Rights of the Child (1989):

- art. 12 - **OPINION** of children
- art. 13 - Freedom of **EXPRESSION**
- art. 14 - Freedom of **THOUGHT, CONSCIENCE AND RELIGION**
- art. 15 - Freedom of **ASSOCIATION**
- art. 17 - Access to appropriate **INFORMATION**

The United Nations Convention on the Rights of the Child

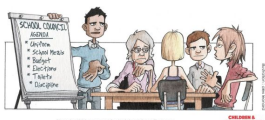


UN PARTICIPATORY ACTIVITIES


CHILDHOOD: Freedom of opinion

ARTICLE 12
Freedom of opinion
The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

Article 12
1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.



You should have a say in decisions that affect you
U.N. Convention on the Rights of the Child Article 12




You should have a say in decisions that affect you
U.N. Convention on the Rights of the Child Article 12

UN PARTICIPATORY ACTIVITIES

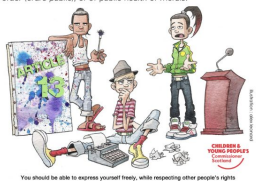
CHILDHOOD: Freedom of expression

ARTICLE 13
Freedom of expression
The child has the right to express his or her views, obtain information and make ideas or information known, regardless of frontiers.

Article 13
1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
(a) For respect of the rights or reputations of others; or
(b) For the protection of national security or of public order (ordre public), or of public health or morals.



You should be able to say what you think in lots of different ways
U.N. Convention on the Rights of the Child Article 13




You should be able to express yourself freely, while respecting other people's rights
U.N. Convention on the Rights of the Child Article 13

UN PARTICIPATORY ACTIVITIES


CHILDHOOD: Freedom of thought, conscience and religion

ARTICLE 14
Freedom of thought
The State shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Article 14
1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.



Parents can help you think about different religions
U.N. Convention on the Rights of the Child Article 14




You have a right to freedom of thought, conscience, and religion, while respecting other people's rights
U.N. Convention on the Rights of the Child Article 14

UN PARTICIPATORY ACTIVITIES


CHILDHOOD: Freedom of association

ARTICLE 15
Freedom of association
Children have a right to meet with others, and to join or form associations.

Article 15
1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.



You should be able to meet friends, unless there is a good reason why not
U.N. Convention on the Rights of the Child Article 15




You should be able to join things and meet people so long as you don't endanger or threaten others
U.N. Convention on the Rights of the Child Article 15

UN PARTICIPATORY ACTIVITIES


CHILDHOOD: Access to appropriate information

ARTICLE 17
Access information
The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information that is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.

Article 17
States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.
To this end, States Parties shall:
(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of Article 29;
(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
(c) Encourage the production and dissemination of children's books;
(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of Articles 13 and 18.

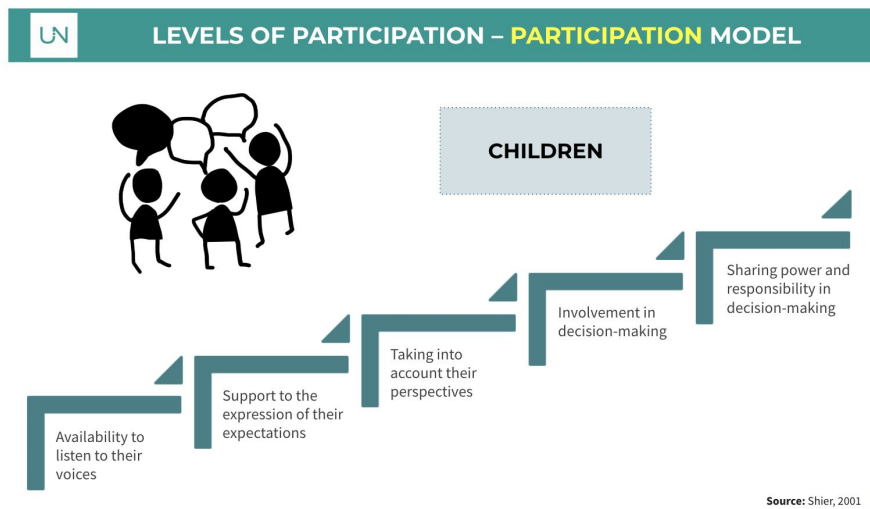


You have the right to collect information from the media
U.N. Convention on the Rights of the Child Article 17



You can get information in lots of ways - so long as it's safe
U.N. Convention on the Rights of the Child Article 17

2.2. Participation model



2.3. Basic requirements for an effective participatory process

UN EXERCISE OF THE RIGHT OF PARTICIPATION OF CHILDREN AND ADOLESCENTS

BASIC REQUIREMENTS for an effective participatory process



1. **TRANSPARENT:** children must be provided with full information about how the participation will take place, its scope, purpose and potential impact
2. **VOLUNTARY:** nobody should never be coerced into expressing views against their wishes
3. **RESPECTFUL:** the views have to be treated with respect, taking also into account the socioeconomic, environmental and cultural context of the participants
4. **RELEVANT:** the issues on which children have the right to express their views must be of real relevance to their lives and enable them to draw on their knowledge, skills and abilities
5. **FRIENDLY:** environments and working methods should be adapted and accessible

Source: adapted from General Comment No. 12 "The right of the child to be heard" (United Nations Committee on the Rights of the Child, 2009)

UN EXERCISE OF THE RIGHT OF PARTICIPATION OF CHILDREN AND ADOLESCENTS

BASIC REQUIREMENTS for an effective participatory process




6. **INCLUSIVE:** provide for equality of opportunity for all, without discrimination on any grounds, and encourage the participation of marginalized children
(national legislation on inclusive education?)
7. **SUPPORTED BY TRAINING:** adults need preparation and skills to facilitate participation, and children themselves can be involved as trainers and facilitators on how to promote effective participation
8. **SAFE:** take every precaution to minimize possible risks and negative consequence of children's participation
9. **ACCOUNTABLE:** participants must be informed as to how their views have been interpreted and used and how their participation has influenced any outcomes

Source: adapted from General Comment No. 12 "The right of the child to be heard" (United Nations Committee on the Rights of the Child, 2009)

3. Design and conduct a participatory process with children

UN A PARTICIPATORY PROCESS WITH CHILDREN

DESIGN & CONDUCTION



I have rights. I have the right of education.

Malala Yousafzai
 "One child, one teacher, one book, one pen can change the world."
 "We realize the importance of our voices only when we are silenced."

→Enable the empowerment of children in the process, following their interests; their participation is about their rights (on the territory) as **CITIZENS OF TODAY, NOT JUST OF THE FUTURE.**

→Make room for awareness of their rights, for them and for those around them, in particular the **RIGHT TO PARTICIPATE**; starting from the Convention on the Rights of the Child.

→Provide an opportunity for **LEARNING** about the **DECISION-MAKING** process in local power.

→Focus processes on children

- The goal is to **GIVE CHILDREN KNOWLEDGE AND TOOLS TO LEAD THE PARTICIPATORY PROCESS WITH AUTONOMY**, namely teaching them to hold plenary sessions to discuss ideas and solutions and to exercise the right to vote.
- However, in the context of schools, teachers are the main interlocutors (with URBiNAT) and there is a simultaneous learning process with them and the facilitating team. Teachers are the adults responsible for the good conduction of the project / process, for observing the direction it takes and for supporting the construction and monitoring of the process and they need to be involved and motivated to ensure its sustainability.

Source: Isabel Ferreira, ongoing PhD research under the topic "Governance, citizenship and participation in small and medium-sized cities: comparative study between Portuguese and Canadian cities"; funded by Fundação para a Ciência e Tecnologia, Fundação Calouste Gulbenkian and the International Council for Canadian Studies.

UN A PARTICIPATORY PROCESS WITH CHILDREN

DESIGN & CONDUCTION



Greta Thunberg
 School strike for climate
 "You need to listen to us, we who cannot vote."

→Build a process that goes **from idea to action, CONCRETIZING** all the potential inherent in the power to participate, always with **adult support.**

→The **facilitator team** gives **TOOLS AND SUPPORT** to the teachers in the construction of the learning processes with the children.

→In the visits of the facilitating team, politicians and technicians, the moments in which the children are present, the **communication should be done with the CHILDREN**, placing them **AT THE CENTER OF THE PROCESS** (and not with teachers or other adults).

→**Incluir crianças no próprio processo de construção do projeto**, incluindo a **DECISÃO SOBRE QUANDO E COMO** vão discutir ideias e tomar decisões (entre elas).

→**Include children in the actual project building process**, including the **DECISION ON WHAT AND HOW** they will discuss ideas and make decisions (among them).

→**Generate balances between POWER RELATIONS** (which children reproduce in the same way as adults, creating hierarchies, for example, around age).


→Openly assume the contradictions that arise from the realization that your rights are not really protected. The more informed they are about their rights, the more capacity they have to transform their reality.

Source: Isabel Ferreira, ongoing PhD research under the topic "Governance, citizenship and participation in small and medium-sized cities: comparative study between Portuguese and Canadian cities"; funded by Fundação para a Ciência e Tecnologia, Fundação Calouste Gulbenkian and the International Council for Canadian Studies.

4. Design and planning in schools through community participation methods

UN COMMUNITY PARTICIPATION / DESIGN & PLANNING

SCHOOLS



→ **YOUTHS WANT TO CONTRIBUTE TO THEIR COMMUNITY AND BELIEVE THEMSELVES CAPABLE**

- but they are often **constrained by adult expectations**
- **isolating** them from community participation deprives them of socially productive activities and limits their chances of developing personal responsibility, tolerance, cooperation, and creativity.

→ **PARTICIPATORY PROCESSES IN SCHOOLS**

Contributions:

- understanding and adaptation to the activities and experience of those who use the physical space;
- alternative solutions.

Benefits:

- both for children and young people, and for adults and professionals involved in the participatory process;
- in terms of **development, learning, behavior change.**

Source: Sanoff, 2000

→ **ARTICULATION WITH THE SCHOOL CURRICULA**

- how project activities relate to the competencies of the corresponding level