

FOREIGN & COMMONWEALTH
OFFICE

**Global Future Cities Prosperity Fund
Programme Turkey**

Participatory Urban Planning
Implementation Model, Training and
Capacity Development Programme for
Istanbul

M3 Definition and Agreement on the Brief
and Indicators for Monitoring and
Evaluation for the Participation Methods

Annex A: Guidance Manuel

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Final 1 | 9 October 2020

This report takes into account the particular instructions and requirements of our client. It is not intended for and should not be relied upon by any third party and no responsibility is undertaken to any third party

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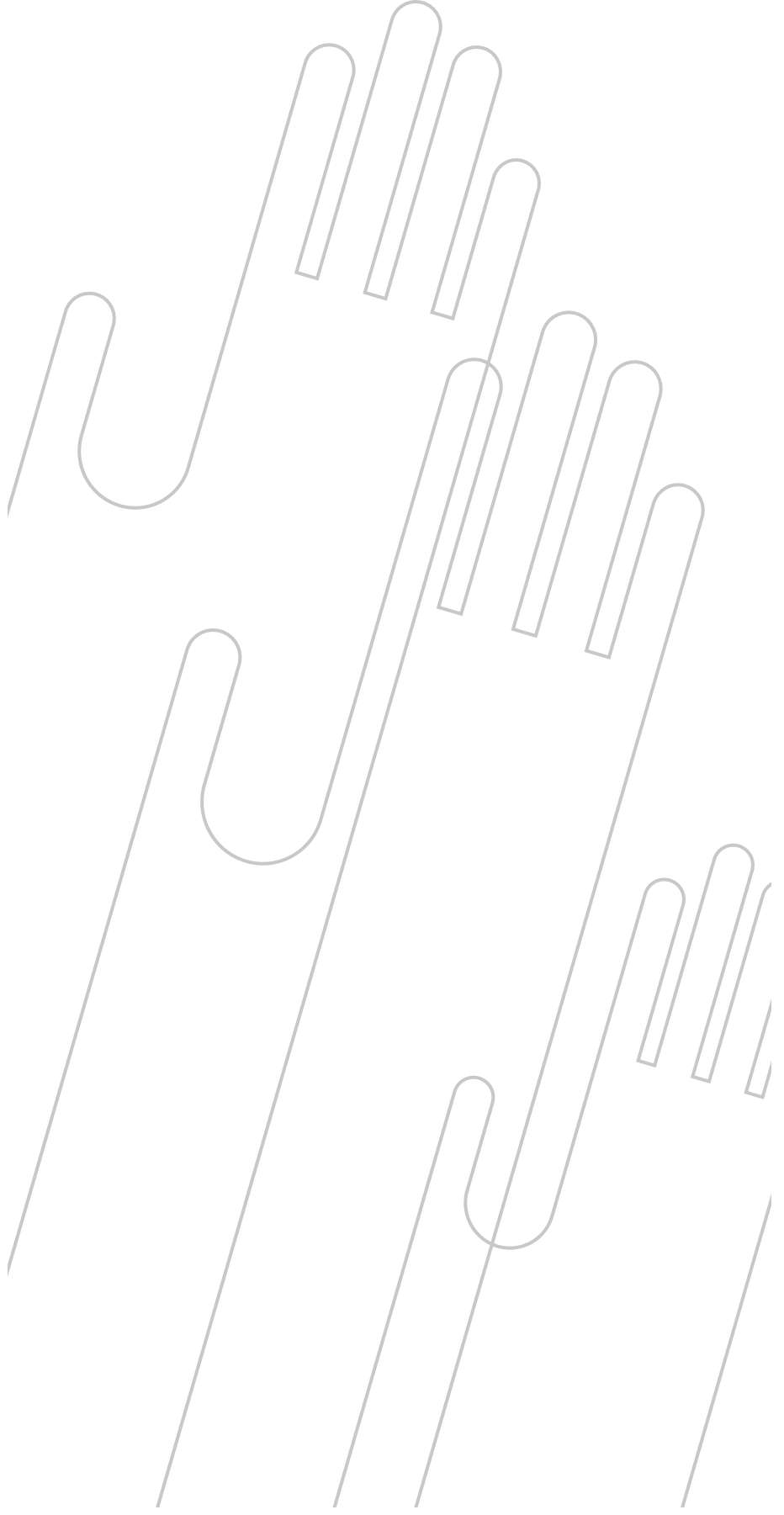
Ove Arup & Partners International Limited
13 Fitzroy Street
London W1T4BQ

www.arup.com

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Guidance Manual

*for the design and implementation of participatory
planning methods to be piloted in Beyoğlu, Istanbul,
Turkey*



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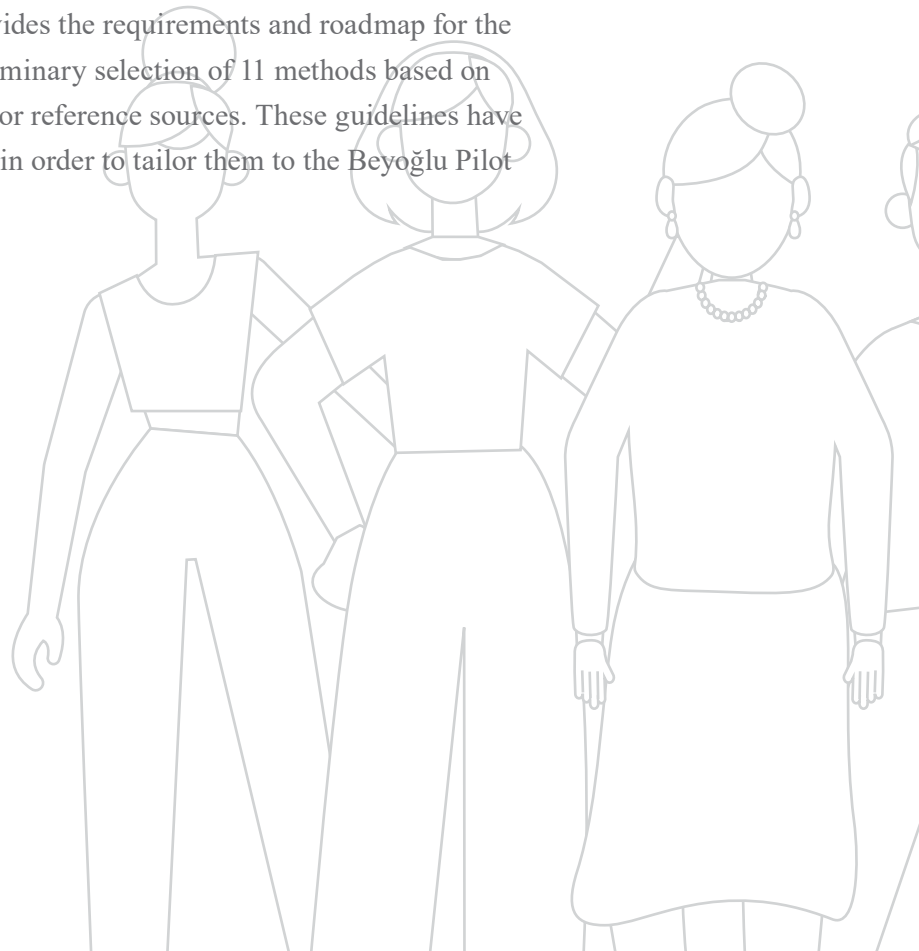
Introduction

“Participatory Urban Planning Implementation Model, Training and Capacity Development Programme for Istanbul” aims to support the Istanbul Metropolitan Municipality to establish a coherent urban planning approach for a sustainable, innovative and inclusive urban development.

The Guidance Manual document has been developed as part of this programme and within the “Global Future Cities Prosperity Fund Programme Turkey”. GFCP is a specific component of the UK FCO Prosperity Fund which aims to bring together world class expertise and knowledge to help Turkey enhance social participation and inclusive urban planning in order to both create short and long-term opportunities for the local, UK and international businesses.

The "Guidance Manual for the design and implementation of participatory methods of planning to be piloted in Beyoğlu, Istanbul, Turkey" is intended to provide improved, new and alternative participatory methods that can be utilised by IMM to facilitate training, and support workshops when designing future participation processes. The aim is to quickly capture the key characteristics of each method, provide tailored guidelines for its implementation and share international best practices.

The Guidance Manual provides the requirements and roadmap for the implementation of the preliminary selection of 11 methods based on guidelines provided by major reference sources. These guidelines have been curated and reshaped in order to tailor them to the Beyoğlu Pilot Project context.





Shortlisting potential selection methods

Chapter 1

Introduction

Long list of methods

A long list of alternative methods that could be employed to undertake participatory planning was assembled to include existing IMM methods and additional examples identified through a study of relevant international best practices. This ensured that only those methods that were relevant, implementable and effective in the city of Istanbul were progressed.

The long list included methods for the various engagement levels have been defined according to Arnstein's Ladder of citizen participation (inform/consult and involve/collaborate/empower) based on the following criteria:

- Existing methods applied by IMM in the planning process.
- Impact on the outcome between the method and the citizen's participation framework for the city of Istanbul.
- Level of success based on the selected best practices from the Cities Deep Dive.
- Implementation potential of the proposed participation methods in Istanbul, in terms of governance, resources (people and funding), and existing associative network (Universities, NGOs, private sector).
- Innovation and digitalisation potential that the participation method possesses. This implies offering versatility of tools both analogue and digital to achieve the participation objectives.
- Potential reach to the underrepresented groups.

This long list of methods was prepared to identify the methods that were most relevant for Istanbul to address current challenges and the ones that can support IMM's Beyoğlu Pilot Project.

LONG LIST OF METHODS



City walks



Learning events



Information centres



Visual data store



Personal communication



Mass communication



Project progress reporting



Community council



Public inquiries/ Hearings



Informal conversations



Advisory panels



Focus groups meetings



Feedback kiosks



Opinion poll



Pop up democracy



Hotline / Phone-in



Grievance mechanisms



Mapping



Gamification



Community workshop



Design charrette



Competition



Crowdsourcing ideas



City Week Festival



Serious games



Walk audit



Planning for real



Creative arts



Referendums



Crowdfunding



Participatory budget



Citizen juries



Tactical urbanism




Youth empowerment initiatives

Knowledge products

Long list of methods

Design charrette



Level of Engagement
Consultative

Planning stage
Planning (before, action plan) / Design & Implementation

Objective
Build ownership / Validate / Generate reaction

Audience
Closed

Participant selection
Representative

Number of participants
25

Impact
High - Essential

Timing
2 - 4 days

Cost - Resources and Skills
Medium

Analogy / Digital
Both

BEST PRACTICE
Co-creating Ludwigsburg

This is an intensive, hands-on workshop that brings people from different disciplines and backgrounds together with members of the community to explore design options for a particular area. It is a design based process and is best used for projects focused on community regeneration: including master plans within a city's comprehensive plan, town center plans, transit-oriented development plans, affordable housing development plans, and wide-scale redevelopment projects. It can be a good way to build positive enthusiasm and energy for a project and, at the same time, be responsive to the creativity of the community.

RECOMMENDED TOOLS

Analog

- Design charrette

Digital

- Online workshop
- Webinars

INCLUSIVENESS

In order to provide an inclusive approach adequate facilitators must be included.

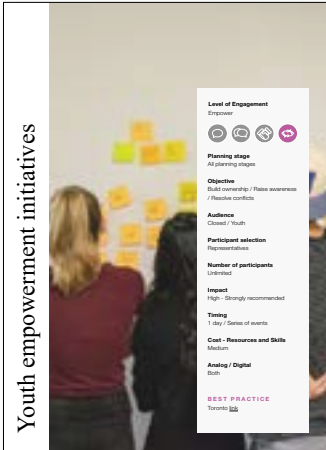
STRENGTHS

- It is a creative and dynamic process
- Encourages collaboration between groups that would not traditionally work together in a planning process
- Allows a number of different options and scenarios
- Draws the community the opportunity to be directly involved in designing solutions for their local area

WEAKNESSES

- Can have unrealistic expectations. Facilitators and organizers must explain what they are committing to and what the scope for change is
- May be dominated by experts

Youth empowerment initiatives



Level of Engagement
Empower

Planning stage
All planning stages

Objective
Build ownership / Raise awareness / Generate confidence

Audience
Closed / Youth

Participant selection
Representative

Number of participants
Unlimited

Impact
High - Strongly recommended

Timing
1 day / Series of events

Cost - Resources and Skills
Medium

Analogy / Digital
Both

BEST PRACTICE
Toronto

Youth empowerment wants to understand what issues matter most to them, when and how to involve youth in city building conversations and how to build youth understanding and engagement in city building.

There are many methods to empower youth. City Planning should make better use of the physical spaces in which youth spend time, like coffee shops, university campuses and libraries. This could include community cultural events, farmer's markets, outdoor concerts, street festivals. Any promotion in youth spaces needs to have a tone that is accessible, understandable and eye-catching. It can be achieved through the use of physical objects or interventions in public spaces that draw people's attention, such as temporary public art installations or street chalk art projects. Hubs are places where youth can connect with their peers, develop new interests and become engaged in local issues in their communities.

RECOMMENDED TOOLS

Analog

- Youth Hub
- Urban camp
- "Urban 20" Ambassadors
- "Planes in Classrooms" educational outreach program

Digital

- Online Communities
- Virtual Youth Hub

INCLUSIVENESS

Enabling remote participation in planning processes will help to attract youth audiences who are tech savvy but reluctant to attend in-person sessions.

STRENGTHS

- Youth want to understand what actions they can take to make a difference or what the best way to participate is

WEAKNESSES

- Youth need to feel more confident that their participation in the planning process is meaningful and actually affects outcomes
- Expensive
- Long-term effort



Participatory Methods

Advisory panels	Open calls	City walks (street walks)	City Walk Festival	Community board	Community workshop
Competition	Creative arts	Crowdfunding	Coordinating ideas	Design charrette	Event (learning event)
Feedback tools	Feedback mechanisms	Focus group meetings	Games	How-to / Photo in	Internal conversations
Information	Mapping	News	Open	Participatory	Personal



Participatory Methods

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Participatory Methods

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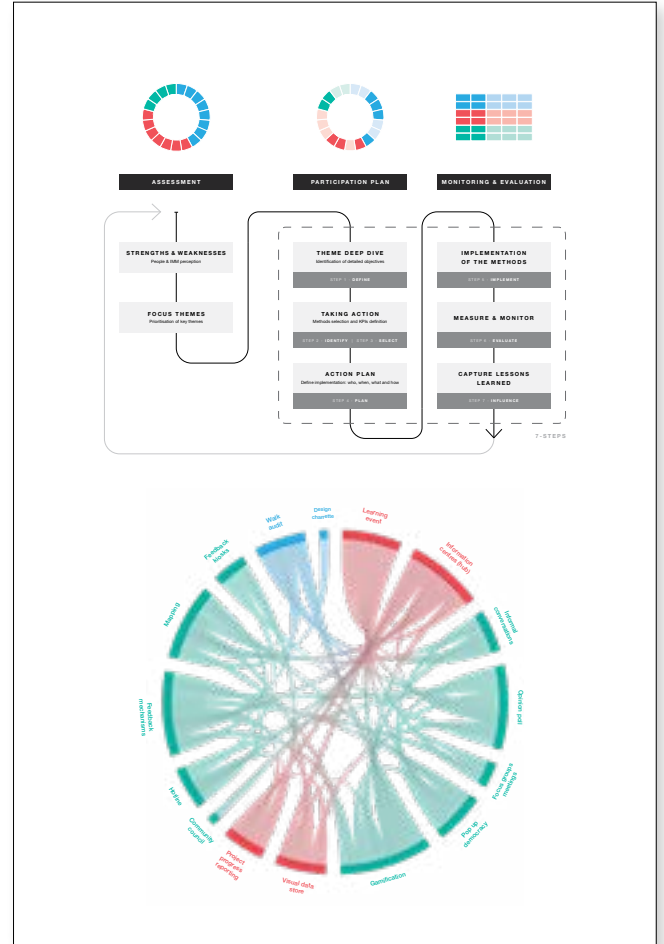
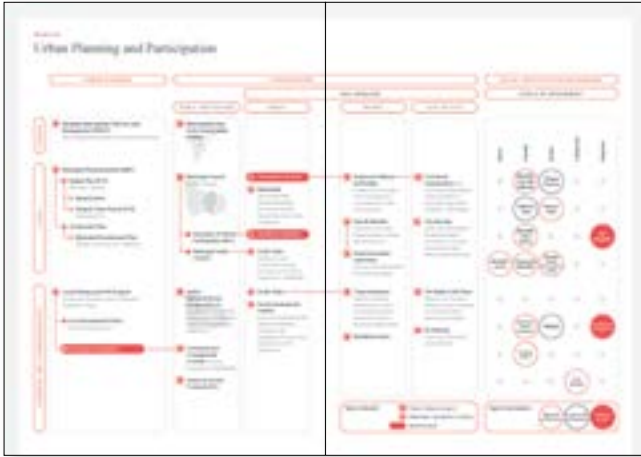
PARTICIPATION METHODS CARDS

This set of Participatory Methods Cards was created to describe in more details the long list of methods. It is intended that these cards would provide new and alternative participation methods that can be utilised by IMM to facilitate training, and support workshops when designing future participation processes. The cards aim to quickly capture the key characteristics of each method and share a case study showcasing international best practice. They are classified into four categories: Inform, Consult & Involve, Collaborate and Empower.

DIGITAL TOOL

This web tool was developed to address a double purpose: to gather the contents described in the Participation Methods Cards in an online platform that can be open accessed (Atlas of Participatory Methods) and to provide a roadmap to select the right mix of methods for the design of a participatory planning project.

The Atlas is intended to be an educational resource: it allows the user to navigate the different methods and filter their characteristics regarding its level of engagement, masterplan stage, budget, time required for execution and social inclusion groups specifically target by each method.



**CITIES DEEP DIVE:
BEST PRACTICES IN PARTICIPATORY PLANNING**

The Cities Deep Dive document compiles best practice participatory planning examples from 12 cities globally. It aims to reflect on the current challenges Istanbul is facing in relation to participation and showcase the ways other cities have tackled similar experiences. The document highlights relevant case studies and lessons learned which have been used to inform the development of the participation framework and other activities within this project.

**PARTICIPATORY PLANNING
FRAMEWORK**

The framework takes into account Istanbul’s unique challenges related to scale, diversity, insufficient digital literacy and lack of community readiness for public participation. The framework incorporates specific measures to ensure the selection and implementation of participation mechanisms are inclusive and responsive to district and neighbourhood specificities, leveraging existing local knowledge. Special emphasis is made in building capacity across the community to help ensure the sustainability of the framework.

An integrated approach

Shortlisting the methods

From the initial long list of 34 methods previously described, a prioritisation of the participatory methods has done according to a set of aspects:

- Assessment for the Beyoğlu Pilot Project and prioritisation of themes to be addressed
- Technical Team internal workshops
- Discussions with external stakeholders
- Validation with the IMM

This process has provided valuable information and criteria for the selection of the methods to be implemented in the Beyoğlu Pilot Project.

The process is staged into a first screening based on the criteria stemmed from the stages of the UPP process (Initiate, Plan, Deliver, Sustain). The methods were selected regarding the specific planning stages, the objectives of the participation process, the specific characteristics required (in terms of budget, level of engagement or time) and a final social inclusion assessment which will prioritise the most inclusive methods listed (according to the underrepresented groups previously identified and the evaluation carried out at the meetings with IMM and the external stakeholders).

This first short list of methods must be subjected to a checklist. This checklist includes time, influence, accessibility, inclusion, community focused, interaction and cost aspects to be evaluated for each of the methods shortlist.

This checklist does not only assess the suitability of each method against these criteria, but also evaluates the overall response of the selected mix of methods.

Finally, this preliminary shortlist of methods must undergo the validation of the IMM during a specific meeting.

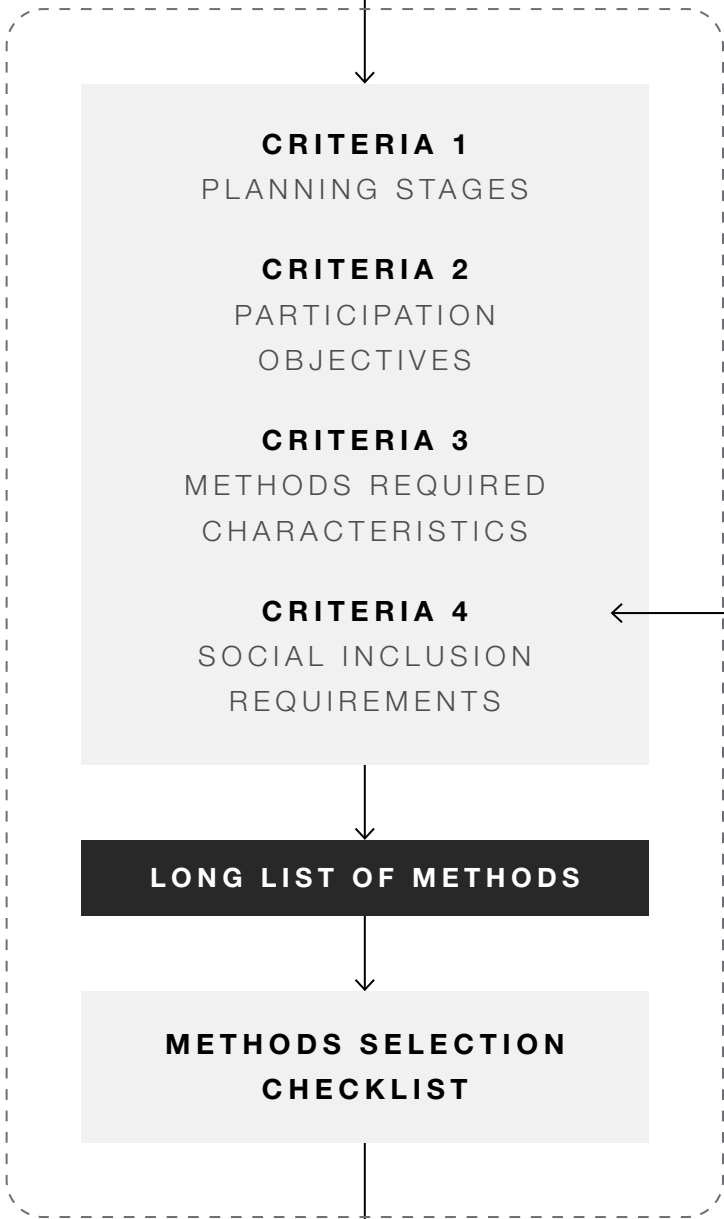
The validated shortlist will be ready to be outline within an action plan towards its delivery.

METHODS
SELECTION

STAKEHOLDERS
ENGAGEMENT

LONG LIST OF METHODS

IMM MEETINGS



CRITERIA 1
PLANNING STAGES

CRITERIA 2
PARTICIPATION
OBJECTIVES

CRITERIA 3
METHODS REQUIRED
CHARACTERISTICS

CRITERIA 4
SOCIAL INCLUSION
REQUIREMENTS

**IMM & EXTERNAL
MEETINGS**

LONG LIST OF METHODS

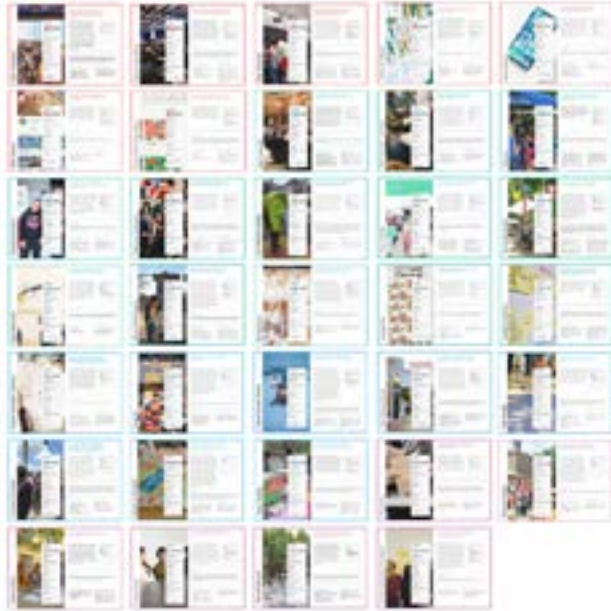
**METHODS SELECTION
CHECKLIST**

**VALIDATED SHORT
LIST OF METHODS**

IMM MEETINGS

Criteria

Shortlisting the methods



INITIAL LONG LIST OF METHODS

The initial long list consists of the methods elaborated in the Participatory Methods Cards that were most suitable to address Istanbul challenges and to support IMM's pilot project in Beyoğlu:

City walks (shared walks), Event (learning event), Information centres (hubs), Visual data store, Personal communication, Mass communication, Project progress reporting, Community council, Public inquiries/ Hearings, Informal Conversations, Advisory panels, Focus groups meetings, Feedback kiosks, Opinion poll, Pop up democracy, Hotline / Phone-in, Grievance mechanisms, Mapping, Gamification, Community workshop, Design charrette, Competition, Crowdsourcing ideas, City Week Festival, Serious games Walk audit, Planning for real, Creative arts, Referendums, Crowdfunding, Participatory budget, Citizen juries, Tactical urbanism and Youth empowerment initiatives.

CRITERIA 1: PLANNING STAGES

The first criteria applied to define the shortlist of methods involve discarding the methods that are not suitable to be developed during the first planning stages of the Participatory Planning process. The stages identified are:

- Defining the stakeholders particular to the planning area
- Background studies of the land use
- Area / Site works
- Composing of initial evidences

According to them, the following methods would be discarded in the first place (many of them belong to the 'Empower' level, which normally targets further stages in the Participatory Planning process):

- Planning for real
- Referendums
- Crowdfunding
- Participatory budget
- Citizen juries
- Tactical urbanism



CRITERIA 2:

PARTICIPATION OBJECTIVES

The second criteria are based on how the methods address the prioritised participatory objectives defined in Step 1: Initiate. These objectives are related to the four levels of engagement defined for each method. For this stage of the process, the objectives related to 'Empower' level would not match the requirements. Therefore, the list of prioritised objectives is as follows:

- Inform: Provide information, Raise awareness
- Consult & Involve: Data gathering, Resolve conflicts, Generate interaction, Feedback, Build ownership, Initiate a discussion, Community groups needs analysis, Learning and capacity building
- Collaborate: Build consensus, Create a vision

According to these criteria, the following methods have been discarded (mostly from the 'Collaborate' level):

- Competition
- Crowdsourcing ideas
- City Week Festival
- Serious games

CRITERIA 3

METHODS REQUIRED CHARACTERISTICS

The third criteria stems from the Step 2 of the methodology, "Plan": 'Select the methods'. For the prioritisation of the methods, a set of requirements have been stated:

- Low/Medium budget
- Ease of implementation
- Short duration: Less than 3 months / 3 to 6 months
- Discard similar methods for ones with higher impact

According to these factors stated, the discarded methods are:

- City walks can be replaced by walk audits since it provides higher level of engagement
- Personal communication and Mass communication will be developed in the communication strategy
- Public inquiries can be replaced by learning event
- Advisory panels can be replaced by improved Community Council - i.e. existing City Council
- Community workshop can be replaced by Design Charrette
- Creative arts can be integrated as part of other methods
- Youth empowerment initiatives (can be integrated by other methods)

Social Inclusion Evaluation

Shortlisting the methods

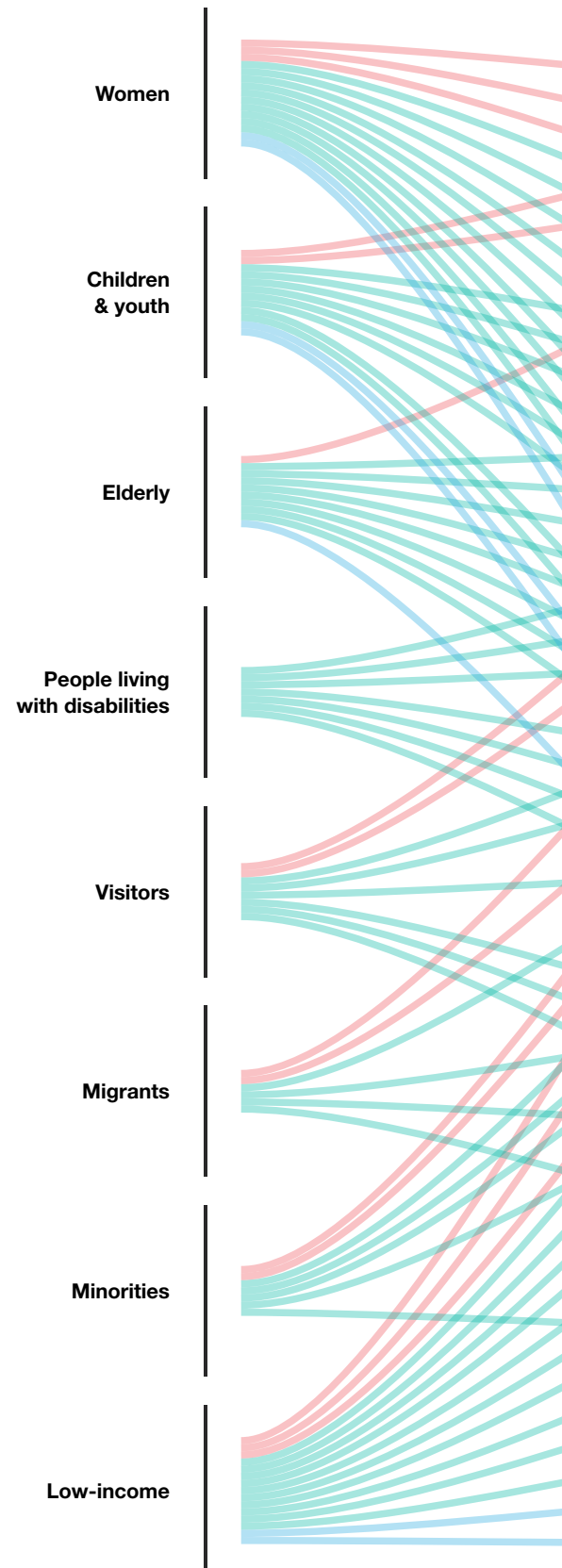
GESI

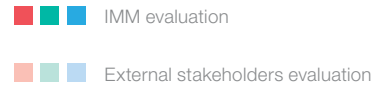
Based on the shortlist of methods resulted from the application of the previous criteria, the methods were presented both to the IMM and to a group of external stakeholders. The objectives for these meetings were to present and to explain the criteria used for the method selection as well as gathering their feedback on the preliminary shortlist of methods.

It is vital that the programme and the pilot project support the Turkish National ambition to meet the UN's Sustainable Development Goals, including those assigned to gender equality (SDG5) and Inclusion (SDG11). To ensure the prioritisation of methods genuinely represents the needs and priorities of ALL citizens and visitors to the Pilot Area, the social inclusion relevance and value to each shortlisted method was examined. Through tools such as mentimeter, feedback was collected from a wide range of citizens including those who are traditionally under-represented groups and is presented in this diagram. Due to time limits, the final validation of the specific short list of methods could not be accomplished. The results of this study prioritised the following methods as the most effective means to engage with the most diverse set of stakeholders / citizens.

- "Feedback kiosks" and "Hotline / Phone-in" methods have been grouped under the general method of "Feedback Mechanisms"
- "Informal conversations" will include "Pop Up Democracy" as a specific case.
- The methods "Visual data store" and "Project progress reporting" will not be develop in this Guidance as they were ranked as the lowest in terms of social inclusion.

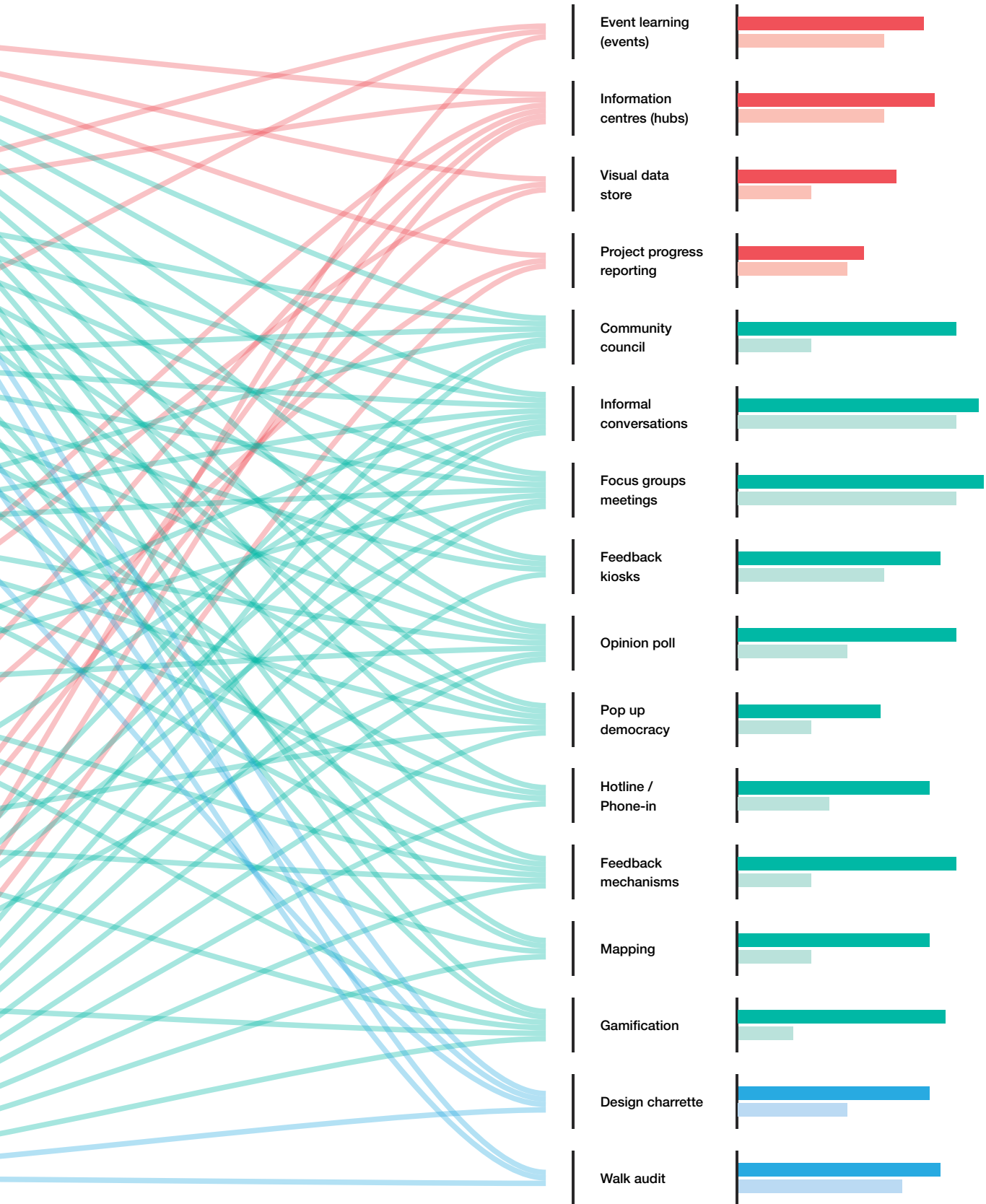
During the meeting held on July 22nd with the IMM Working Group, Project Progress Reports, Visual Data Store and Pop up democracy were ranked as the least inclusive methods whilst others got high scores. During the meeting with the Participation Working Group on July 10th, informal conversations and focus group meetings were chosen as the most inclusive methods, followed by walk audits, learning events and information centres (hubs). Project progress reports, gamification and design charrette were pointed as the least inclusive methods. Home visits were other methods proposed out of list to be used in the pilot area.





METHODS

EVALUATION



Prioritised short list of methods

Shortlisting the methods

EVENT (KNOWLEDGE SHARING EVENTS)

Learning events offer the chance for members of the public to learn and hear about a wide-range of topics that are relevant for the project, impact on the city, its people.

Learning events are run by the local authority on a regular (weekly, monthly, quarterly) basis. They could cover topics such as transport, environment, urban design, economy, climate change, community building. They may include information on an upcoming project, share research the city is undertaking or invite international cities to share their best practice examples. They may be presented by the cities' leaders, international leaders or industry experts.

INFORMATION CENTRES (HUBS)

Information hubs are physical kiosks or desks distributed around a city, where residents find information, ask questions and provide feedback on a local authority's activities, projects and policies.

Information hubs are the first point of contact residents have with a local authority. They are responsible for collating information from various city departments and agencies and sharing it with residents in a way that is easy to understand. Sometimes they may also provide citizens with personal specialist advice, such as on planning regulations. They are often staffed by people who work for the local authority, but sometimes they are electronically operated. There is potential for Istanbul to broaden the role existing kiosks such as Beyaz Masa play in promoting participation.

COMMUNITY COUNCIL

The Community Council is a consultative meeting that opens the way for participation of the local people in the administrative processes in a structured entity.

By holding regular meetings, the opinions and decisions taken by the council have to be presented at the municipal council meetings (the municipality is not obliged to accept, and the community council does not retain voting rights). This method is most effective when the goal is: Examining

broad policy objectives / horizon scanning to create new ideas and propose solutions; Assessing policy options to develop recommendations; Gaining insight from the public about the efficacy of existing practice. It contributes to build consensus and validates decisions.

INFORMAL CONVERSATIONS

Informal conversations are a form of facilitated engagement on a topic that allows participants to have a free flowing dialogue about that topic. The goal is to improve and create a shared understanding of an issue.

This method incorporates a range of approaches designed to help participants identify common ground and mutually beneficial solutions to a problem. While a facilitator is present to give structure to the format of the dialogue, the participants typically direct the content of the discussion.

FOCUS GROUPS MEETINGS

Focus group meetings are used to assess opinions and investigate causality about specific aspect in a single meeting, no more than two hours long in a very small group to gather evidence.

Free discussion on a specific topic and little input/ direction from a facilitator in a small group of five to twelve people selected to be representative of the public. The discussions are normally recorded, a report of the process and its results is produced and then distributed to the participants. Clients or other interested parties may observe the discussions. Focus Groups provide useful information on how people respond to particular questions or issues, but the short amount of time limits the depth of discussion that can be had.

OPINION POLL

Opinion polls are quantitative surveys used for information gathering. They can be undertaken to identify the needs and views of a large number of people in a standard format.

The main stages involved are: defining the sample size and the type of information required; deciding on the type of survey



▲
POTENTIAL SYNERGIES

Regarding the nature of each method and the infrastructure required, diverse combinations are proposed to provide more robust approaches among complementary methods.

to be used (postal, drop and collect, telephone or interview); survey design; piloting the survey; undertaking the survey and post-completion analysis of the results. It is often best to use a short and concise questionnaire where people's views on an issue are being sought. This is a single event, usually takes no more than several minutes but data collection period may differ.

FEEDBACK MECHANISMS

Feedback mechanisms enable the public to make complaints, questions and requests to a local authority.

Grievance mechanisms are typically provided for the public to report maintenance or community problems that are the responsibility of the local authority such as road repairs, illegal dumping, graffiti and noise or for the public to complain if they think the local authority is not doing something they said they would do, if they disagree with a decision that has been made, or if the way a public servant or elected official has behaved. To avoid mistrust the local authority should clearly communicate how complaints are dealt with, and the actions the public can take if they think a complaint has been dealt with unfairly. Sometimes an independent office (Ombudsman) is set up to investigate the complaints.

MAPPING

Community mapping is a participatory process that enables people to map the social, ecological and economic assets, along with historical events of their community.

It is a useful way for initiating dialogue and planning in a community. Mapping is an accessible and graphic way to learn about people's perceptions of a place and can be useful in the visioning process. The method can be used to document certain aspects, strengths or weaknesses, or locations of services within a community, neighbourhood or municipality. It is useful to break a large group into smaller circles of 3-6 people. The small group maps can eventually be integrated into a larger, collaborative map.

GAMIFICATION

Gamification takes game-like mechanics and infuses them into traditional participation to increase engagement.

Gamification takes game mechanics such as leaderboards, points systems, badges and up-leveling in order to tap people's drive for competition and achievement. The game-like elements help incentivise people to actively participate, increasing engagement. In order to deploy gamification

properly, understanding the audience and what drives them is important, and pair those driving forces with the correct game mechanics that will activate them.

DESIGN CHARRETTE

Design charrettes are an efficient and creative method used in urban planning to facilitate input from the community in a specific geographic area. They bring together diverse stakeholders to focus on a challenge, including policymakers, experts and the general public.

It is a creative and dynamic process that will encourage collaboration between groups and stakeholders from the Pilot project that would not traditionally work together in a planning process. It allows a number of different options and scenarios that can contribute to unblock conflictive planning situations.

WALK AUDIT

A walk audit involves a group or groups of people taking a walk along a pre-defined route so they can share their local lived experiences of that area that the project team may not have considered.

A walk audit enables local authorities to collaborate with communities understand their needs and expectations so that they can be taken into account in the design and development of the project. An audit will usually focus on aspects of the public realm and people's experiences moving through the area. Participants may jot their thoughts and ideas on a map during the walk, or access the map remotely. They may focus on pedestrian and cycling infrastructure, provision or quality of community facilities, green areas or public space, or the zoning or planning regulations of an area.

Characteristics of the shortlist of methods

Shortlisting the methods

INFORM

Type	LEARNING ACTIVITIES		
Method	Event (learning events)	Information centres (hubs)	Community council
Planning stage	<ul style="list-style-type: none"> – Definition of the stakeholders particular to the planning area – Background studies of the land use – Area / Site works – Composing of initial evidences – Plan Making – Approvals 	<ul style="list-style-type: none"> – Definition of the stakeholders particular to the planning area – Background studies of the land use – Area / Site works – Composing of initial evidences – Plan Making – Approvals 	<ul style="list-style-type: none"> – Definition of the stakeholders particular to the planning area – Background studies of the land use – Area / Site works – Composing of initial evidences – Plan Making – Approvals
Objectives	<ul style="list-style-type: none"> – Raise awareness – Generate interaction – Initiate a discussion – Learning and capacity building 	<ul style="list-style-type: none"> – Feedback – Raise Awareness – Resolve conflicts – Provide information – Learning and capacity building 	<ul style="list-style-type: none"> – Feedback – Build consensus – Validate – Community groups needs analysis – Generate interaction
Sample of target audience	<ul style="list-style-type: none"> – 50-100 – 100-500 – Unlimited 	<ul style="list-style-type: none"> – >500 – Unlimited 	<ul style="list-style-type: none"> – 100-500
Participants selection	<ul style="list-style-type: none"> – Open to everyone in a given community to participate – Targeted to certain groups / stakeholders 	<ul style="list-style-type: none"> – Open to everyone in a given community to participate 	<ul style="list-style-type: none"> – Stratified random sample (to gain perspective representative of wider community) – Targeted to certain groups / stakeholders
Budget	<ul style="list-style-type: none"> – Medium 	<ul style="list-style-type: none"> – High 	<ul style="list-style-type: none"> – Low
Time needed for execution of method	<ul style="list-style-type: none"> – Less than 3 months – 3 to 6 months 	<ul style="list-style-type: none"> – 6 to 12 months – 1 to 2 years – More than 2 years 	<ul style="list-style-type: none"> – 6 to 12 months – 1 to 2 years – More than 2 years
Time length for participants	<ul style="list-style-type: none"> – Series of events running over 1+ year / Ongoing 	<ul style="list-style-type: none"> – Ongoing 	<ul style="list-style-type: none"> – Series of events running over 1+ year
Face-to-face / Digital	<ul style="list-style-type: none"> – Adaptable: Can be run online and/or face-to-face 	<ul style="list-style-type: none"> – Adaptable: Can be run online and/or face-to-face 	<ul style="list-style-type: none"> – Adaptable: Can be run online and/or face-to-face
Digital skills	<ul style="list-style-type: none"> – Basic 	<ul style="list-style-type: none"> – Basic 	<ul style="list-style-type: none"> – Basic
Literacy skills	<ul style="list-style-type: none"> – Intermediate 	<ul style="list-style-type: none"> – Basic 	<ul style="list-style-type: none"> – Intermediate
Under-represented groups	<ul style="list-style-type: none"> – Children – Elderly – Low-income families" 	<ul style="list-style-type: none"> – Women – Children – Visitors 	<ul style="list-style-type: none"> – Women – Children – Elderly – Minorities – Low-income families

CONSULT AND INVOLVE

COMMUNITY CONSULTATION

Informal Conversations

- Definition of the stakeholders particular to the planning area
- Background studies of the land use
- Area / Site works
- Composing of initial evidences
- Plan Making
- Approvals

- Feedback
- Raise awareness
- Generate interaction
- Initiate a discussion

- 100-500
- >500
- Unlimited

- Open to everyone in a given community to participate
- Targeted to certain groups / stakeholders"

- Low-Medium

- Less than 3 months

- Less than one day

- Adaptable: Can be run online and/or face-to-face

- Limited

- Limited

- Children
- Elderly
- People living with disabilities
- Informality status
- Migrant status
- Minorities
- Low-income families

Focus groups meetings

- Definition of the stakeholders particular to the planning area
- Background studies of the land use
- Area / Site works
- Composing of initial evidences
- Plan Making
- Approvals

- Data gathering
- Feedback
- Resolve conflicts
- Community groups needs analysis
- Build ownership
- Create a vision
- Build consensus

- <10
- 10-25

- Random invites (to gain previously unheard perspectives)
- Targeted to certain groups / stakeholders
- Stratified random sample (to gain perspective representative of wider community)

- Low-Medium

- Less than 3 months

- Less than one day

- Adaptable: Can be run online and/or face-to-face

- Limited

- Intermediate

- Elderly
- People living with disabilities
- Visitors
- Race and religion
- Low-income families

Opinion poll

- Definition of the stakeholders particular to the planning area
- Background studies of the land use
- Area / Site works
- Composing of initial evidences
- Plan Making
- Approvals

- Raise awareness
- Feedback
- Generate interaction
- Data gathering
- Propose and prioritise solutions

- 100-250
- >500
- Unlimited

- Open to everyone in a given community to participate
- Targeted to certain groups / stakeholders

- Low-Medium

- Less than 3 months
- 3 to 6 months

- Less than one hour

- Adaptable: Can be run online and/or face-to-face

- Basic

- Basic

- Women
- Children & youth
- Elderly
- Visitors
- Minorities
- Low-income

Type

Method

Planning stage

Objectives

Sample of target audience

Participants selection

Budget

Time needed for execution of method

Time length for participants

Face-to-face / Digital

Digital skills

Literacy skills

Under-represented groups

Characteristics of the shortlist of methods

Shortlisting the methods

CONSULT AND INVOLVE

Type	INFORMATION COLLECTION		
Method	Feedback mechanisms	Mapping	Gamification
Planning stage	<ul style="list-style-type: none"> – Definition of the stakeholders particular to the planning area – Background studies of the land use – Area / Site works – Composing of initial evidences – Plan Making – Approvals 	<ul style="list-style-type: none"> – Definition of the stakeholders particular to the planning area – Background studies of the land use – Area / Site works – Composing of initial evidences – Plan Making 	<ul style="list-style-type: none"> – Definition of the stakeholders particular to the planning area – Background studies of the land use – Area / Site works – Composing of initial evidences – Plan Making – Approvals
Objectives	<ul style="list-style-type: none"> – Feedback – Data gathering – Resolve conflicts 	<ul style="list-style-type: none"> – Feedback – Data gathering – Resolve conflicts – Initiate a discussion – Community groups needs analysis – Build ownership 	<ul style="list-style-type: none"> – Raise awareness – Data gathering – Feedback – Initiate a conversation – Learning and capacity building
Sample of target audience	<ul style="list-style-type: none"> – >500 – Unlimited 	<ul style="list-style-type: none"> – 25-50 – 50-100 – >500 – Unlimited 	<ul style="list-style-type: none"> – 50-100 – >500 – Unlimited
Participants selection	<ul style="list-style-type: none"> – Open to everyone in a given community to participate 	<ul style="list-style-type: none"> – Open to everyone in a given community to participate – Targeted to certain groups / stakeholders 	<ul style="list-style-type: none"> – Open to everyone in a given community to participate – Targeted to certain groups / stakeholders
Budget	<ul style="list-style-type: none"> – Medium 	<ul style="list-style-type: none"> – Medium 	<ul style="list-style-type: none"> – Medium-High
Time needed for execution of method	<ul style="list-style-type: none"> – Less than 3 months – 3 to 6 months 	<ul style="list-style-type: none"> – Less than 3 months – 3 to 6 month 	<ul style="list-style-type: none"> – Less than 3 months – 3 to 6 months
Time length for participants	<ul style="list-style-type: none"> – Ongoing 	<ul style="list-style-type: none"> – Series of events running over several weeks/months 	<ul style="list-style-type: none"> – Series of events running over several weeks/months
Face-to-face / Digital	<ul style="list-style-type: none"> – Adaptable: Can be run online and/or face-to-face 	<ul style="list-style-type: none"> – Adaptable: Can be run online and/or face-to-face 	<ul style="list-style-type: none"> – Adaptable: Can be run online and/or face-to-face
Digital skills	<ul style="list-style-type: none"> – Limited 	<ul style="list-style-type: none"> – Basic 	<ul style="list-style-type: none"> – Basic
Literacy skills	<ul style="list-style-type: none"> – Basic 	<ul style="list-style-type: none"> – Intermediate 	<ul style="list-style-type: none"> – Limited
Under-represented groups	<ul style="list-style-type: none"> – Women – Elderly – People living with disabilities – Low-income families 	<ul style="list-style-type: none"> – Women – Children – Low-income 	<ul style="list-style-type: none"> – Women – Children – Migrant status – Low-income families

COLLABORATE

IDEATION

Design charrette

- Definition of the stakeholders particular to the planning area
- Background studies of the land use
- Area / Site works
- Composing of initial evidences
- Plan Making

- Build ownership
- Validate
- Generate interaction
- Initiate a discussion
- Build consensus
- Create a vision
- Propose and prioritise solutions

- 10-25
- 25-51

- Open to everyone in a given community to participate
- Stratified random sample (to gain perspective representative of wider community)
- Targeted to certain groups / stakeholders"

- Medium

- Less than 3 months

- Less than a week

- Adaptable: Can be run online and/or face-to-face

- Basic

- Intermediate

- Women
- Children
- Elderly
- Low-income families

Walk audit

- Definition of the stakeholders particular to the planning area
- Background studies of the land use
- Area / Site works
- Composing of initial evidences
- Plan Making
- Approvals

- Build ownership
- Data gathering
- Raise awareness
- Generate interaction
- Feedback

- 10-25
- Unlimited

- "Open to everyone in a given community to participate
- Target to certain groups/stakeholders

- Low-Medium

- Less than 3 months
- 3 to 6 months

- One-day event
- Series of events running over several weeks/months

- Adaptable: Can be run online and/or face-to-face

- Limited

- Limited

- "Women
- Children
- Low-income

Type

Method

Planning stage

Objectives

Sample of target audience

Participants selection

Budget

Time needed for execution of method

Time length for participants

Face-to-face / Digital

Digital skills

Literacy skills

Under-represented groups

Methods grouping

Shortlisting the methods

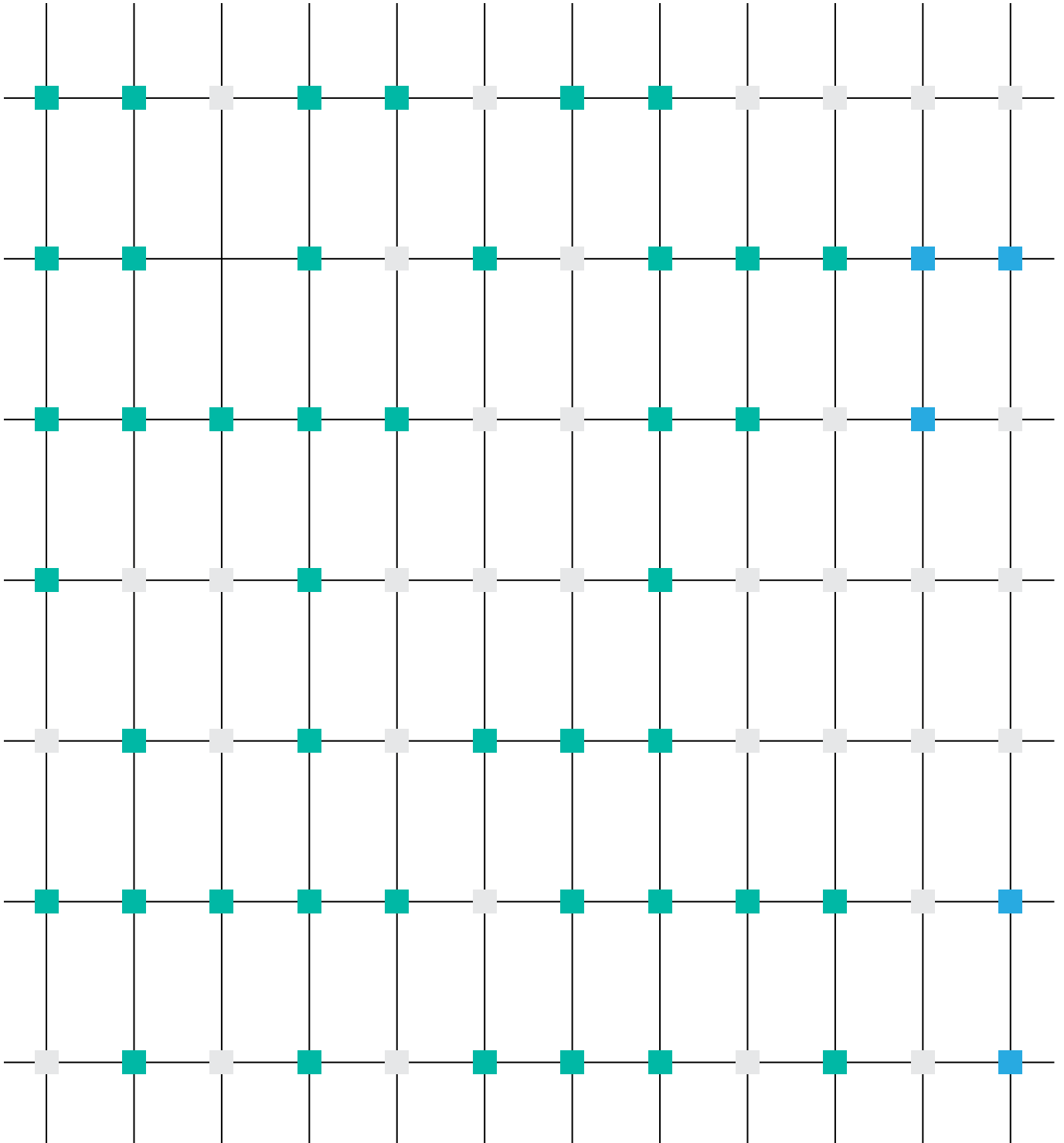


Methods selection checklist

Shortlisting the methods

		Event learning (events)	Information centres (hubs)	Visual data store	Project progress reporting
PROCESS	Have you considered methods that allow you to inform the community and key stakeholders from the beginning of your engagement process?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Have you considered methods that will help you to build and secure a positive relationship with participants, and the time that it might take to build this relationship?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Have you considered methods that will help community members contribute in a way that influences outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Have you considered methods that will allow conversations about participatory planning to continue after the Pilot Project is developed?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCESSIBILITY AND INVOLVEMENT	Have you considered methods that will be accessible to all stakeholder and community groups, so that they are informed about the engagement process and encouraged to participate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Have you considered methods that are appropriate for your local community to be implemented in a digital and analog way?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Have you considered methods that will allow you to provide information to stakeholders and community members in a way that is easy for them to understand?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

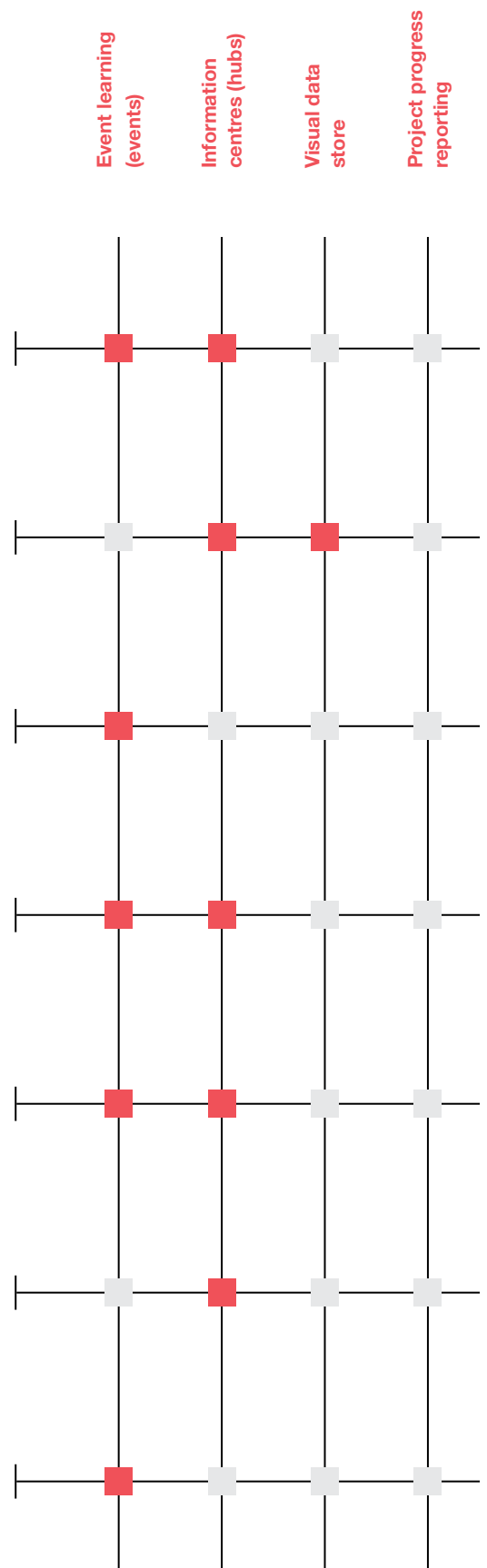
Community council
 Informal conversations
 Focus groups meetings
 Feedback kiosks
 Opinion poll
 Pop up democracy
 Hotline / Phone-in
 Feedback mechanisms
 Mapping
 Gamification
 Design charrette
 Walk audit

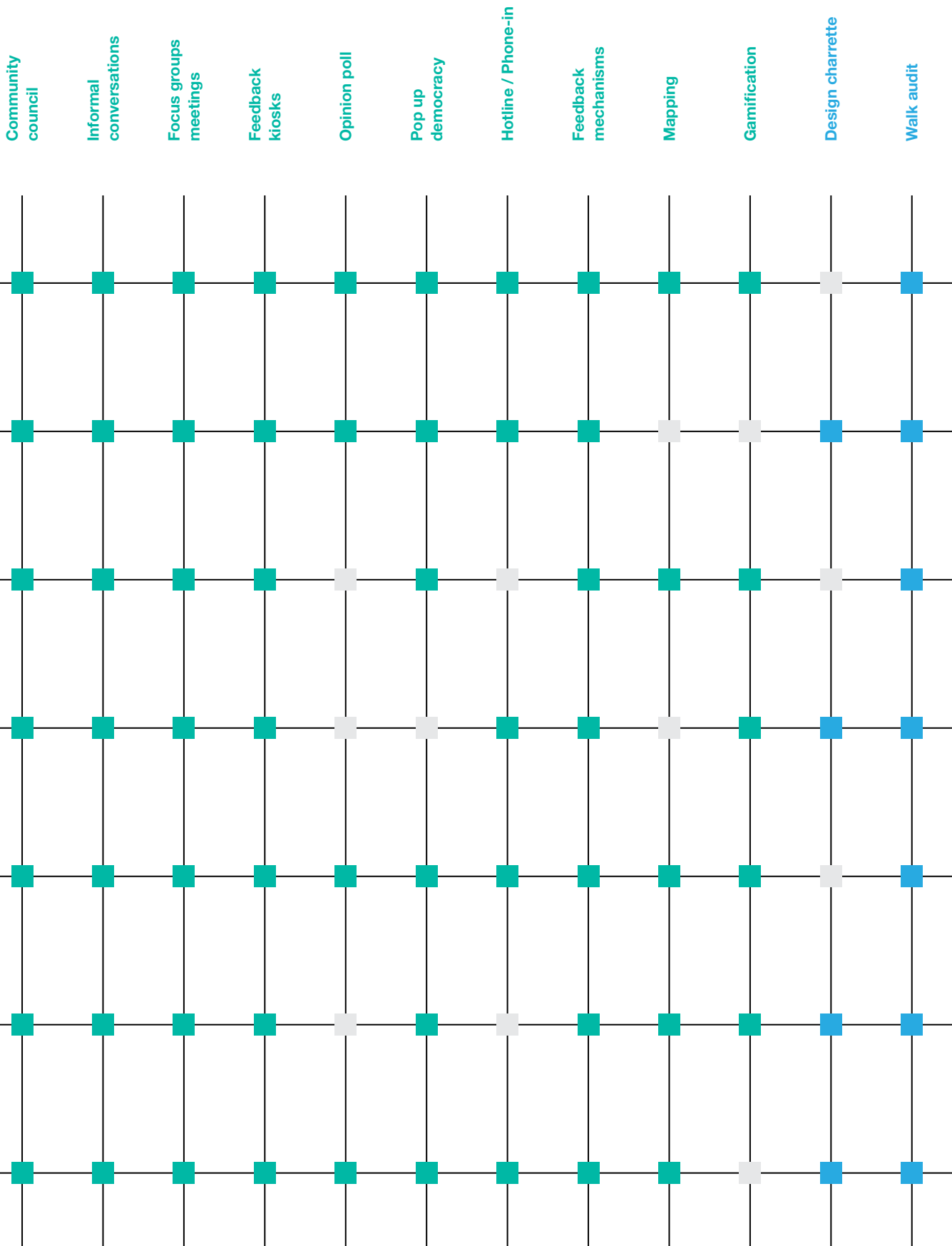


Methods selection checklist

Shortlisting the methods

	Event learning (events)	Information centres (hubs)	Visual data store	Project progress reporting
INCLUSIVE	Have you considered methods that encourage all sectors of the community to be involved in conversations about participatory planning?			
	Have you also considered how good ideas can be captured as part of the process, regardless of whether they are made as part of a properly made submission?			
TRANSPARENCY, TRUST AND CAPACITY BUILDING	Have you considered methods that encourage the entire community to participate?			
	Have you considered methods that will help community members and stakeholders understand what is in the best interests of the community, and the trade-offs that may be required to achieve the best interests of the community?			
	Have you considered methods that allow the community to consider the big picture? This could include a combination of methods from informing and providing information, to deliberating about challenges and collaboratively creating potential solutions.			
	Have you considered methods that provide opportunities for community members to discuss the big picture with planners?			
RESOURCES	Have you considered the resources that are available, both budget and staff time, to deliver the engagement methods and techniques?			





Implementation of the methods

Chapter 2

GESI Groups

Requirements for design and implementation of the methods

To provide a baseline to ensure inclusion we have identified 8 groups of citizens who are traditionally not, or under-represented in planning programmes – at any stage and we believe that focusing on and including these 8 groups will

enable the planning team to be confident of inclusive inputs into design and planning and a final produce that will be accessible to all citizens.



CHILDREN AND YOUTH

Children and young people represent the future and therefore the long-term beneficiaries of urban planning. Understanding their needs and expectations is crucial for sustainable urban development and hence providing young people with opportunities to learn about city concepts and to help shape it through participation processes. It is abundantly clear that adopting a child-friendly approach will ensure the creation of cities that work better for everyone now and for many years to come.

In the context of Beyoğlu, youth represents 35,38% of the total population.



ELDERLY

The elderly people have already contributed positively to the growth of their city and to society, for many years, and their knowledge and experience is extremely valuable in thinking about the future, especially when obtained through participatory urban planning processes. Designing for Ageing Communities also focusing on identifying their specific needs will enable teams to propose strategies to make communities more age friendly. The engagement of the elderly brings light on showing how communities can empower their older residents to live happy and fulfilling lives.

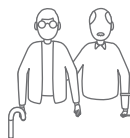
In the context of Beyoğlu, elderly represent 8,73% of the total population.



WOMEN

Any city or country which fails to benefit freely from the skills and wisdom of 50% of their citizens (i.e. women) will develop and grow at a much slower pace than one who does. The participation of Women is therefore extremely valuable to provide a comprehensive understanding of urban planning of more equal access to the city. When planning with a gender equality perspective, there is an increased awareness on all barriers (physical, cultural, and social) which prevent the full implementation of women's rights, especially for those with low-income, and taking care of children and the elderly.

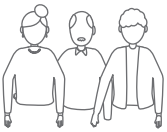
In the context of Beyoğlu, women represent 51,31% of the total population.



PEOPLE LIVING WITH DISABILITIES

Ensuring the inclusion of all members of society in thinking and delivering urban growth strategies is essential and this must include, and be mindful of the very specific needs of people living with disabilities who themselves are best placed to provide highly invaluable insights into the complexities of urban safety and accessibility through their personal and varied experience. Places that city planners consider safe or well designed can be quite different from a person living with disability – and hence the bringing together of these two groups is far too rare.

According to a study, the population of people living with disabilities in Turkey is 7 % including those with chronic diseases.



LOW-INCOME

Engaging with low-income people is important to understand the situation experienced by individuals or families within the community that are financially vulnerable, homeless or disadvantaged. Their contributions are invaluable in terms of opinions and observations that not only improve the participatory planning process as a whole, but also shape a successful city with opportunities for all. In Beyoglu the neighbourhoods in the west and the north-west show residential areas with low socio-economic conditions, poverty and deprivation. Recently, Beyoglu has been immersed in urban renewal projects in deprived areas and experienced gentrification in certain neighbourhoods (Galata, Cihangir, Tarlabasi, etc.).



MINORITIES

Guaranteeing the engagement of minority groups in the urban planning process is essential to enhance the value of diversity that a city like Istanbul can offer. Bringing mainstream and community minorities on board at the very earliest stages of an urban planning process is very likely to enhance the creative approach. In Istanbul, culturally and linguistically diverse communities provide a wealth of skills, experience and perspectives that enrich its society and have contributed to make it the diverse city it is. More precisely, Beyoglu is the most diverse district in Istanbul.



VISITORS

ICOMOS, is a non-governmental international organisation dedicated to the conservation of the world's monuments and sites, recognises that tourism can help fund heritage conservation, stimulate commercial activity and promote the maintenance of urban services. Therefore, tourism can play an important role in conservation since it increases people's interest for its culture and improves the city's branding, while generating a greater identity and well-being within the local community. For these reasons, engaging visitors in the participatory planning process can be very beneficial.

Istanbul is one of the main tourist destinations in Turkey, being the second city with 12.5 million visitors.



MIGRANTS

The New Urban Agenda provides principles towards "the right to the city", which protects migrants' rights in that process. Urban planning and practices are demanding innovative ideas to turn the migrant crisis into an opportunity. This explains why engaging with migrants can be beneficial.

In the case of Istanbul only the Syrian registered refugees represent 3.28% of the total population.

How to implement GESI in a Participatory Method?

GESI is not an independent add-on – it needs to be incorporated throughout the entire preparation, implementation, monitoring and evaluation of the participatory methods. Therefore, GESI has been considered along the whole method chapters.

Furthermore, there is a GESI Guidelines document. It compiles a summary of checklists for each of the selected underrepresented groups addressed in the Pilot Project. It also includes brief case studies on inclusive participation drawn from international cities around the globe, along with Turkish examples. Finally, a list of KPIs is proposed to Monitor and Evaluate social inclusion.

GESI is core to a participatory programme and should be highlighted across every participation document prepared.



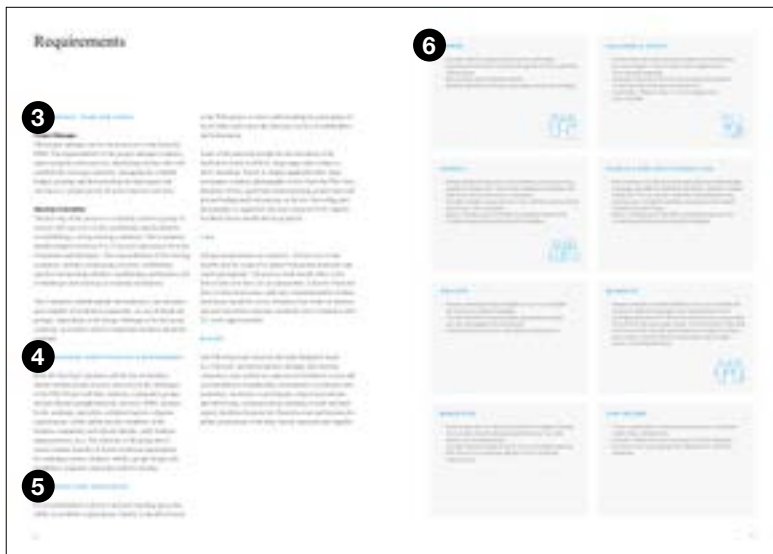
1 STRENGTHS AND WEAKNESSES

This section presents how the method poses advantages for a certain group or not.

2 CASE STUDY

Case studies are a proven and well-established technique. They enable applying theoretical concepts in real world situations. Case studies related to your content that reflect issues impacting underrepresented individuals and communities can be transformative.

They are international successful practices which can inspire Istanbul towards a more inclusive participation. It is a detailed explanation on the GESI approach, how it was integrated along the overall process and the impact of the method.



3 GOVERNANCE: TEAM & TASKS

This section incorporates GESI groups representatives into the core team to ensure a more inclusive design and set of objectives to be achieved. The implementation, monitoring and evaluation stages foster collaboration between IMM and the GESI groups.

4 STAKEHOLDERS IDENTIFICATION

This section provides guidelines to identify and analyse the stakeholders in order to ensure that all the underrepresented groups are considered and targeted.

5 INFRASTRUCTURE RESOURCES

This section describes the venue accessibility requirements and other specific requirements for the materials deployed.

6 GESI TIPS

They suggest some key recommendations to be considered when implementing the method for each of the underrepresented groups.



7 PREPARATION

It focuses on the selection of the participants to ensure whether a balanced mix of participants or that a specific target group is addressed. It also provides guides to establish community relations and effective communications.

8 IMPLEMENTATION

This stage of the roadmap aims to guarantee that inclusion is met during the rollout of the method. It addresses facilitation issues, design considerations and potential barriers for the effective participation of each underrepresented group.

10 MONITORING AND EVALUATION

This stage advises on how to measure the progress of the method and to ensure that inclusion objectives are met. This section provides a preliminary list of KPIs, which should be agreed with the community involved in the M&E strategy.

*** GESI GUIDELINES**

Each method roadmap redirects to check GESI Guidelines included in Annex B for further detail on the GESI groups checklists.

Data Management Approach

Requirements for the implementation

1. CORE SERVICES AND INFRASTRUCTURE

Urban management approaches are becoming more strategic, integrated and participatory. In this context, ICT tools are increasingly being mobilized to better coordinate urban planning policies. Digital tools, as well as location-based data, map services and crowdsourcing systems, are becoming information sharing and negotiation tools for development proposals etc. These tools provide efficient support for new approaches to managing cities that reduce public efficiency of public services for citizens and businesses (through information portals and shifting from paper to digital procedures). Once data have been processed as value-based knowledge sets using algorithms by a centralized hub, the final knowledge is distributed easily to connected inhabitants and related decision-makers.

2. DATA COLLECTION & STORAGE

In case where participation method is applied as analogue data collection channel, spatial urban data layers and smart maps related to the method should be prepared to support the participatory data collection process in the field. The initial stage of such data collection and production procedure should start with a verified and updated data preparedness phase. Next, data collected from an analogue method should be transformed into digital formats. In case spatial or location-based data is gathered by the participants at the end, the data should be transformed and linked to the existing GIS based urban data layers. For other data types, they should be transformed into related tabular database formats and/or recent visualized formats (video, digital image etc.) with relevant Meta-data (time, place, ownership) information.

In cases where analogue participation methods are not used or physical interactions can not be provided due to some factors (such as Covid-19 or any other conditions where participants can not be gathered in a physical space), online (digital) participatory methods are used to collect participatory data collection with relevant software and hardware. Similar to the analogue methods, urban data layers should be provided in GIS format but this time Web GIS tools, Map services and online interactive data collection methods should be used.

In both analogue and digital data collection methods, GESI criteria should be well applied within any technological infrastructure to be provided. For instance, the infrastructure of the map services should be multilingual and with subtitles.

There is also an opportunity of applying some digital tools of mixed reality within the analogue and/or digital participatory data collection procedures where a computer simulated environment can be accessed by the participants with the real physical design environment through some wearable technologies such as smart glasses, VR headsets. By this way, digital behaviour and perception data regarding the planning decisions may be collected in the subjective domain as well.

3. DATA MANAGEMENT & DECISION MAKING

Data management covers a range of activities across the data value chain. Given that many activities are likely to be repeated regularly, there must be scope for standardization of several activities. Such standardization can improve comparability, reduce dependency on individuals, and enhance uniformity. This section summarises standards and process resources on various aspects of the data management life cycle for participation methods.

Data documentation

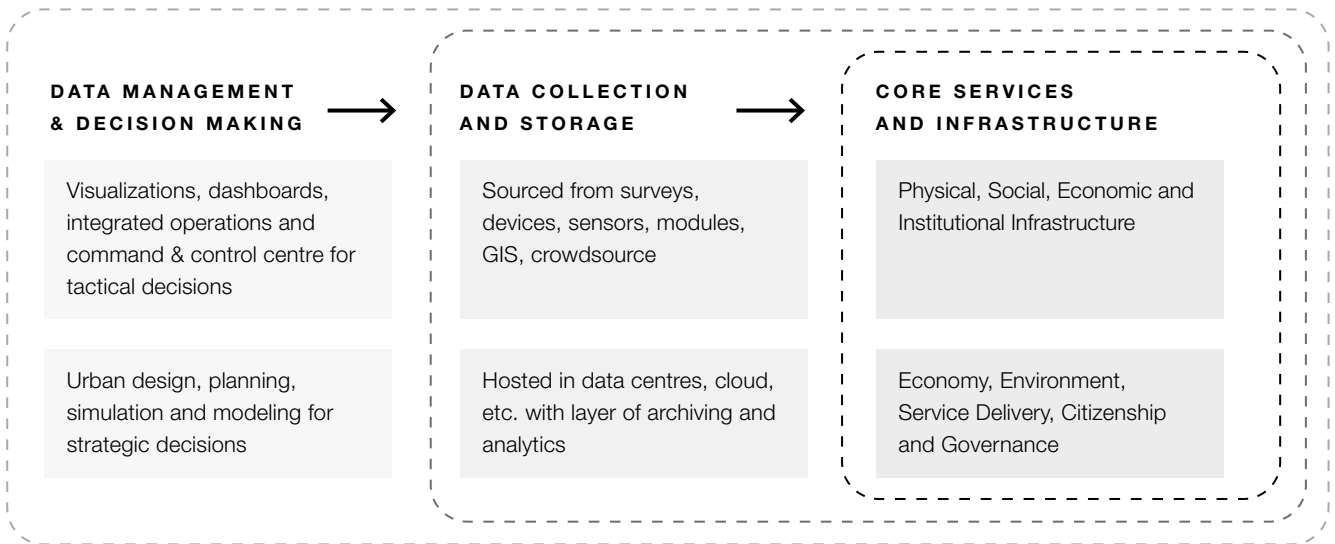
Data documentation explains the following:

- How data were created or digitised
- What data mean
- What is the content and structure of data
- Data manipulations

Documenting data should be considered when creating, organising and managing data and is essential for data preservation. Whenever data are used, sufficient contextual information is required to make sense of that data. Proper data documentation includes information on the following.

Documentation and Information Requirements for Urban Data Collection with Participation Methods:

- The context of data collection: Project/plan history, aims, objectives and hypotheses for implementing participation methods.
- Data collection methods: Data collection process, instruments used, hardware and software used, scale and resolution, temporal and geographic coverage.
- Dataset structure of data files, study cases, and relationships between data.
- Data validation and quality assurance procedures carried out.
- Changes made to data over time since their original



creation and identification of different versions of data files.

- Information on access and data confidentiality.

Data Governance

Data formatting

The format in which data are created and digitized usually depend on how participation methods analyse data, the hardware used, the availability of software, or can be determined by discipline-specific standards. All digital data may be endangered by the obsolescence of the hardware and software environment on which access to data depends. Despite the backward compatibility of many software packages and the interoperability between software programmes, the safest option to guarantee long-term data access is to convert data to standard formats that most software programmes are capable of interpreting and that are suitable for data interchange and transformation.

Data quality assurance

Quality control of data is an integral part of all implementation of participation methods and takes place at various stages: During data collection, data entry or digitization, and data checking. It is essential to assign clear roles and responsibilities for data quality assurance at all stages of participation methods implementation and develop suitable procedures.

Data stewardship

Data stewards, with responsibility for inventorying data, how to access it, and where it's needed, are tasked with ensuring its accuracy and availability. But responsibilities can also include helping to identify and articulate ways to utilize collected data.

The duties for data steward whose positions are new for the

data collected with the participation methods may centre on tasks aimed at consolidating data from multiple databases and platforms and establishing processes to manage the best data moving forward. Data stewards at an institution with more mature data programs, where that foundational work has already been done, are typically focused on tasks, such as managing compliance with the data standards and policies as established.

An institution may have a single data steward, or it may have multiple professionals working in this role. Organizations with multiple data stewards may opt to assign them to departments or certain types of data. However, considering the size of metropolitan city management, the data collected with participation methods will be more complicated. Thus, municipal management may require more than one data steward who coordinates with the IT departments.

Data stewards also need to work with the data owners' units/ departments, who are typically directors and department heads responsible for identifying the data their particular need, as well as for understanding how their functions will utilize that data to achieve the goals established by the institution.

Data security

Network security and security of computer systems and files all need to be considered to ensure the security of data and prevent unauthorized access, changes to data, disclosure, or destruction of data. Data security arrangements need to be proportionate to the risks involved. Attention to security is also required when data are to be destroyed. Data security is necessary to protect intellectual property rights, commercial interests, or depending on the privacy of personal or sensitive information collected through participation methods.

Data Requirements

New Methods

METHODS / TOOLS

New Methods

Data Type / Data Format

Type of Data

Data format: What format is the data available in?

Data format: Format of the digital data (i. e. jpeg, xls, dbase, cad, shp, etc.)

Are the data geo-tagged?

Data Source

Who/which institution/organization collects and/or produces the data?

Are multiple departments or entities involved in data collection?

Is there any third-party validation of the data generated?

Data Collection

What is the mode of collection

What is the level of digitization of data collection?

Data Collection Frequency

One time or regular data collection? (In case it is regular, what is the frequency: real time, weekly, monthly etc.)

Data Storage

Digital Data Storage Method (Cloud-based, local hard disk etc.)

Analog Data Storage Method (Conventional archive methods, hard copy (paper) file systems etc.)

What is the level of digitization of data storage?

INFORMAL CONVERSATIONS

QLD; QTDM; DID; DAD

Non-editable (e.g., PDF) SOFT files, online

XML; JPEG

No

Internal Stakeholders

No designated owner

Not applicable

Physical

Non-digital (100%)

One time; monthly

Not defined

Not defined

Largely non-digital (under 50%)

MAPPING

QTDEM; GD; QLD; DID

Editable SOFT files, online

CSV; SHP; XML; TIFF; JPEG

Yes, but not all the data

Both internal and external stakeholders

No designated owner

Yes

Both physical and automated at supply point

Largely digital (more than 50% of indicators in theme)

Real time; one time (analog mapping)

Not defined

Not defined

Largely digital (more than 50% of indicators in theme)

URBAN DATA COLLECTION AND PRODUCTION

URBAN DATA STORAGE AND MANAGEMENT / MAINTANANCE

METHODS / TOOLS

New Methods

GAMIFICATION	DESIGN CHARRETTE	WALK AUDIT
QTDEM; QTDMM; QLD; DID; DAD	QTDMM; QLD; DID; DAD	QTDEM; GD; QLD; DID; DAD
Editable SOFT files, online	Non-editable (e.g., PDF) SOFT files, online	Editable SOFT files, online
CSV; SHP; XML; TIFF; JPEG	CSV; SHP; XML; TIFF; JPEG	XML; JPEG; SHP; JSON
No	Yes, but not all the data	Yes, but not all the data
Both internal and external stakeholders	Internal Stakeholders	Both internal and external stakeholders
No designated owner	No designated owner	No designated owner
Not applicable	Not applicable	Not applicable
Automation at demand point	Physical	Both physical and automated at supply point
Largely digital (more than 50% of indicators in theme)	Largely non-digital (under 50%)	Largely digital (more than 50% of indicators in theme)
Real time	One time; monthly	One time; monthly; real time (GPS Tracking)
Not defined	Not defined	Not defined
Not defined	Not defined	Not defined
Largely digital (more than 50% of indicators in theme)	Largely non-digital (under 50%)	Largely non-digital (under 50%)

Data Requirements

Existing Methods

METHODS / TOOLS

Existing Methods

Data Type / Data Format

Type of Data

Data format: What format is the data available in?

Data format: Format of the digital data (i. e. jpeg, xls, dbase, cad, shp, etc.)

Are the data geo-tagged?

Data Source

Who/which institution/organization collects and/or produces the data?

Are multiple departments or entities involved in data collection?

Is there any third-party validation of the data generated?

Data Collection

What is the mode of collection

What is the level of digitization of data collection?

Data Collection Frequency

One time or regular data collection? (In case it is regular, what is the frequency: real time, weekly, monthly etc.)

Data Storage

Digital Data Storage Method (Cloud-based, local hard disk etc.)

Analog Data Storage Method (Conventional archive methods, hard copy (paper) file systems etc.)

What is the level of digitization of data storage?

**EVENT
(LEARNING EVENTS)**

**INFORMATION CENTRES
(HUBS)**

QLD; QTDMM; DID; DAD

QTDMM

Paper, Non-editable (e.g., PDF)
SOFT files, online

Non-editable (e.g., PDF) SOFT files,
online

CSV; XML; TIFF; JPEG; FLAC

CSV;

No

Yes, but not all the data

Internal stakeholders

Internal stakeholders

No designated owner

Yes, more than one IMM
departments

N/A

N/A

Physical

Both physical and automated at
supply point

Largely non-digital (under 50%)

Largely non-digital (under 50%)

One time

Regular

N/A

N/A

N/A

N/A

Largely digital (more than 50% of
indicators in theme)

Largely non-digital (under 50%)

URBAN DATA COLLECTION AND PRODUCTION

URBAN DATA STORAGE
AND MANAGEMENT/
MAINTANANCE

METHODS / TOOLS

FOCUS GROUPS MEETINGS	OPINION POLLS	FEEDBACK MECHANISMS
QLD; QTDMM; DID; DAD	QTDMM	QLD; QTDMM; GD
Paper, Non-editable (e.g., PDF) SOFT files, online	Non-editable (e.g., PDF) SOFT files, online ; Editable SOFT files, online; Paper	Non-editable (e.g., PDF) SOFT files, online ; Editable SOFT files, online; Paper
CSV; XML; TIFF; JPEG; tif; FLAC	CSV; XLS	CSV; SHP; XML; TIFF; JPEG
No	No	Yes, but not all the data
Internal stakeholders	Internal stakeholders	Internal stakeholders
No designated owner	Yes, more than one IMM departments	Yes, more than one IMM departments
N/A	N/A	Yes
Physical	Physical, Automation at demand point	Both physical and automated at supply point
Non-digital (100%)	Largely non-digital (under 50%)	Largely digital (more than 50% of indicators in theme)
One time	One time	Regular
N/A	N/A	N/A
N/A	N/A	N/A
Largely digital (more than 50% of indicators in theme)	Largely digital (more than 50% of indicators in theme)	Largely digital (more than 50% of indicators in theme)

New methods

Chapter 2.1

Design charrette

Level of Engagement

Collaborate



Most suitable underrepresented groups

Women, children, elderly and low-income

Planning stage

- Area / Site works
- Composing of initial evidences
- Plan Making

Objective

Build ownership / Validate /
Generate interaction / Initiate a
discussion / Build consensus /
Create a vision / Propose and prioritise
solutions

Participant selection

- Open to everyone in a given
community to participate
- Recommended: Stratified random
sample (to gain perspective
representative of wider community)
- Targeted to certain groups /
stakeholders

Number of participants

Average group: 10 - 25
Larger groups should be divided into
smaller ones

Impact

High - Essential

Time length for participants

2 - 4 days

Time needed for the execution of the method

Less than 3 months

Cost - Resources and Skills

Medium

Analog / Digital

Both are applicable

Synergies with other methods

Mapping

Potential IMM Directorates involved

Urban Planning, Urban Transformation,
GIS, Smart City, Strategy Development,
IPA (BIMTAS)

Potential stakeholders involved

Each stakeholder group can participate
actively, like Neighbourhood Level
Organisations, Chambers, Private
Entities, Governmental Institutions,
NGOs and all inhabitants of the city.

Design charrettes are an efficient and creative method used in urban planning to facilitate input from the community in a specific geographic area. They bring together diverse stakeholders to focus on a challenge, including policymakers, experts and the general public.

This is an intensive, hands-on workshop that brings people from different disciplines and backgrounds together with members of the community to support project development across the lifecycle of the project. It is often most useful to do the Charrettes near the beginning of the project or at the start of key project stages, this is particularly useful for longer or more complex projects. It can be a good way to build positive enthusiasm and energy for a project and, at the same time, be responsive to the creativity of the community.

★ STRENGTHS

- It is a creative and dynamic process.
- Encourages collaboration between groups that would not traditionally work together in a planning process.
- Allows a number of different options and scenarios that can contribute to unblock conflictive planning situations.
- Gives the community the opportunity to be directly involved in designing solutions for their local area.
- Especially useful for land-use planning or other issues that require speculation about the future.

✘ WEAKNESSES

- Can raise unrealistic expectations. Facilitators and organisers must explain what they are committing to and what the scope for change is.
- May be dominated by experts.
- In case the process takes more than one day, it is likely some stakeholders may not be able to attend.

OUTCOMES

- The methods outcomes will be helpful to make better analyses, produce clear definitions and spatial demonstration of local urban challenges.
- Direct action plans will be prepared by the help of the mapped activities that address the local-scale challenges.
- Pilot area can be defined according to the specific challenges and themes.
- Design Charrettes are helpful to understand the Place Identity and create ownership within the local community.

Case Study

Scotland's approach to participatory planning

“Local communities have a wealth of knowledge about their local area. Bringing communities together with design expertise will enable ideas and proposals to be developed to deliver positive change.”

KEVIN STEWART

Minister for Local Government and Housing



Analog / Digital

Analog

Timing

5 days (2+2+1 format)

Funding

Planning authority
& local authority

Objectives

Build new community links
Develop shared understandings

VISION

The Scottish Government has promoted and endorsed since 2010 the use of design charrettes as an effective go-to approach for community participation. They have been funding charrettes to generate a specific vision and action plan that enable people to bring to life the changes they want to see in their communities.

STAGES

This model requires a multidisciplinary team to establish in the study area and usually lasts between four and seven days. During this time, the team will engage key stakeholders in the area and work collaboratively in a series of workshops.

This normally inputs masterplans developed by a number of short feedback loops, so combining input and design in a very short period of time. This model does not only provide consensus but also creates shared meaning for the project. Since the model was introduced, forty-eight charrettes have taken place facilitated and funded through the Charrette Mainstreaming Programme (CMP).

The charrettes informed the emerging Local Development Plans (LDP) for the study areas and other town centre regeneration projects from 2011 to 2015. Since 2016, the charrette programme accompanied another programme called ‘Activating Ideas’ with a budget of £300,000 opened for the application of community organisations and councils. 7 out of 19 projects were charrettes commissioned by communities.

OUTCOMES

During the last seven years, sixty charrettes have been developed by multidisciplinary teams across Scotland. Further analysis on the results of the programme could contribute to explore feasible adaptations and more diverse development of the charrette model proposed by the Scottish Government.

LINKS

[Scotland's Approach to Participatory Planning:](#)

[Characterising the Charrette](#)

[Design Charrettes 2016/2017 and Activating Ideas Fund](#)

ADDITIONAL EXAMPLES

[Co-creating Ludwigsburg](#)

Requirements

GOVERNANCE: TEAM AND TASKS

Project Manager

The project manager can be one person or a team from the IMM. The responsibilities of the project manager comprise supervising the entire process, identifying citizens who will establish the steering committee, managing the available budget, printing and disseminating the final report and serving as a contact person for post-Charrette activities.

Steering Committee

The first step of the process is to identify a diverse group of citizens who can serve as the coordinators and facilitators of establishing a strong steering committee. The Committee should comprise between 9 to 15 persons and ensure diversity of opinions and ideologies. The responsibilities of the steering committee include coordinating activities, establishing timeline and meeting schedule, establishing a preliminary list of challenges and assisting in workshop facilitation.

The Committee should include one moderator, one reporter and a number of facilitators (especially, in case of break-out groups). Depending on the design challenge to be discussed, a planner, an architect and/or a landscape designer should be included.

STAKEHOLDERS IDENTIFICATION & ENGAGEMENT

According to the technics and target issues, this method can be applicable for any stakeholder group. The objectives and target definition of charrette events should be linked to the participant group's own agenda and priorities.

Both the Steering Committee and the list of attendees should include people actively interested in the challenges of the Pilot Project and their solutions: community groups, elected officials (neighbourhoods, districts, IMM, national level), academic specialists, technical experts, religious organisations, youth, public/private, members of the business community and schools (faculty, staff, students, administration, etc.). The selection of the group has to ensure Gender Equality & Social Inclusion requirements, by including women, children, elderly, people living with disabilities, migrants, minorities and low-income.

INFRASTRUCTURE RESOURCES

It is recommended to choose a spacious meeting space that fulfils accessibility requirements. Ideally, it should be based in the Pilot project to foster understanding by participants of local values and to provide necessary access to stakeholders and information.

Some of the materials needed for the execution of the method are listed as follows: large maps and overlays to allow sketching, boards to display applicable data, large newspaper, markers, photographs of sites from the Pilot Area, handouts of basic goals/time limits/meeting ground rules and printed background information on the site. Recording and photography is suggested, this may require IT/AV support. Feedback forms should also be prepared.

TIME

Advance preparations are extensive. At least two to four months may be required to gather background materials and expert participants. The process itself usually takes a day (but at least four days are recommended). A shorter Charrette (two or three hours) may yield only a limited number of ideas. Invitations should be sent to attendees four weeks in advance and post-charrettes outcomes should be sent to attendees after 2/3 weeks approximately.

BUDGET

The following items listed are the main budgetary items in a Charrette: personnel (project manager and steering committee, may include an experienced facilitator), travel and accommodation (if applicable), food (meals), recruitment and promotion, invitations to participants, charrette promotion and advertising, communications (printing of draft and final report), technical equipment, rental of facilities (location for Charrette event and location for public presentation of the final report), materials and supplies.

WOMEN

- Consider whether people would be more comfortable speaking with someone of a particular gender or from a particular cultural group.
- Plan activities with a flexible timeframe.
- Required attendance through several days may be discouraging.



CHILDREN & YOUTH

- Hold an initial discussion with local children and youth about how they imagine or want to see in their neighbourhood. Try to use plain language.
- During the charrette workshop, have the kids draw pictures of how they think their ideal city should look.
- Coordinate a 'Planner's Day' in school program prior to the charrette.



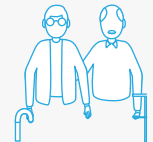
ELDERLY

- Include traditional means for communication such as hard-copy materials in larger fonts, face-to-face meetings and displays with large fonts and colours easy to understand.
- Consider whether a support person (e.g. a family member) should also be part of the discussion
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.



PEOPLE LIVING WITH DISABILITIES

- Plan in advance in order to include well-designed methodologies to engage with different disabilities (blindness, deafness, mobility limitations). This can include: translation interpreting services, hearing loops, translated materials, and graphics that explain complex concepts simply.
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.



VISITORS

- Prepare materials and select facilitators who can coordinate the sessions in different languages.
- Choose channels of communication appropriate to people who are not engaged in local networks.
- Avoid jargon and acronyms, and explain technical terms.



MIGRANTS

- Prepare materials and select facilitators who can coordinate the sessions in different languages and consider literacy levels.
- Limit legal requirements to attend the sessions (such as providing ID cards that may discourage certain communities from attending)
- Avoid venues that may fall during festivals and religious holidays and consider relevant catering requirements such as Halal, Kosher, and during Ramadan.



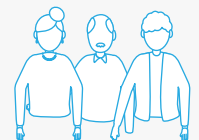
MINORITIES

- The method must be implemented as multilingual.
- Avoid venues that may fall during festivals and religious holidays and consider relevant catering requirements such as Halal, Kosher, and during Ramadan.
- Consider whether people would be more comfortable speaking with someone of a particular gender or from a particular cultural group.



LOW-INCOME

- Provide opportunities to meet during a meal time, and provide a light meal or refreshments.
- Consider whether there are trust issues for some individuals.
- Be careful not to use language that stigmatises or alienates individuals.



Roadmap for implementation

1

PREPARATION

12 WEEKS IN ADVANCE: CHALLENGE AND OBJECTIVES IDENTIFICATION

Assemble support information and prepare visuals

An effective process requires a solid base of technical information that provides accurate information on which the public input can build upon. Even if the kind of information required depends on the topic, existing plans and historical profiles are especially useful. It will always be necessary to identify key players in the community and document existing conditions.

The visuals can be prepared in a Powerpoint and printed in poster formats. The contents may include: information about the objectives and ambitions, scope of the project, summary of baseline analysis, work to date and preliminary proposals and problem statement.

Select the steering committee

IMM has to engage stakeholders for the Steering Committee to ensure they want to get involved in this process and discuss how to proceed with the results.

Hold and Initiation meeting

The Steering Committee must define the primary and secondary challenges related to the project, determine

the scope of the sessions and identify the geographic area of the project (if applicable).

4 WEEKS IN ADVANCE

Identify and invite participants (team)

Send the invitations ideally 4 weeks in advance with a reminder 1 week prior. A small group of attendees around 20-40 people is recommended (the normal acceptance rate is 70%). Arrange to have an appropriate facilitator for the sessions. Confirm the availability of the Key Event Players (facilitators, experts, invited speakers and participants) at least two weeks in advance.

Develop community relations and public awareness

The key to making the Charrette an integral part of a successful community effort is an informed public. Integrating the charrette process within a wider communication strategy to promote participatory planning can provide a more diverse sample of attendees and wider public recognition.

*Even the in-person version of the Charrette is preferred, digital sessions can use interactive online tools such as MS Teams, Zoom, Miro, or similar.

3

MONITORING & EVALUATION

MONITORING AND EVALUATION STRATEGY

According to the WBDG Planning and Conducting Integrated Design (ID) Charrettes, some activities to be developed one month after the Charrette include:

- Holding a debriefing meeting for discussing next steps and reviewing feedback from the evaluation surveys.
- Preparing a executive report on the results to communicate the key findings of the session.
- Following up with participants by providing them with the report and acknowledging their participation, as well as encouraging participants to stay involved, especially those who have relevant knowledge in certain topics.
- Analysing and summarising the evaluations.
- Evaluating the value of follow-on events.

LIST OF KPIS CATEGORIES FOR EVALUATION

Please check Appendix A for KPIs further details:

- Level of satisfaction with the generated relationship.
- Better understanding on community interests and project trade-offs to meet community interests.
- Increased trust in the participation process.
- Increased level of transparency in the participation process (involves receiving feedback and results, stating the objectives were clearly defined and the number of contributions produced which have been incorporated in the urban planning process).
- Satisfaction with the level of engagement in conversations about participatory planning.
- Easiness to contribute with ideas/suggestions in the process.



INTEGRATION WITH URBAN PARTICIPATION HUB:

Both analogue and digital mapping methods can be integrated into the “Urban Participation HUB” as “Map Applications” supported by data analytics produced at the end of each mapping event. It is also very beneficial to link such online maps with both the “Online City Services”, “City Dashboards” and “Open Data”.



GESI MANUAL

Check GESI Manual in Annex A to fulfil the requirements

IMPLEMENTATION

2

This section is largely based on the implementation stages described in Segedy & Johnson Neighborhood Charrette Handbook.

SESSION 1: PRE-CHARRETTE (2 WEEKS IN ADVANCE)

Aim: to develop a working relationship between the Charrette team and the steering committee.

The steering committee and Charrette team should introduce themselves, providing a short background and some interests. Then the steering committee can discuss content plan and how the session will run.

SESSION 2: CONTEXT DEVELOPMENT

Aim: to get a first-hand look at the community for the Charrette team and provide them background information and on challenges to be addressed. If the challenge being addressed has a physical component, a tour of the area can be arranged for the whole team. The following activities should be done in this session:

- The steering committee summarises the challenges to be addressed and the objectives of the session (they should be attached to the wall so that it is easily visible in the room). Show any videos or slides on the challenge.
- Study maps, photos, videos etc. (if applicable). Review planning reports and technical documents.
- Activity materials should be shared on the UO platform to make these meetings accessible.

SESSION 3 - INTERVIEW AND INPUT

Aim: to provide the opportunity for diverse citizens’ and public groups to discuss about challenges with the Charrette team.

- Allow time for questions from the Charrette team (about goals, needs, liabilities, assets, etc.) and for the table leaders reporting back to the whole group.

- Suggested exercise: After the interview session, provide a strip of colour dots to each participant and ask them to ‘vote’ for the most important challenges by placing the dot next to the challenge(s) on the list that is on the wall. They can put all their dots on 1 challenge or distribute them as they see fit to prioritise the challenges.

SESSION 4 - TEAM ANALYSIS AND CHALLENGES CLARIFICATION

Aim: to provide an opportunity for the Charrette team to assimilate and discuss observations and prepare for the public meeting or reporting.

SESSIONS 5 (OPTIONAL) - POST-CHARRETTE

Aim: to develop proposals and solutions in response to the specific challenges:

- Create a smaller working group for each priority challenge and divide participants into each group.
- Each sub-group should contain at least one specialist/expert on the specific challenge.
- The sub-groups meet to generate proposals and solutions for their specific challenge.
- The whole group comes together to present the ideas of the sub-groups, discuss, make suggestions and coordinate their sub-projects. The sub-groups revise their proposals/plans, incorporating the input received from the whole group.

Suggestion: Ideally, the workshop should comprise at least four days to allow time for enough feedback cycles. At the end of this process, the whole Charrette team and the steering committee meet to finalise their ideas, coordinate their projects and recommendations, prepare action plans for each project team and prepare communications for the attendees and general public to be sent in 2/3 week time.

Walk Audit

Level of Engagement

Collaborate



Target stakeholders groups

Women, children and low-income

Planning stage

- Background studies of the land use
- Area / Site works
- Composing of initial evidences

Objective

Build ownership / Data gathering /
Generate interaction / Raise awareness
/ Feedback

Participant selection

- Open to everyone in a given community to participate
- Targeted to certain groups / stakeholders

Number of participants

Small group: 10-25
Large group: 25-50

Impact

High - Essential

Time length for participants

One-day event
Series of events running over several weeks/months

Time needed for the execution of the method

Less than 3 months
3 to 6 months

Cost - Resources and Skills

Low-Medium

Analog / Digital

Both

Synergies with other methods

Informal conversations
Opinion poll / surveys
Feedback mechanisms
Mapping
Gamification

Potential IMM Directorates involved

Urban Planning, Urban Transformation,
GIS, Smart City, Strategy Development,
IPA (BIMTAS)

A walk audit involves a group or groups of people taking a walk along a predefined route so they can share their local lived experiences of that area that the project team may not have considered.

A walk audit enables local authorities to collaborate with communities to understand their needs and expectations so that they can be taken into account in the design and development of the project. An audit will usually focus on aspects of the public realm and people's experiences moving through the area. Participants may jot their thoughts and ideas on a map during the walk, or access the map remotely. They may focus on pedestrian and cycling infrastructure, provision or quality of community facilities, green areas or public space, or the zoning or planning regulations of an area.

The key purpose of the walks is to gather the residents' perspectives about their neighbourhoods, to democratise the design and planning process and to empower the residents into being more active within their neighbourhoods.

☆ STRENGTHS

- Prompts feedback that may not be generated remotely
- Before/After audits can be used to evaluate a project
- Help recognising symbolic buildings, as well as fosters appreciation for the identity and builds common visions.
- Increases project visibility
- Identify and understand the first-hand needs and expectations of specific population groups.

✘ WEAKNESSES

- Walks need to be undertaken in small groups, so can be time-consuming
- Ensuring an open-dialogue, and single voices do not dominate
- When walks may be inaccessible to disabled / elderly populations, they need to be redesigned to make them accessible to all the stakeholders.

OUTCOMES

- Helps increasing exercise opportunities for your residents
- Boost social interaction among neighbours of the Pilot Area by creating a walking-friendly environment
- Walk Audits provide clear value in adopting a more community-led approach to neighbourhood improvement.

Case Study

Jane's Walk - Col·lectiu Punt 6 Barcelona

“The ballet of the good city sidewalk never repeats itself from place to place, and in anyone place is always replete with new improvisations.”

JANE JACOBS

The Death and Life of Great American Cities



Analog / Digital

Analog

Timing

1 day (2-3h)

Funding

Local authorities and CBOs
Col·lectiu Punt 6

Objectives

Rethink the neighbourhoods with a gender perspective and based on the residents' life experiences

VISION

Jane's Walks are a series of urban walk audits for participants to explore their surroundings with other people. Jane's Walks began to be held in 2007 in North American cities and other cities around the world have recently joined this initiative. The tours aim to provide a personal look at the local culture, social history and urban challenges of the neighbourhoods. Jane Jacobs argued that the people who live in a neighbourhood are the ones who best understand how it work, thus the need to gather that knowledge to effectively improve the quality of life of the neighbourhoods. In 2011, more than 500 cities around the world took part in the walks, as part of the 50th anniversary of the first publication of Jane Jacobs' book "Death and Life in the Big Cities".

STAGES

Col·lectiu Punt 6 have been organised walks since 2011. They are an association of women with backgrounds from architecture, urban planning and sociology. They work with a gender perspective towards rethinking the city. Jane's Walks are organised voluntary and for free.

They have organised walks around several neighbourhoods: the historic district, Nou Barris, la Marina, Verneda or Poble Sec. Usually, from 50 to 100 people participate in each walk. If the groups are very large, they can be divided into smaller

ones that can later gather for a workshop session to share the observations from the activity. They look for the involvement of neighbours that aim to talk about their everyday life experiences. For this reason, very valuable insights have been provided by elder residents that have first-hand experienced all the changes that the neighbourhoods have undergone, as well as by the representant from community associations. Each of the stops during the walk (approx. 2h - 2h 30') allow the participants to think about the everyday life in the neighbourhood, the quality of the public spaces and the buildings, as well as to evaluate which are the main obstacles and issues to be addressed.

OUTCOMES

The activities have helped several neighbourhoods to name and evaluate their history, recognised the value of the neighbourhood associations in shaping the communities and encouraged participants to get more involved in community work.

LINKS

[Jane Walks's Barcelona - Col·lectiu Punt 6](#)

[Urban Assessment Guide from a Gender perspective](#)

ADDITIONAL EXAMPLES

[How to Improve Walking Routes in Your Community - AARP](#)

Requirements

GOVERNANCE: TEAM AND TASKS

Event coordinator

The event coordinator can be one person or a team from the IMM or from a local community organisation or even a resident. The responsibilities of the event coordinator comprise supervising the entire process, identifying and coordinate people as walk audit leaders, managing the available budget, preparing materials needed for the walk audit and serving as a contact person for post-walk audit activities.

Walk audit leader(s)

They are a group of volunteers that will be responsible for each of the groups that participate in the walk audit during the activity. They do not need prior knowledge for leading teams effectively. It is recommended to meet your walk audit leader ahead the event, review their tasks with them and answer any possible question. Some of them may take some photographs of the activity and record part of the post-walk audit session.

STAKEHOLDERS IDENTIFICATION & ENGAGEMENT

Consider inviting residents from the community (with all walking ability levels), local community organisations, walking/bicycling/running groups, business owners, IMM professionals (planners, engineers, public works, aging, health, parks and recreation..), elected government officials (mayor, city council..), local leaders, schools staff and board members and faith communities.

INFRASTRUCTURE RESOURCES

It is recommended to choose a spacious meeting space that fulfils accessibility requirements if a post-walk audit session will be held. Ideally, it should be based in the Pilot Project Area to foster understanding by participants of local values and to provide necessary access for starting the walk.

Each participant should be provided with:

- A street map of the walk audit area
- Printouts of the walk audit checklists
- A clipboard, a notepaper and a pen
- A reflective vest (optional)
- A bottle of water
- Cameras/phones

The team leaders should be provided with:

- Cameras/phones
- Mobility aids such as walkers, crutches and/or canes (optional)

TIME

Start engaging key partners and identifying the audit site four/five weeks in advance. Background materials as maps and checklists should be prepared three weeks in advance. Send the invitations, arrange for transportation or refreshments and secure a meeting space at least three weeks in advance.

The exploratory walks usually take about 2h and if you decide to have a longer session with a final workshop, the overall activity may take around 3h 30'. Depending on the audience, it can be tailored and designed for shorter sessions.

The monitoring and evaluation process should take place within a month after the walk audit session. It involves a number of follow-ups and feedback. (Check Evaluation section for further details).

BUDGET

The following items listed are the main budgetary items in a walk audit: personnel (event coordinator and some walk audit leaders if they are not volunteers), meals (if applicable - larger sessions), outreach and promotion, invitations to participants, communications (final report), facilities (location for workshop), materials and supplies.

WOMEN

- Develop channels within walk audit activities for women's feedback on specific issues and problems, needs faced by women about the local physical urban setting
- Monitor the statistics about women's participation.
- Consider intersectional issues concerning women's attributes, like working, elder, disabled, visitor, minority or migrant
- Avoid using language of patriarchal attitude
- Ensure the multilingual services in walk audit activities according to the dynamic data of different language users.



CHILDREN & YOUTH

- Coordinate with IMM and other youth training initiatives
- Design tools to gather ideas on how local children and youth imagine or want to see in their neighbourhood.
- Try to use plain language.
- Monitor the performance of all gamified activities with related IMM department about children and youth
- Incorporate interactive communication and games activities



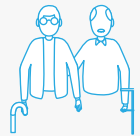
ELDERLY

- Try to include face-to-face meetings to help elderly people engaging with gamified systems.
- Consider whether a support person (e.g. a family member) should also be part of these meetings.
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.
- Embed special communication specialist (or trained the existing human resources) if there is a hearing problem.



PEOPLE LIVING WITH DISABILITIES

- Plan in advance in order to include well-designed methodologies to engage with different disabilities (blindness, deafness, mobility limitations). This can include: translation interpreting services, hearing loops, translated materials, and graphics that explain complex concepts simply.
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.
- Incorporate interactive communication and games for gamified activities.



VISITORS

- Prepare materials and systems in different languages.
- Choose channels of communication appropriate to people who are not engaged in local networks.
- Avoid jargon and acronyms, and explain technical terms.
- Coordinate the gamified systems with tourism related departments according to the purpose of the visit.
- Design digital gamified systems with tourism related departments to gather aggregated data of the purpose of visit.



MIGRANTS

- Prepare materials and applications in different languages and consider literacy levels.
- Limit legal requirements to access the applications (such as providing ID cards numbers that may discourage certain communities from accessing)
- Use plain language and visuals in the gamified systems.
- Develop digital gamified systems to collect feedback of different migrant groups, specifically immigrants, asylum seekers, temporary resident status, etc.



MINORITIES

- The method must be implemented as multilingual.
- Consult minorities community-based organisations in Beyoglu for first-hand content and publishing validation.
- Be sensitive about the details of differentiations within same community, such as Armenians have apostolic, catholic, protestant, as well as different Orthodox communities may have different dates for Easter and Christmas



LOW-INCOME

- Consider whether there are trust issues for some individuals.
- Be careful not to use language that stigmatises or alienates individuals.
- Explore skill and capacity development needs that could match with existing vocational training programs of local governments and employment policies in Beyoglu
- Ensure the statistics of feedback on identifying (self-declaration), validation of low-income people in Beyoglu is linked with related data and technical/social department



Roadmap for implementation

1

PREPARATION

AREA DEFINITION

The area and route to audit should be relevant to the project and provide elements for discussion and reflection (i.e. quality of life of neighbourhood, quality of public space). Think about areas that show challenges that can be addressed with not excessively complex solutions, so that participants can feel engaged and inspired to propose. Consider holding different sessions to tackle specific issues in each of them (specially, to allow every stakeholder to participate, at least, in some of the sessions).

IDENTIFY AND INVITE PARTICIPANTS (TEAM)

It is important to think who are the residents of the area and for whom the walk audit is designed. Specific groups, women, elderly people, men, children, teenagers, or mixed heterogeneous groups are all good focus groups, if it is guaranteed that the voices of the area are not based on one singular group's feelings.

CHOOSE A DATES, SEND INVITATIONS

Once the 'what' and the 'who' have been defined, you can set the dates for the walk audit. Depending on the audience, you can schedule the event on weekdays or weekends, during school/work time or in the evening,

Once the dates have been decided, select the stakeholders you are sending the invitations. Including people with physical disabilities, with baby strollers and mobility aids such as walkers or crutches helps identifying real mobility barriers and encourages them to share their experiences.

Send RSVP invitations to confirm their participation that include information about the physical features of the walk area and potential barriers, as well as instructions about what to bring (sunscreen, backpack, etc.) Ensure you have contact information for each of the participants to get in contact with them if needed.

PRE AND POST-WALK WORKSHOPS

It is optional to hold some workshop activities before and after the walk audit in order to properly explain the goals of the event, background information about the area (with data about walking and cycling and photographs) and the agenda. For this, a meeting space should be booked in advance in an accessible and central area of the Pilot Project. With limited budget, this initial explanation maybe be condensed and provided at an open-air meeting point at the beginning and at the end of the walk audit.

3

MONITORING & EVALUATION

WALK AUDIT FOLLOW UP

After the activity it is key to continue the work with follow-ups and feedback. For instance, another walk could be prepared, to re-analyse the areas visited, new areas and other possible improvements noticed.

After the session, gather all the notes, photos, recommendations and checklists together. Pull this information into a detailed report that can include a couple of pages of an overview on the participants' observations and a detailed list of suggested solutions. Share your report with them, acknowledge their insights and collaboration and inform them of possible next steps. Finally, share your report with the local government stakeholders to address the challenges you have identified.

LIST OF KPIS CATEGORIES FOR EVALUATION

Please check Appendix A for KPIs further details:

- Better understanding on community interests and project trade-offs to meet community interests.
- Increased trust in the participation process
- Improved culture of participation
- Increased level of transparency in the participation process (measuring if participation objectives were clearly defined)
- Improved capacity (positive feedback from participants on the trainings)
- Accessibility of the methods (digital and analog)
- Community has been encouraged to participate



INTEGRATION WITH URBAN PARTICIPATION HUB:

Both analogue and digital walk audits can be integrated into the “Urban Participation HUB” in three ways: i) “Mobile Applications” supported by data analytics produced during the walk audit, ii) “Story Maps”, iii) “Crowdsource Reporting”.



GESI MANUAL

Check GESI Manual in Annex A to fulfil the requirements

2

IMPLEMENTATION

This section is largely based on the implementation stages described in AARP Walk Audit Tool Kit (2016):

PRE-WALK AUDIT

The aim of this session is to align expectations among the organisers of the walk audit. It is important to communicate clearly about the realistic possibilities and objectives of the walks with walk audit leaders and explain their tasks in advance.

ACTIVITY DEVELOPMENT

Presentation

Welcome the participants and ensure everyone in the group introduces themselves. In case you prepare a short workshop prior to the walk audit, show the slides, explain the objectives of the activity and include instructions to the participants. Introduce the walk audit leaders and let them take the lead.

Walk Audit

The participants and the walk audit leaders head to the selected areas to start the route. In the route, define special places to stop and reflect about relevant challenges that affect the community of the Pilot Project. Ask people to look and listen carefully around them. Encourage people to take pictures of relevant features. During the walk audit, you should document the behaviour of the people walking, bicycling and driving, factors that contribute to comfort while walking and the state of the infrastructure and buildings (strengths and weaknesses of the built environment). The walk audit leaders must be sensible to group dynamics, facilitating different voices and avoiding stereotypes.

Conclusions

After the route, the participants return to the workshop space. This part can consist of a quick check in before

people disperse, or may be a longer problem solving session. Any of walk audit leaders should take notes as people discuss overall observations, prioritise, and consider possible solutions. They should be asked about their thoughts and observations from the activity. According to the objectives of the activity, the specific questions may focus on pedestrian and cycling infrastructure, provision or quality of community facilities, green areas or public space, or the zoning or planning regulations of an area.

For instance, some questions related to the pedestrian infrastructure can evaluate issues such as the sidewalks and bike lanes, safety, general question about the neighbourhood and specific questions about the school zone. Some examples of questions are:

- What kind of users have you seen? (i.e. ages, level of mobility, people using wheelchairs, bicycles, etc)
- What do you find that works well?
- What do you think that needs improvement?
- Have you found any evident barrier to walkability?
- Is the sidewalk wide enough? Is it broken or incomplete? Are there bike lanes?
- Is it easy and safe to cross the street?
- Are there safe street/driveway crossings when approaching the schools /public building entrance?
- Are the buildings from the area well maintained?
- Are there vacant buildings?
- Are there playgrounds or parks? Are those parks unsafe or unmaintained?

After this exercise, provide them with checklists to:

- Rate both the overall walkability/cycling mobility and for each section of the route.
- Indicate the prioritised areas for improvement
- Define the most complex and easiest issues to be fixed along the route.

Level of Engagement

Consult and Involve



Target stakeholders groups

Women, children, migrants and low-income

Planning stage

- Area / Site works
- Composing of initial evidences
- Plan Making
- Public opinion
- Monitoring

Objective

Raise awareness / Data gathering / Feedback / Initiate a conversation / Learning and capacity building

Participant selection

- Open to everyone in a given community to participate
- Targeted to certain groups/ stakeholders

Number of participants

In-person: 50 - 100
Digital: Unlimited

Impact

High - Strongly recommended

Time length for the participants

Series of events running over several weeks/months

Time needed for the execution of the method

Less than 3 months
3 to 6 months

Cost - Resources and Skills

Medium - High

Analog / Digital

Both

Synergies with other methods

Event (learning event)
Information centres
Visual data store
Informal Conversations
Feedback kiosks
Opinion polls / surveys
Pop up democracy
Feedback mechanisms
Mapping
Walk audit

Potential IMM Directorates involved

Urban Planning, Urban Transformation, GIS, Smart City, IT, Strategy Development, IPA (BIMTAS)

Gamification takes game-like mechanics and infuses them into traditional participation to increase engagement in solving problems.

Gamification takes game mechanics such as leaderboards, points systems, badges and up-leveling in order to tap people's drive for competition and achievement. The game-like elements help incentivise people to actively participate, increasing engagement.

Gamification creates environments for learning, negotiation, deliberation and collaboration among players that complement modelling and simulation tools successfully deployed in urban planning and policy development. It is often applied in participatory planning processes by using game elements to enable community to feedback or provide ideas on urban plans and neighbourhood-scale projects. Rewarding citizens with badges just not only incentivises individuals, but allows the local government to identify experts in diverse topics (so they can address them the right urban challenges), award engaged citizens with reputational points displayed in public leaderboards, and even reward them with local experiences as an exchange for their involvement.

★ STRENGTHS

- Makes complex urban issues more tangible
- Builds trust and perceptions legitimacy
- Unleashes creativity and capacities of all stakeholders
- Accelerates consensus amongst multiple stakeholders
- Supports informed decision making and resolves conflicts

✘ WEAKNESSES

- It can be complicated to sustain momentum
- It is important to keep a good balance between the challenges and the required skill level
- Gamification does not provide IMM with clear outcomes

OUTCOMES

- Encourages innovative and cost-saving approaches to regulatory planning challenges of the Pilot Project.
- Gamification can bridge traditional bureaucratic process of the IMM to modern and playful approaches to harness the potential of digital technologies to engage with citizens and create common visions of urban projects.
- Gamification can foster the redesign of participatory process to make them more captivating and tackle the general decline of trust in public powers.

Case Study

Port(land) of Opportunity

“Usually a pretty narrow set of people come to the city hall and provide feedback, so we were hoping to create something that was engaging and fun, taking advantage of the powerful language of videogames, that is generally universal.”

JULIA TRUJILLO

Director Office Economic Opportunity - City of Portland



Analog / Digital
Digital

Timing
7 months

Objectives
Strengthening public participation about the future of the city

Funding
Engagement Lab - Emerson University / City of Portland, Maine's Office of Economic Opportunity

VISION

Port(land) of Opportunity is a game for immigrants and refugees living in Portland, Maine to learn about services available to them in Portland. The Office of Economic Opportunity created an educational game to develop a more engaging and meaningful process than other conventional approaches to participation such as interviews or focus groups.

STAGES

Firstly, the player takes on the role of an immigrant or refugee who has just arrived in Portland and navigates the city's services to reach their goals. All of the locations and services included in the game exist in the city and provide opportunities to players - if they have the right skills and resources. Points are earned by gaining a mix of skills (English proficiency, job training, and community engagement) as well as two distinct 'power-ups' (learning public transportation and getting a job). Players begin with a limited amount of two key resources, time and money, which they must spend strategically in order to progress. The game is playable on desktop or mobile devices.

OUTCOMES

The game ends with a survey for players to provide feedback to the city government on how to better serve immigrants and refugees. The game is designed to reflect Portland's existing

services and opportunities, so that players may critically evaluate Portland's services in the survey and through facilitated discussions by organizations that use the game. The OEO will use game and survey data to better understand immigrants' experiences, identify gaps in Portland's resources, and inform budgeting decisions for the City of Portland.

All of the locations and opportunities presented to players can be easily modified with minor changes to the game's code, allowing for the potential for other cities and regions to adapt the game for their own use.

LINKS

[Port\(land\) of Opportunity website](#)

ADDITIONAL EXAMPLES

[Using Minecraft of Community Participation: UN-Habitat /](#)

[Block by Block](#)

[If I were Istanbul's Mayor - Play the City](#)

['Participation Game' - City of Helsinki](#)

[Age of Energy - Clicks and Links](#)

[Participatory Chinatown - City of Boston](#)

[The DuBes Game - TUDelft](#)

[CityScore - City of Boston](#)

Requirements

Regarding the "Requirements" and "Roadmap for Implementation" sections, it should be stressed the common definition of gamification as "the use of game design elements in non-game contexts" which is centred in the use of specific game elements to invoke ludic or gameful qualities.

Thereupon, rather than providing a list with detailed actions to be followed (as done in for other methods), we provide guides for designing a gamified scheme. They can be applied to ongoing projects (digital or analog) or to shape new applications. This aims to address the wide variety of possible projects by framing gamification as an open system structured by particular principles, developed both in digital or analog environments.

GOVERNANCE: TEAM AND TASKS

The team will be determined according to the requirements of the specific project. In general terms, there will be a project manager from IMM who coordinates works among developers and designers, or a facilitators for events.

STAKEHOLDERS IDENTIFICATION & ENGAGEMENT

Kumar, J. and Herger, M.(2013) provide interesting guides and details for understanding players/users and target audience, which is the first endeavour for a user centred design approach. These users' personas can provide valuable guidance for teams' decision-making and prevent them from designing for an unspecific user. If the user is not well defined, this normally ends up with confusing and unnecessary add-ons to the project. A typical user persona in participation describes the user's motivation, experience and aspirations personally and for the city, along with demographic information such as age, gender and education. Therefore, it is key to identify how stakeholders categories and GESI groups can be framed in user personas.

Understanding their profile provides information to determinate the different player type. The Bartle taxonomy of player types has defined four categories that can be applicable:

- Achievers: play to gain status and points.
- Explorers: love to discover new features and aspects of the game and do not mind spending time to unlock new levels of the game. They are attracted to discover "Easter eggs".
- Socialisers: play for the joy of interacting with other players rather than for the game. Social interaction features are very appealing to them.
- Killers: like achieving points and status as the Achievers, although they also enjoy seeing others lose. They are less

than 1% of players/users in participatory gamification. Determining the predominant type of player helps choosing the most appealing game mechanics for your audience: Achievers and Killers may be more motivated with leaderboard and points, whilst Socializers may feel more engaged with activities that promote community collaboration.

INFRASTRUCTURE RESOURCES

Digital gamified system

When the context is digital, the system is a software application as a website - the server is accessed from a web viewer or a mobile app storing data from the cloud. Depending on if the gamified system, it can be built from scratch or a piece of gamification software can be added to an existing application, such as add-ons or plug-ins for monitoring or rewarding the participants' actions.

Analog or in-person gamified system

A gamification event can be supported by a platform accessed by the facilitator(s) from specific devices to collect data from the non-digital context. Other analog options may rely on materials such as boards, paper and pens. An example for this can be found in the 'Participation Game' from the City of Helsinki, which only used a canvas game board with sticky notes and pens, and a deck of cards about the past participation tools that the town hall had used in the city.

TIME

According to the level of complexity (digital or analog) of the gamified project development, time required for the design and implementation of the method may vary from one to several months. Time required from participants may range from a couple of hours (in-person meeting) to undefined time length when the gamified project can be access from a webpage (they may access several times to play for 15' - 30').

BUDGET

Some of the main budgetary items in an in-person gamification session are as follows: personnel (facilitator/s), promotion, invitations to participants, facilities (location for the gamification event), materials and supplies. Creating a digital gamification experience requires certain professionals to be included: game designers, graphic designers and developers. In order to maintain the game is required to include: Admins, Support, IT, Prizes/Rewards, Updating the game, New Missions/Challenges, Adding Challenge Levels, and Gamification Platform license fees.

WOMEN

- Develop channels within gamified systems for women's feedback on specific issues and problems, needs faced by women about the local physical urban setting
- Monitor the statistics about women's participation.
- Consider intersectional issues concerning women's attributes, like working, elder, disabled, visitor, minority or migrant
- Avoid using language of patriarchal attitude
- Ensure the multilingual services in gamified systems according to the dynamic data of different language users.



CHILDREN & YOUTH

- Coordinate with IMM and other youth training initiatives
- Design tools to gather ideas on how local children and youth imagine or want to see in their neighbourhood.
- Try to use plain language.
- Monitor the performance of all gamified activities with related IMM department about children and youth
- Incorporate interactive communication and games activities



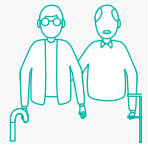
ELDERLY

- Try to include face-to-face meetings to help elderly people engaging with gamified systems.
- Consider whether a support person (e.g. a family member) should also be part of these meetings.
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.
- Embed special communication specialist (or trained the existing human resources) if there is a hearing problem.



PEOPLE LIVING WITH DISABILITIES

- Plan in advance in order to include well-designed methodologies to engage with different disabilities (blindness, deafness, mobility limitations). This can include: translation interpreting services, hearing loops, translated materials, and graphics that explain complex concepts simply.
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.
- Incorporate interactive communication and games for gamified activities.



VISITORS

- Prepare materials and systems in different languages.
- Choose channels of communication appropriate to people who are not engaged in local networks.
- Avoid jargon and acronyms, and explain technical terms.
- Coordinate the gamified systems with tourism related departments according to the purpose of the visit.
- Design digital gamified systems with tourism related departments to gather aggregated data of the purpose of visit.



MIGRANTS

- Prepare materials and applications in different languages and consider literacy levels.
- Limit legal requirements to access the applications (such as providing ID cards numbers that may discourage certain communities from accessing)
- Use plain language and visuals in the gamified systems.
- Develop digital gamified systems to collect feedback of different migrant groups, specifically immigrants, asylum seekers, temporary resident status, etc.



MINORITIES

- The method must be implemented as multilingual.
- Consult minorities community-based organisations in Beyoglu for first-hand content and publishing validation.
- Be sensitive about the details of differentiations within same community, such as Armenians have apostolic, catholic, protestant, as well as different Orthodox communities may have different dates for Easter and Christmas



LOW-INCOME

- Consider whether there are trust issues for some individuals.
- Be careful not to use language that stigmatises or alienates individuals.
- Explore skill and capacity development needs that could match with existing vocational training programs of local governments and employment policies in Beyoglu
- Ensure the statistics of feedback on identifying (self-declaration), validation of low-income people in Beyoglu is linked with related data and technical/social department



Roadmap for implementation

1

PREPARATION

Gamification should be design as a long-term project with a lean approach: test iterations, closely monitor progress and provide the necessary adjustments. This whole section is largely based on the implementation stages described in detail in Kumar, J. and Herger, M.(2013).

DEFINING OBJECTIVES AND MISSION

After defining the target users, the definition of the objective(s) requires understanding of the current participation capacity of the community, as well as the desired outcomes in order to set an appropriate mission for the gamification project. This involves analysing the current scenario by means of qualitative research as interviews, site visits and observation. It is necessary to define SMART indicators for the gamification mission to target specific goals. Setting clear current and target scenarios helps designing specific and time-bound missions.

STAKEHOLDERS MOTIVATION

Once the mission has been stated, it is important to understand what is behind human motivation in engaging gamification processes. Intrinsic (autonomy,

learning, curiosity, belonging) and extrinsic (badges, competition, reward) motivation types of the stakeholders should be taken into account. Motivational drivers such as collecting, connecting with others, achieving success, getting feedback as well as allowing self-expression are key for an effective gamification strategy and for selecting the suitable game mechanics towards implementation.

Once the objectives, the mission and the players' motivation has been clearly identified, you can decide the context of the gamified system. Digital and analog gamified systems provide different advantages: digital systems can be accessed online anywhere and anytime, provides interactive features and enough flexibility to be deployed for different purposes. Analog gamified systems tend to be less expensive and complex, thus to some extent, more inclusive. However, they require specific events and facilitators.

For the first releases of the gamification application, a recommended approach is to start with a pilot or MVP, gather feedback from users/players, and roll out in phases or parts. This is a less risky strategy.

3

MONITORING & EVALUATION

MONITORING AND EVALUATION STRATEGY

Once the first prototype of the gamified project has been designed, you have to playtest it. This involves observing the players while they interact and should be done along the different levels of fidelity of the project.

The success of the project relies on three stages to be considered before the roll-out of the application:

- Manage the mission: it is important to create a common vision within your team about the mission, periodically evaluate its validity and adjust it if needed.
- Monitoring the player motivation: it is important to conduct diverse qualitative researches through interviews and observation. Players' progressive fatigue should observed. It can be counteracted

by introducing periodical new features to keep novelty or unlock features when levelling up. Introducing new challenges can also help sustaining player engagement.

- Measuring game mechanics with KPIs: some of the metrics applicable within the progress of the game can be listed as follows:
 - Engagement: average number of actions, number os users interacting, number of times users repeat.
 - Time: retention, frequency, decrease of response times.

LIST OF KPIS CATEGORIES FOR EVALUATION

Please check Appendix A for KPIs further details.



INTEGRATION WITH URBAN PARTICIPATION HUB:

Both analogue and digital gamification methods can be integrated into the “Urban Participation HUB” as “Mobile Applications” supported by data analytics produced during the gamification process. It is also very beneficial to link the results of a gamification method through “Story Maps”.



GESI MANUAL

Check GESI Manual in Annex A to fulfil the requirements

2

IMPLEMENTATION

DESIGNING GAME MECHANICS

Game mechanics refer to the interactive elements and motivational rewards such as badges, leaderboards, points, levels or achievements. They are built with a good understanding of the players, the mission and the human motivation to design an effective and positive flow for the gamification project.

These elements act mainly on the players’ extrinsic motivation. For instance, motivational driver for collecting can be addressed with badges, whilst achievement motivation may be tackled with leaderboards. Some of the more effective game mechanics are as follows:

- **Points:** are the single count metrics, they count player actions measuring its behaviour within the overall gamified strategy. They provide instant feedback to the player.
- **Badges:** based on a certain number of points received, badges represent a sort of virtual achievement by the player. They provide reinforcement for the target behaviour and address motivational drivers of collection and achievement.
- **Leaderboards:** incorporate the social aspect on the points and badges ranking the participants on a list.
- **Relationships:** are based on the motivational driver of connection and on the sociological phenomenon known as "peer pressure" as catalisers of positive change.
- **Challenges:** motivates people to action, especially if they feel they are working to achieve something bold and inspiring that goes beyond themselves. Achievers are particularly appeal to them.
- **Constraints:** when combined with urgent optimism (like deadlines) motivate people to action.

- **Journey:** recognises the player and can be categorised into Onboarding (starting the journey), Scaffolding (guides the user along the first steps to gain experience) and Progress (provides feedback for encouraging next steps).
- **Narrative:** draws the players into a story within the game and offers them the chance to express themselves via role-play.
- **Emotions:** addressed by high quality artwork can produce delight and foster motivation. Combined with some sense of humour can transform a negative experience in to a positive one.

ESTABLISHING THE GAME PLAN

The right mix of these game mechanics can be transformed into building blocks that shape the game economy, the game rules and the engagement loop.

- **Game Economy:** are based on game mechanics and can be divided into currencies as self-esteem (praise, mastery, access), fun (discovery, excitement, delight, surprise), social capital (likes, friends, status) and things (cash, resources, prizes).
- **Game Rules:** can be shaped by defining game mechanics metrics according to specific actions. These mechanics are inserted into a flow to motivate the player to achieve the mission. For instance, awarding points to comments or ideas provided for improving a park from the Pilot Project will follow a defined set of rules.
- **Engagement Loop:** consists of positive reinforcement and feedback lops to keep the player engaged in the game. Normally, the stages in the loop are: 1) Motivate action, 2) Call to action, 3) Re-Engage and 4) Feedback and reward.

Once you have clearly defined your audience, mission, players motivations, game mechanics and the game plan, you are ready to start prototyping!

Informal conversations

Level of Engagement

Consult and Involve



Target stakeholders groups

Women, children, elderly and low-income

Planning stage

- Definition of the stakeholders particular to the planning area
- Background studies of the land use
- Area / Site works
- Composing of initial evidences
- Plan Making

Objective

Feedback / Raise awareness / generate interaction / Initiate a discussion

Participant selection

- Open to everyone in a given community to participate
- Targeted to certain groups/ stakeholders

Number of participants

- Individual/couples: 1-2 participants.
- Small (intimate): 8–12 participants
- Standard: 15–40 participants

Impact

High - Strongly recommended

Time length for the participants

One or more session (1h-30')

Time needed for the execution of the method

Less than 3 months

Cost - Resources and Skills

Low - Medium

Analog / Digital

Both

Synergies with other methods

Events (learning events)
Pop up democracy
Mapping
Gamification
Walk audit

Potential IMM Directorates involved

Urban Planning, Urban Transformation, GIS, Smart City, Strategy Development, IPA (BIMTAS)

Informal conversations are a form of facilitated engagement on a topic that allows participants to have a free flowing dialogue about that topic. The goal is to improve and create a shared understanding of an issue.

This method incorporates a range of approaches designed to help participants identify common ground and mutually beneficial solutions to a problem. While a facilitator is present to give structure to the format of the dialogue, the participants typically direct the content of the discussion.

Informal conversation involve a process of cooperation and teamwork, that may require one or more meetings with the participants. These conversations have a structured approach to a set of challenges and have to include a diverse group of stakeholders to address them (especially those underrepresented and more vulnerable to the issue discussed), and therefore not just parties aiming to negotiate tangible outputs.

★ STRENGTHS

- Deals well with conflict and can help overcome low trust
- Ensures a balanced approach to decision-making, allowing all voices to be heard
- Develops jointly-owned and implemented solutions
- Good in areas likely to be regarded as controversial or where the facts are contested
- This method is very effective in gathering opinions of individuals in underrepresented groups.

✖ WEAKNESSES

- Extremely reliant on the skills of a facilitator or mediator
- The need to ensure participation by all significant stakeholders can slow progress or even render it impossible
- Ensuring birectional communication is challenging
- Good knowledge of various ethnic cultures (semiotic skill) is necessary.

OUTCOMES

- Informal conversations create mutual understanding and trust across different positions within the Pilot Area.
- Results are bred with a sense of collective ownership and subsequently are more sustainable.
- The participation of a considerable number of participants will help to disseminate the results and "spread the word"

Case Study

My Country Talks: 'Germany talks' - Zeit Online

“We wanted a way to make sure we could bring together people who think differently about things that happen in politics and in society, so that they would still be able to talk to each other, and not just turn their backs on each other or scream at each other on Twitter.”

MARIA EXNER

Zeit Online - Deputy editor-in-chief



Analog / Digital

Hybrid

Timing

Several dialogue sessions in 2017

Objectives

To reduce the levels of polarisation in society and bridge people with different political beliefs

Initiator

Zeit Online
- Partners: Google and diesdas.
digital

VISION

The pilot project My Country Talks was designed as a reaction to the increasingly polarized politics and concerns growing in the German society during the lead up to the German Federal Elections in September 2017. It was run by the German news site Zeit Online with the aim of bringing together people who live close to each other but with different political views in order to improve the quality of public debate by holding a respectful dialogue among them. These conversations would allow them to discuss controversial issues to meaningfully explore where they disagree and why.

STAGES

Zeit Online looked for people to participate in My Country Talks by answering a short yes/no survey. This survey focused on controversial issues such as the relations with Russia or the number of refugees Germany receives and was filled out by 12,000 people. 600 pairs were matched to discuss their differing opinions, explore and understand the reasons that backed them from the initial cohort. A second round was run since more than three-quarters of the initial participants gave positive feedback and suggestions for improvement. During this second round, over 20,000 people registered within a month, which made clear how popular the idea came.

OUTCOMES

The evaluation of the pilot project was based on the feedback from participants. Even if it did not purpose to directly impact specific policies, it helped advancing towards a less polarized public discussions where people can share their opinions in a more respectful and productive manner. The project gained international attention with a similar process being run in Bologna, Italy. Other processes have taken place in Switzerland, Norway, Austria and Denmark.

LINKS

[My Country Talks](#)

[My Country Talks - Germany](#)

ADDITIONAL EXAMPLES

[Toronto Planners in Public Spaces](#)

Requirements

GOVERNANCE: TEAM AND TASKS

Project Manager

The project manager can be one person or a team from the IMM. The responsibilities of the project manager comprise supervising the entire process, coordinating the design process of the activities, gathering information for the assessment, identifying citizens who will participate in the sessions, coordinating financial resources for the activities and serving as a contact person for post-mapping activities.

Process expert / facilitator

This person (who ideally is an independent external person or body) goes beyond the design process and takes the leadership role in the implementation phase. This person should have experience in different political and cultural contexts, commitment to adapt to changing context processes, cultural sensitivity, experience with diverse tools for group facilitation and good communication skills. The facilitator should receive relevant information about the issues, challenges and conflicts dynamics before the conversations in order to identify the right tools to trigger a fruitful dialogue.

Advisory board (optional)

Depending on the complexity of the issue, a senior group of experts that provides strategic assessment may be required.

STAKEHOLDERS IDENTIFICATION & ENGAGEMENT

To select the participants, a stakeholders' analysis is required. This selection should include a variety of stakeholders from different social groups. Some criteria on how to choose these stakeholders include participatory decision making (which key stakeholders should be included in the conversations), inclusiveness (ensure that underrepresented groups are included in the dialogues), empowerment (ensure the selected participants will be able to raise and share their voices) and their background (to understand and evaluate expectations).

To refine the stakeholders' analysis, the "conflict layer model" tool is suggested. It focuses on the interests, goals, positions, capacities and relationships of the stakeholders within situations of conflict. This initial assessment provides useful information to identify areas of focus for the activities, the roles of every stakeholder and potential partners to improve synergies. Diverse methods can be deployed to collect primary (such as interviews) and secondary data for the stakeholders' analysis. Contacting the local leaders, as the muhtar is a effective strategy to create the link with them.

INFRASTRUCTURE RESOURCES

The physical space or "venue" chosen for the informal conversation process is key to create a warm environment that empowers sincere and sensible dialogues. The participants have to feel comfortable and confident to take part into a process that conduct positive change, and they should be provided with clear guidelines to have realistic expectations.

The venue should be located within the Pilot Area and some examples of places are as follows: available spaces in community organizations, universities, local cafes, hotels, schools, convention centres or other offices close to the participants that provide certain privacy and comfort in a neutral space. The venue should be equipped with the required infrastructure, as well as ensure safety and fulfil accessibility requirements. Try to avoid places that hold specific symbolic meanings that may lead some participants to decline participating: the place needs to be accepted by all the participants. In terms of seating arrangement, advantages and disadvantages of each model should be taken into account (circle, U shape, classroom, chevron style).

Take into account that some groups may not be willing to enter or be seen going into some places. In this case, planners are the ones who should go to the people: visiting traditional Turkish cafés (Kahve), parks such as Taksim Gezi park, and visiting homes of people willing to hold a conversation (this specially effective with women and some minorities).

TIME

For the schedule determination, cultural and personal contexts should be taken into account (weekend vs. work days, mornings or after work hours). The sessions should not exceed 1h 30' - 2h (plan 30' for a coffee break). The process of planning begins with the assessment (2-3 months prior to the event) and continues for some weeks after the meetings for monitoring and analysis.

BUDGET

The following items listed are the main budgetary items in a mapping session: personnel (project manager and expert facilitator), refreshments (tea, coffee, cakes or lunch should be offered as a thank you), promotion, invitations to participants, venue, materials and supplies. You may consider accommodations and meals when necessary, as well as language interpretation to include people not fluent in Turkish.

WOMEN

- In mixed gender groups, it is advisable not to use trust-building exercises that may require physical contact.
- Develop channels within the informal conversations to gather women's feedback on specific issues and problems, needs faced by women about the local physical urban setting
- Consider intersectional issues concerning women's attributes, like working, elder, disabled, visitor, minority or migrant
- Consider whether people would be more comfortable speaking with someone of a particular gender or from a particular cultural group.
- Plan activities with a flexible time frame
- Avoid using language of patriarchal attitude



CHILDREN & YOUTH

- Coordinate with IMM and other youth training initiatives.
- Hold an initial discussion with local children and youth about how they imagine or want to see in their neighbourhood.
- Try to use plain language.
- During the conversations, have the kids draw pictures of how they think their city looks like and how they imagine their ideal city should look.
- Incorporate interactive communication and games along the dialogues.



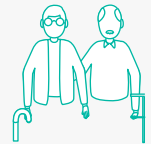
ELDERLY

- Include traditional means for communication such as displays with large fonts and colours easy to understand.
- Consider whether a support person (e.g. a family member) should also be part of the discussion
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.



PEOPLE LIVING WITH DISABILITIES

- Plan in advance in order to include well-designed methodologies to engage with different disabilities (blindness, deafness, mobility limitations). This can include: translation interpreting services, hearing loops, translated materials, and graphics that explain complex concepts simply.
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.



VISITORS

- Prepare materials and select facilitators who can coordinate the sessions in different languages.
- Choose channels of communication appropriate to people who are not engaged in local networks.
- Avoid jargon and acronyms, and explain technical terms.
- Coordinate the mapping activities with tourism related departments according to the purpose of the visit.



MIGRANTS

- Prepare materials and select facilitators who can coordinate the sessions in different languages and consider literacy levels.
- Limit legal requirements to attend the sessions (such as providing ID cards that may discourage certain communities from attending)
- Avoid venues that may fall during festivals and religious holidays and consider relevant catering requirements such as Halal, Kosher, and during Ramadan.
- Use plain language and visuals during the conversations activities.



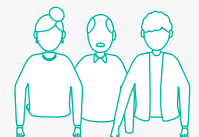
MINORITIES

- The informal conversations must be multilingual.
- Avoid venues that may fall during festivals and religious holidays and consider relevant catering requirements such as Halal, Kosher, and during Ramadan.
- Consider whether people would be more comfortable speaking with someone of a particular gender or from a particular cultural group.
- Consult minorities community-based organisations in Beyoglu for first-hand content and publishing validation.



LOW-INCOME

- Provide opportunities to meet during a meal time, and provide a light meal or refreshments.
- Consider whether there are trust issues for some individuals.
- Be careful not to use language that stigmatises or alienates individuals.
- Explore skill and capacity development needs that could match with existing vocational training programs of local governments and employment policies in Beyoglu.



Tools for informal conversations

Process Stage	Type of Tool*	Objective of the tool	When to use	Time and materials required
Beginning of the meeting	Check-in	Allows getting to know the other participants, their reasons to participate, expectations and fears on the dialogue. Useful to strength the connection among the diverse stakeholders.	At the beginning of the event. If the group in after divided into smaller ones, the exercise can be partially repeated.	2 min/participant A circle of chairs
	Imaginary line	Underlines the mix of ideas of the participants on the issues addressed and uses that heterogeneity as a conversation catalyst. Helps to build trust among participants.	It can be used after the Check-In or to introduce a new topic. Its use is discouraged when participants are very polarized.	15-30 min Adhesive tape and a large area to allow free movement
During the meetings	The powerful question	Encourages all participants to join the conversation and clarifies ideas by providing a variety of angles on a topic.	The group can be divided into smaller ones if helps. Everyone should be given the chance to provide insights.	Usually takes 1h
	World Café	Strengths the identity of the group and encourages innovative thinking around a topics. The results are collectively owned by the conversation groups, thus deepening relationships among participants.	To explore thoughts about powerful topics with a dynamic approach and to foster dialogue, share knowledge and explore options for actions on specific topics.	20-30 min per round. 3 rounds in total. Round tables, colourful marker pens, flip-chart papers, side table with refreshments, decoration and pleasant background music.
	Dialogue in pairs	Scales down the levels of polarisation of the group	To reduce levels of polarisation at any time needed along the session.	20 min of dialogue in pairs
	Story circle	Create bonds of empathy among the participants.	Preferably during the last stages of the event.	1-2h Some warming beverage Chairs in circle
	Scale models and scale maps In combination with Mapping	Provides more information into the process, show physical appearance of the project and deepens understanding about locations of the Pilot Area	Useful in consultation processes with the residents and local organisations of the Pilot Area to better understand the interventions designed.	1-2h Scale model and maps of the intervention
Providing information to enrich the process	Talks with experts Can be combined with Learning Events	Feeds information from the most accurate sources and facilitates learning on the complex topic	When the issue or challenge addressed has multiple and complex dimensions	2h Experts contacted, table, and paper slips for questions
	Learning walks In combination with Walk Audits	Provides a better understanding of the daily reality of the Pilot Area and is related to the challenge addressed in the session	When it necessary to observe realities on-site	2-3h Requirements specified for the Walk Audit method
Wrap-up and follow-up	Progress matrix	Reviews the progress of the session and obtains inputs for adjusting the dialogue process	Especially useful when the process is divided into several sessions, it can be applied at the end of each event	Less than 1h Computer to monitor the progress of the process and inputs
	Next steps and Check out	Allows listening to the feelings of the participants about what they have learnt and ensures everyone leaves the meeting with a feeling of shared purpose.	As final activities at the end of the meetings. Next steps are especially indicated to jointly develop a list of actions for next sessions.	Next steps: 30-60 min Check out: 15-30 min Flip-charts, chairs arranged in circle

Implementation Roadmap for the Tool

All the participants are asked to sit in circle and opening question is asked, such as: 'What do you expect from the dialogue session? What are you afraid about this process?' All the present stakeholders are asked to speak in turns. Each of them should tell their name, where (s)he comes from, what (s)he does and the answer to the question in 2 minutes max. Each of the contribution is registered on a flip chart designed with two columns (expectations and fears). Part of the meeting can be reserved to address those statements and at the end of the session people should stand up and review the initial statements.

Stick a line of tape on the floor to divide the room into two halves. Explain the participants that you are going to provide some statements and they have to move to the right or to the left side depending on whether they agree or not. Undecided ones should stay in the middle. The facilitator makes the statement and waits for the people to move, then (s)he asks them why they have chosen that side. Once the conversation generated by the statement is thoroughly developed, other statement is provided. It can be repeated as many times as required. State clear that there is not correct or wrong answer: the aim is to share our opinions on specific issues. The conversations generated are the relevant point.

A thoughtful question is powerful when it stimulates participants to take active part in the conversation. When they feel their ideas can help addressing a challenge they are concerned about and it is relevant for them, they feel engaged. A good question should guide the conversation to encourage reflection and mutual learning among the participants. It is more productive to state questions that explore options such as "what is useful" or "what can be learnt from" rather than mentioning controversial "true" facts that lead to futile paths. Questions should be clear, simple, open up new possibilities, encourage sharing and exploration, and enhance listening to others' ideas.

Firstly, set the stage for the activity. Create the environment of a real café for this tool, placing round table for groups of 5-6 people in a casual manner within the meeting space. Place a couple a large papers and colourful markers on the table for participants to draw ideas on the paper. Offer drinks and snacks. You can decorate the table and the walls of the venue with quotes, as well as play some background music (soft instrumental) to create a warmer atmosphere. Assign a host per table that will remain sitting on the same table along all the rounds of the activity. The hosts' role is to take notes about the points tackled during the conversations of each round and them present them to the next group that sits around the table. The facilitator has to share a powerful question to initiate the dialogue among the participants for each table and encourage them to draw ideas on the papers on the table. When the round is completed, asks participants (except hosts) to move to the next table.

Start selecting an issue to be discussed and ask participants to organise themselves in pairs. It is preferable that they do not nearly know each other. Encourage them to find a quiet place outside the room to discuss during the established time. When the pairs come back to the main room, one person from each pair will be asked to share the partner's point of view on the issue discussed.

When everybody is sitting in a circle, ask participants a powerful question that encourages them share their story related to the topic. For instance, you can ask participants: "What motivates you to participate in the improvement of your neighbourhood?" Time spent on answers should be agreed with the group. The facilitator should respect spaces for silence and reflection after each story and welcome any insights from other participants. Then, continue with other story.

The model presented to the participants has to show the changes that will be performed in the neighbourhood and the implications for the surroundings. It should present crosscutting views. It should be introduced by the experts (architect, planners, engineers). This informal conversation may arise during the mapping process to explore possibilities for the area and gather non-physical data that enriches the mapping. The technical team should be provided with time to explain background information from the Area or the proposal.

Contact experts well in advance to the event and invite them to meet the team prior to the event to share knowledge and agree the approach of the session. During the session, the moderator and the experts will sit around the panel table and discuss about the topics selected. The participants will be given the slips of paper to formulate the questions for the experts. After the presentation, the papers are collected and the moderator will ask those questions to the experts.

Please check the Walk Audit Roadmap for Implementation. These informal conversations are conceived as part of the Walk Audit process and the output and data should be collected according to the methodology specified in the method. The facilitator of the process should encourage thoughtful and critical observations of the environment visited, as well as motivate participants to share their thoughts.

A matrix that gather the conclusions of the session is presented to the participants at the end of the sessions. It should include information on the objectives of the activity, outcomes and information on upcoming sessions. This fields are discussed and fulfilled according to a final discussion. The facilitator should encourage participants to discussed if the outcomes for the session have been achieved. Each session should include results from the previous ones so that participants can discuss progress and understand the process as a whole.

Conversations are linked to actions. Everybody should leave the meeting with a feeling of shared sense of purpose and some kind of commitment for a common vision on the Pilot Project. A brainstorming session can be facilitated to identify specific action to be taken, as well as selecting the dates they will take place and people responsible for their development. During the Check out, the participants sit in circle and share their feelings about the event in an open format to be decided by the facilitator. Powerful questions can be very beneficial such as "What are the most relevant lessons?" or "What do you feel while wrapping up the session?" and answers are gathered on the flip-chart.

*Most of these tools have been selected and retrieved from the guide of UNDP (2013)

Roadmap for implementation

1

PREPARATION

Once initial topics and context have been assessed and the key stakeholders have been identified, it is suggested to follow the approach proposed in UNDP Democratic Dialogue (2013) to advance contents in the preparation stage.

DEFINING OBJECTIVES

For the design of the informal conversations and the tools that will be required for a fruitful dialogue, the main objectives should be agreed among all the stakeholders involved in the process. The objectives should be defined regarding: the specific outcomes to be achieved (such as a better understanding on a specific topic or capacity building), the process objectives (build consensus, generate interaction or feedback) and objectives that context-related such as underlying urban conflicts in the Pilot Area.

TIMEFRAMES

Once the 'what' and the 'who' have been defined (assessment, stakeholder engagement and objectives definition should have started at least two months prior to the event), you can set the dates for informal conversation to take place. Depending on the audience, you can schedule the event on weekdays or weekends,

during school/work time or in the evening. Once the dates and stakeholders selection have been set, send the invitation at least 2/3 weeks in advance.

SETTING THE STRUCTURE

According to the nature of the informal conversations, the structure of the sessions tends to be emergent. Some topics are explored and objectives are set beforehand, but the process to be followed is not structured and outcomes from the session are not predefined, they are subject to the course of the conversations. A regular structure should include the main and secondary tools that will be deployed, dates and duration, work blocks, resources requires and the support roles of the event.

If some sessions have been previously held, the structure should be designed building on the expressed ideas to advance in the process. The structure should also include specific follow-up actions for conversation participants. Avoid setting an structure that is too broad or ambitious since it may trigger frustration and the outcomes can be misleading. Likewise with a vague structure, objectives may remain unclear and the session will be fruitless.

3

MONITORING & EVALUATION

MONITORING AND EVALUATION STRATEGY

Monitoring assesses progress throughout the sessions according to objectives set and has to be overseen by the project manager and the facilitator(s). UNDP's Practical Guide on Democratic Community provides some tools for monitoring progress:

- Documentation/reporting on each meeting.
- The progress matrix (check toolkit) of the process built on conversations with participant.
- Written evaluations prepared by informal conversations participants after each meeting.
- Minutes of the meetings.
- Assessments drawn from interviews of conversations participants in informal spaces.
- Periodic reviews made by the management and facilitation team.

LIST OF KPIS CATEGORIES FOR EVALUATION

Please check Appendix A for KPIs further details:

- Perception that conversations about participatory planning should continue after the engagement.
- Better understanding on community interests and project trade-offs to meet community interests.
- Increased trust in the participation process.
- Improved culture of participation.
- Increased level of transparency (measuring if objectives were clearly defined).
- Improved capacity (participants having a bigger picture of the participation process).
- Accessibility of methods (digital and analog)
- Easiness to contribute with ideas in the process.
- Entire community is encouraged to participate.



INTEGRATION WITH URBAN PARTICIPATION HUB:

Both analogue and digital informal conversations can be integrated into the “Urban Participation HUB” as “Story Maps” supported by data analytics produced at the end of each event.



GESI MANUAL

Check GESI Manual in Annex A to fulfil the requirements

2

IMPLEMENTATION

Regarding this section, a set of tools for implementing informal conversations have been provided in the previous spread. It provides essential tools that will effectively guide the process and stimulate dialogue among participants. This section will focus on the guidelines to facilitate the dialogue.

FACILITATION PROCESS

Informal Conversations deeply rely on the qualities of the facilitator to be conducted properly and produce positive outcomes. The facilitator should be experienced and neutral, as well as have credibility to be respected. This person should create a safe space of trust to enable an open dialogue. Particular emphasis should be placed stating that there are right or wrong opinions on the topics that will be discussed. The facilitator needs to be aware of the different needs and characteristics of the participants, for instance, some of them may have language constraints. This person has to clearly state the aim of the meeting at the beginning of the session.

To build trust among the stakeholders, Search for Common Ground Organisation (2016) recommends specific strategies as:

- Setting basic ground rules;
- Giving positive feedback;
- Expressing empathy when feelings are shared;
- Managing destructive group dynamics.

In the UNDP Democratic Dialogue - A Handbook for Practitioners, some ideas on facilitation techniques that enhance all voices to be heard are provided:

- Talking tokens (such as coins, marbles, beans, etc) are provided to ask for the floor. One token is given per intervention and participants have to adjust their speech to the limited time assigned. If all tokens are expended, the participant will have to

wait until everyone has expended theirs as well.

- Talking objects have to be requested by participants to get the floor and everybody should be listening to that person while in possession.
- Small groups of 2-4 people allow stronger voices not to be excessively dominant. The group will have to share key conclusions from the conversation to the rest of the group afterwards.

MANAGING DIVERSE GROUPS DYNAMICS

Apart from having good skills in communication, the facilitator needs to be able to identify the dynamics that have been established within a group. Even if the structure has been thoughtfully set and the tools for dialogue have been carefully selected and designed, some harmful group dynamics may damage the whole process. Search for Common Ground Organisation (2016) describes some group types, the facilitator's role and example tools:

- When there are groups with unequal participation (extremely talkative or quiet participants), it is recommended to use tools such as the World Café, call on (quiet) people or acknowledge the desire to talk or the talkative participants by approaching them independently.
- Regarding groups in conflict, the facilitator should embrace the conflict by reflecting on what is said, moving towards personal reasons of conflict and emphasising the purpose of the conversations.
- Disengaged groups should be reminded the guidelines of the dialogues, asked their interest on the activities and been provided with specific roles.
- In groups with imbalance power, the facilitator has to recognise the dynamic, make participants aware of their behaviour, divide people into sub-groups and employ both emotional and analytical questions.

Mapping

Level of Engagement

Consult and Involve



Target stakeholders groups

Women, children, elderly and low-income

Planning stage

- Definition of the stakeholders particular to the planning area
- Background studies of the land use
- Area / Site works
- Composing of initial evidences
- Plan Making

Objective

Feedback / Data gathering / Resolve conflicts / Initiate a discussion / Community groups needs analysis / Build ownership

Participant selection

- Open to everyone in a given community to participate
- Targeted to certain groups/ stakeholders

Number of participants

Paper maps/onsite maps groups: 25 - 50

Online mapping groups: 50 - 100

Impact

High

Time length for the participants

Series of events

Time needed for the execution of the method

Less than 3 months

Cost - Resources and Skills

Medium

Analog / Digital

Both

Synergies with other methods

Information centres
Visual data store
Informal Conversations
Pop up democracy
Feedback mechanisms
Gamification
Design charrette
Walk audit

Potential IMM Directorates involved

Urban Planning, Urban Transformation, GIS, Smart City, Strategy Development, IPA (BIMTAS)

Mapping entails the visual representation of community characteristics and elements relative to geographical features and urban space, connecting to community values, histories, assets, and lived experiences.

Participatory mapping ranges from drawing on the ground to complex online data collection and mapping using GIS. The process used to create the maps is often as valuable as the resulting map itself, since participants feel engaged to think about strengths or weaknesses of the community and, collectively, bring new ideas. Mapping is also commonly used as a storytelling tool since location and geography are essential components of personal lived experience. They normally include information that is excluded from mainstream maps. They can provide alternatives to the language and images of the existing power structures and, definitely, become a mechanism for empowerment of the local community. Mapping exercises can include but are not limited to: Personal Meaning Mapping, Community Asset/ Relationship Mapping, Data Mapping, Web Mapping, and Mind Mapping.

☆ STRENGTHS

- Allows people to provide insights that directly relate to a space or location of the Pilot Project
- Allows local communities to record and archive local knowledge
- Assist communities in land-use planning and resource management to make them more accessible for them.
- Addresses resource-related conflicts.
- Valuable tool to support decision-making
- May foster holistic thinking among participants and may make the relations between different problems more easily understandable to them

✘ WEAKNESSES

- There is limited ability to filter contributions
- The larger the number of topics to be included, the more complex the maps will be. For this reason, it might be better to make several maps, with one issue/indicator per map.

OUTCOMES

- Mapping will help the community from the Pilot Area to articulate and communicate spatial knowledge to IMM.
- It will increase the capacity of the community

Case Study

São Paulo Collaborative Mapping for the Strategic Master Plan (PDE)

“The Master Plan success is due to citizen participation. The main guidelines were submitted for popular approval to each of the city’s prefectures. We would not have approved it without that participation and approval of society”

FERNANDO HADDAD

Mayor of São Paulo



Analog / Digital

Both

Timing

Several sessions - Online availability

Objectives

Strengthening public participation about the future of the city

Funding

Prefeitura de São Paulo

VISION

Mapeamento Colaborativo do Plano Diretor (PDE) de São Paulo was a key phase from the participatory processes initiated for the city of São Paulo towards the development of a set of new urban policies. They were designed in 2013 by the Municipal Department of Urban Development (SMDU). Housed under the platform “Gestão Urbana SP” (“Urban Management SP”), this web based collaborative mapping was a partnership between citizens of São Paulo and the local administration for the revision of the legal framework for urban management, the Plano Diretor Estratégico (PDE), responsible for standing the legal grounds for urban development and planning. Any citizen could access the geo-referenced platform and point a problem or a solution to an identified problem for Sao Paulo’s urban policies.

STAGES

Together with public hearings, meetings and workshops that were part of the entire participatory process during the revision of the Master Plan, the Gestão Urbana website gathered all the information related to the participatory process, such as schedules, results, news and files, available in open format. In addition to allowing greater access to data, the “Gestão Urbana” platform provided innovative participatory tools, such as an online proposal form, a shared map and a collaborative draft bill, where any citizen could

post specific comments and suggestions for each article.

OUTCOMES

In total, 114 public hearings were carried out with the participation of 25,692 people. Also 5,684 proposals were made in meetings and workshops and other 4,463 suggestions were sent by digital tools, being 1,826 through online forms and 902 interventions on the shared map of the website.

LINKS

[Participatory Process for the SP Master Plan](#)

[Gestão Urbana - Mapas](#)

ADDITIONAL EXAMPLES

[Caminos de la Villa - Buenos Aires](#)

[Baltimore COVID-19 Asset Map](#)

[Living Lots NYC - 596 Acres](#)

[Mapeando - Rio de Janeiro](#)

[Participatory Mapping - INEGI \(Mexico\)](#)

[Mapping of Precarious Settlements Cartagena - OSM](#)

Requirements

Depending on the participatory tools that is chosen, different human, financial and infrastructure resources are needed. For that purpose, this chapter provides the requirements to create paper maps, on-site maps, interview maps, on-line mapping tools and geospatial software mapping.

GOVERNANCE: TEAM AND TASKS

Project Manager

The project manager can be one person or a team from the IMM. The responsibilities of the project manager comprise supervising the entire process, identifying citizens who will participate in the sessions, recording results and serving as a contact person for post-mapping activities. Planners and design professionals should be included.

Facilitators and trainers

This team can consist of people trained for guiding the data collection and mapping. They may have expertise in mapping or other technical skills, process and meeting facilitation skills and/or social sciences skills (some participatory mapping includes the use of surveys, interviews, focus groups, etc.)

Digital facilitator (for on-line and geospatial mapping)

In recent years, participatory GIS practitioners (PGIS), have become technology intermediaries from outside the community to work with local communities. They work as facilitators to input digital mapping and train the community.

Community-based organisations / leaders (optional)

Chosen from the Pilot Area, they are experienced in facilitating dialogue and debate, and can provide in-depth knowledge about the area. Engaging with them is especially relevant as a way to reach underrepresented groups and ensure ongoing support for the long-term sustainability of the mapping activities that require continuity.

STAKEHOLDERS IDENTIFICATION & ENGAGEMENT

After elaborating a first list of potential stakeholders, a stakeholders' analysis is required. It involves a set of standardised questions for the targeted stakeholders (level of technology literacy, time availability, potential conflicts among groups of stakeholders, etc). This analysis can be complemented with data from secondary information sources, direct interviews and local key stakeholders, who can provide relevant information and also help gaining community trust.

INFRASTRUCTURE RESOURCES

Depending on the type of mapping, infrastructure requirements may include looking for a spacious meeting space that fulfils accessibility requirements and that is based in the Pilot project for in-person meetings and/or a robust online platform for steady access to support mapping of the area.

Hands-on mapping (paper, on-site and interview maps)

- Paper, pens, sketching materials, sticky tape
- Post-it notes (be aware that these fall off easily, so carry a glue stick to attach them firmly at the end);
- Maps and plans. Optional: physical models.
- Camera and/or video camera
- Plastic bags or portfolio case to transport finished maps.

Digital mapping (devices, software and tools)

- Laptops and/or smartphones. Optional: GPS Trackers
- QGIS application, an open-source GIS
- Open Street Maps (OSM), Google Maps, CARTO
- Google Forms, for managing surveys
- Open Data Kit (ODK), an open-source software for data management (<https://getodk.org/>)
- Field Papers, a mapping web-based tool (fieldpapers.org/)
- Graphic design software

TIME

Depending on the type of mapping, preparations may be more or less extensive. Leveraging online resources for mapping, gather background materials and preparing hard copies should not take more than two months. The process itself usually takes a day, but for larger mapping projects, it may take several days. The method provides flexibility. It is important to always include 30 minutes at the end of the sessions to allow participants to share their insights and enhance interaction among them.

BUDGET

The following items listed are the main budgetary items in a mapping session: personnel (project manager and facilitators), promotion, invitations to participants, mapping promotion and advertising, facilities (location for the mapping event for in-person meetings), materials and supplies.

WOMEN

- Develop channels within mapping tools for women's feedback on specific issues and problems, needs faced by women about the local physical urban setting
- Consider whether people would be more comfortable speaking with someone of a particular gender or from a particular cultural group.
- Plan activities with a flexible time frame
- Consider intersectional issues concerning women's attributes, like working, elder, disabled, visitor, minority or migrant
- Avoid using language of patriarchal attitude



CHILDREN & YOUTH

- Coordinate with IMM and other youth training initiatives
- Hold an initial discussion with local children and youth about how they imagine or want to see in their neighbourhood. Try to use plain language.
- During the mapping, have the kids draw pictures of how they think their city looks like and how they imagine their ideal city should look.
- Incorporate interactive communication and games for mapping activities



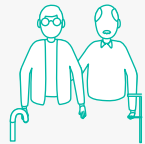
ELDERLY

- Include traditional means for communication such as hard-copy materials in larger fonts, face-to-face meetings and maps with large fonts and colours easy to understand.
- Consider whether a support person (e.g. a family member) should also be part of the discussion.
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.



PEOPLE LIVING WITH DISABILITIES

- Plan in advance in order to include well-designed methodologies to engage with different disabilities (blindness, deafness, mobility limitations). This can include: translation interpreting services, hearing loops, translated materials, and graphics that explain complex concepts simply.
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.



VISITORS

- Prepare materials and select facilitators who can coordinate the sessions in different languages.
- Choose channels of communication appropriate to people who are not engaged in local networks.
- Avoid jargon and acronyms, and explain technical terms.
- Coordinate the mapping activities with tourism related departments according to the purpose of the visit.



MIGRANTS

- Prepare materials and select facilitators who can coordinate the sessions in different languages and consider literacy levels.
- Limit legal requirements to attend the sessions (such as providing ID cards that may discourage certain communities from attending)
- Avoid venues that may fall during festivals and religious holidays and consider relevant catering requirements such as Halal, Kosher, and during Ramadan.
- Use plain language and visuals during the mapping activities



MINORITIES

- The method must be implemented as multilingual.
- Avoid venues that may fall during festivals and religious holidays and consider relevant catering requirements such as Halal, Kosher, and during Ramadan.
- Consider whether people would be more comfortable speaking with someone of a particular gender or from a particular cultural group.
- Consult minorities community-based organisations in Beyoglu for first-hand content and publishing validation.



LOW-INCOME

- Provide opportunities to meet during a meal time, and provide a light meal or refreshments.
- Consider whether there are trust issues for some individuals.
- Be careful not to use language that stigmatises or alienates individuals.
- Explore skill and capacity development needs that could match with existing vocational training programs of local governments and employment policies in Beyoglu



Types of mapping

Type of Method	Description	Sample of participants	IMM directorate(s) responsible
<p>Paper maps</p>	<p>Scale mapping techniques are an effective format to communicate community information to decision-makers. They are based in formal cartographic protocols and then, they can be incorporated into GIS and be transformed into GPS data. Other formats can be deployed depending on the process</p>	<p>25-50</p>	<p>Directorate of Urban Planning Directorate of Urban Transformation Directorate of Strategy Development Directorate of Public Relations Directorate of GIS</p>
<p>On-site Walk With participants, collect data using video, photography, GPS. Can be combined with Walk Audit methods.</p> <p>Subtypes: – Field Mapping (data collection)</p>	<p>On-site walks and Field mapping are survey techniques that involve collecting data on field. Tools such as GPS and paper-based methods can be used, and for data collection with smartphones, OpenDataKit (ODK) or KoBoCollect are also useful tools to be used with OSM.</p>	<p>25-35</p>	<p>Directorate of Urban Planning Directorate of Urban Transformation Directorate of Strategy Development Directorate of GIS</p>
<p>Interview Mapping in combination with Informal Conversations</p>	<p>Participatory mapping tools complement and improve the conventional verbal interviews. The attention of the participant is focused on particular features of the map during the act of drawing. The record of the mapping provides additional information for the map to be completed at the end of the interview.</p>	<p>1-5 per session</p>	<p>Directorate of Urban Planning Directorate of Urban Transformation Directorate of Strategy Development Directorate of Public Relations Directorate of GIS</p>
<p>On-line Mapping Tools e.g., Google Earth, GeoPDF, OpenStreetMap (OSM)</p> <p>Events subtypes: – Mapathons – Mapping parties – Weekend mapping projects</p>	<p>Online or remote mapping involves the process of modifying or adding new data to areas from the distance. Events such as mapathons can be organised as gatherings of people to collect data in online platforms such as OpenStreetMaps. It allows a quick and precise digitalisation of local data. Hosting a mapathon does not special skills either to previous experience.</p>	<p>50-100</p>	<p>Directorate of Urban Planning Directorate of GIS Directorate of IT Directorate of Smart Cities</p>
<p>Geospatial Software e.g., QGIS, ArcGIS</p> <p>Can be combined with the Visual Data Store method</p>	<p>This model can be combined with the use of the Visual Data Store. GIS stores, retrieves, analyses and presents spatial (or land-related) information, and can integrate both local spatial and non-spatial data to support discussion and decision-making processes. This model requires certain training for using the open-source software that is detailed in the Requirements section. This tool requires more advanced development within the Visual Data Store method to create an open platform for the IMM where the community can input data.</p>	<p>Unlimited</p>	<p>Directorate of Urban Planning Directorate of GIS Directorate of IT Directorate of Smart Cities</p>

Advantages	Disadvantages	Required time for execution	Infrastructure required
<ul style="list-style-type: none"> - Easy to explain - Allows collecting data - Inexpensive - Can be used by most participants - Can be used anywhere - Can be digitalised 	<ul style="list-style-type: none"> - Static - Lack of flexibility - Not interactive - Limited to participants' understanding of maps 	<p>2 months for gathering background information</p> <p>2 weeks for the event preparation</p> <p>1-2 days of workshops</p>	<ul style="list-style-type: none"> - Paper, pens, sketching materials, sticky tape - Post-it notes - Maps and plans - Physical models (optional) - Camera and/or video camera - Plastic bags or portfolio case to transport finished maps
<ul style="list-style-type: none"> - Simple technique - Relatively inexpensive - Interactive 	<ul style="list-style-type: none"> - Limited numbers of participants - Questions limited to the explored geography - Mobility challenges or limitations may occur 	<p>2 months for gathering background information</p> <p>2 weeks for the event preparation</p> <p>2/3 hours of mapping - Multiple sessions</p>	<ul style="list-style-type: none"> - Paper, pens, sketching materials, sticky tape - Maps and plans - Camera and/or video camera - GPS Tracking (optional) - Open Data Kit (ODK), an open-source software for data management (https://getodk.org/)
<ul style="list-style-type: none"> - Simple - Inexpensive - Interactive - Does not require ability to read maps 	<ul style="list-style-type: none"> - Difficulties in interpreting results and translating to paper - Limited questions - Requires extensive knowledge of local geography and landmarks 	<p>2 weeks of preparation</p> <p>1 or 2 hours of interview</p>	<ul style="list-style-type: none"> - Paper, pens, sketching materials, sticky tape - Maps and plans - Camera and/or video camera - Plastic bags or portfolio case to transport finished maps
<ul style="list-style-type: none"> - Inexpensive - Can use for data collection - Data easily transferred to GIS - Widely available and accessible - Can be posted on a website 	<ul style="list-style-type: none"> - Developer needs to build interface - Limited functionality - Users must have computer access - Users may need to download software 	<p>2 months for gathering background information</p> <p>3 weeks for the event preparation</p> <p>1 day of workshop - can be repeated several times</p>	<ul style="list-style-type: none"> - Laptops and/or smartphones. - QGIS application, an open-source GIS - Open Street Maps (OSM), Google Maps, CARTO - Google Forms, for managing surveys - Field Papers, a mapping web-based tool (fieldpapers.org/) - Graphic design software
<ul style="list-style-type: none"> - Interactive - Flexible - Thorough 	<ul style="list-style-type: none"> - Requires expert to operate - May require other software - Expensive - May require a wider online platform to be accessed by the general public 	<p>3 to 6 to prepare database in ad web platform</p>	<ul style="list-style-type: none"> - Laptops and/or smartphones. - QGIS application, an open-source GIS - Open Street Maps (OSM), Google Maps, CARTO - Google Forms, for managing surveys - Field Papers, a mapping web-based tool (fieldpapers.org/) - Graphic design software

*These categories are based on the Mapping Methods classification described in NOAA Coastal Services Center (2009)

Roadmap for implementation

1

PREPARATION

For the design of the participatory mapping process, define the main objectives, among the following ones:

- To create maps that represent community values, alternative scenarios, assets, perceptions, etc.
- To inform data collection methods, such as surveys or interviews, to gather traditional knowledge and practices, or to identify data gaps.
- To evaluate existing urban planning programs, activities or plans.
- To empower stakeholders and/or educate them on issues outside of their immediate areas of concern.
- To facilitate the decision-making progress.

For the general preparation of the mapping:

- Plan meetings with local community partners (NGOs, community organisations, businesses) to discuss the community gaps and needs assessment through surveys and focus groups.
- Elaborate on the stakeholder analysis.
- Create action plan with the stakeholders.
- Select a suitable location for the mapping activities. For on-line mapping events, pick a place with strong internet connection (as to handle 100 connections) and enough power points.
- Send invitations for the mapping activities 2/3

weeks in advance and a reminder 1 week prior.

ON-LINE MAPPING EVENT - MAPATHONS

After selecting and booking the suitable venue, set the date in advance and send invites for the attendees. Take into account that for the first mapathon project in the area, there will be a large proportion of beginners. Suggest a couple of projects: one easy mapping exercise for beginners and other one more challenging for advanced participants. There will be an expert mapper to guide and support the process. The process can be recorded and streamed live for remote mappers.

MAPPING COMBINED WITH INFORMAL CONVERSATIONS - INTERVIEW MAPPING

Mapping is a useful way for initiating dialogue and planning in a community. The creation of the map is a record from the interview. An audio/video recording of the interview to be transcribed is important to understand the way in which the map was drawn and the references to features of the map that participants often point during the process (“over here”, “those people”, for instance). Ideally the recorder should be positioned to record only the map and not participants. This makes it easier to anonymise video.

3

MONITORING & EVALUATION

MONITORING AND EVALUATION STRATEGY

In "Impact of Community-based and Participatory Mapping", M&E tools are described:

Qualitative tools:

- Case stories and narratives
- Selected and random interviews
- Analysis of historical trends, to predict future impact
- Expert testimonials

Quantitative tools:

- Causal inference (using panel data or surveys)
- Change against baseline (useful tool for impact)
- Ranking and scoring methods (pairing, matrix, scoring and weighted scoring.
- Probability, purposeful and convenience sampling

LIST OF KPIS CATEGORIES FOR EVALUATION

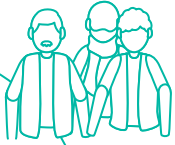
Please check Appendix A for KPIs further details:

- Impact of awareness campaigns on urban planning and participatory methods carried out and public reached through them.
- Better understanding on community interests and project trade-offs to meet community interests.
- Improved culture of participation.
- Increased level of transparency in the participation process (access to published open data satisfactorily, feedback and results from the engagement activity, number of inputs/ contributions produced which have been incorporated in the urban planning process)
- Easiness to contribute with ideas in the process.
- Entire community is encouraged to participate.



INTEGRATION WITH URBAN PARTICIPATION HUB:

Both analogue and digital mapping methods can be integrated into the “Urban Participation HUB” as “Map Applications” supported by data analytics produced at the end of each mapping event. It is also very beneficial to link such online maps with both the “Online City Services”, “City Dashboards” and “Open Data”.



GESI MANUAL

Check GESI Manual in Annex A to fulfil the requirements

IMPLEMENTATION

2

ON-LINE MAPPING EVENT - MAPATHONS

"Learn OSM" sets steps to manage a Mapathon:

- Set the layout arranging tables, chairs and equipment in a U shape or in classroom style with the help of the facilitators.
- Welcome the attendees and provide them name tags and specify them where to sit.
- Start the event with an introduction speech, programme for the event and introducing the experienced mapper that will guide the event.
- Explain the objectives of the session and provide background information about the Pilot Project.
- Start the mapping. Provide any helpful tip if a mistake is repeated by some participants.
- Provide refreshments and breaks. Check photos are being taken from the session.
- At the end of the event, thank the hosts and participants and allow 30' for final discussions and reflections. Check the register of mapper has been completed and collect the borrowed equipment.
- If the mapathons become a regular event, maybe a core of regular participants can support the experienced mappers.

MAPPING COMBINED WITH INFORMAL CONVERSATIONS - INTERVIEW MAPPING

Talk to the participant(s) about the mapping beforehand. Explain the mapping and interview. This explanation should include the research question and a brief description of what is expected of them. Emmel (2009) describes some guidelines for the interview:

- Start providing information about the aim of the activity and directions for doing the map.
- Ask for the consent to record the interview, provide information on confidentiality and make clear that if the participant requests the recording equipment to be turned off, this will be respected.
- Encourage the participant to design the map as

desired - there is no correct way to do the map.

The map can be co-produce by the interviewee and the interviewer to adjust to the different levels of literacy of the participants.

- Ask questions to generate discussion and bring ideas into the table.
- The interview will usually last for about one hour: it can take longer, so it can be postponed to other day if the participant requires so.
- At the end of the interview, ask again for their consent to keep the map as a record.

TIP: Time should be allowed for drawing. It is essential to adapt the conversation responsively to the participant pace of drawing and talking.

ON-SITE WALKS - FIELD MAPPING

The aim is examining and recording the features of the Pilot Project Area to create a map. Going on-site allows you to “ground truthing” the data to ensure its accuracy. The following process is described in the HOT Toolkit for Participatory Mapping:

- Decide the type of data to be collected. It depends on the specific challenge or problem that needs to be addressed at each stage of the project.
- Define the area from the Pilot Project boundaries for the field mapping. If applicable, it can be divided into mapping teams.
- Get the prepared materials for the field: reference map, GPS and/or mobile phone and mobile data collection. Also, notepad, pens and paper.
- Go to the selected area, explain the instructions to the participants and collect the data required.
- After the data collection, input the data into OSM.
- Further specifications can be consul in OSM pages.

There are a variety of tools to use for field mapping, including GPS and even paper-based methods. In the case of smartphones, OpenDataKit, OpenMapKit, and KoBoCollect can be used for data collection.

Existing methods

Chapter 2.2

Community Council

Level of Engagement

Consult and Involve



Most suitable underrepresented groups

Women, children, elderly, minorities and low-income

Planning stage

- Plan Making
- Approvals

Objective

Feedback / Build consensus / Validate / Community groups needs analysis / Generate interaction

Participant selection

- Stratified random sample (to gain perspective representative of wider community)
- Targeted to certain groups/ stakeholders

Number of participants

Average group: 25-50
Larger group: 50-250

Impact

High - Essential

Time length for participants

Series of events running over a year

Time needed for the execution of the method

6 to 12 months
1 to 2 years
More than 2 years

Cost - Resources and Skills

Medium

Analog / Digital

Both are applicable

Synergies with other methods

Information centres (hubs)
Focus groups meetings

Potential IMM Directorates involved

Directorate of Muhtarlıklar (Headmanship),
Directorate of Public Relations
Directorate of Urban Planning
Directorate of Strategy Development

The Community Council is a consultative meeting that opens the way for participation of the local people in the administrative processes in a structured entity.

Community councils are key in socializing and embracing problems and processes in participatory urban planning. The establishment and continuity of a neighbourhood-level participation mechanism enables the ownership of participatory urban planning in the medium and long term by the citizens.

The neighbourhood in Turkey commonly means traditional social life and intimate relationships. Regarding the issues at the neighbourhood level of IMM, the activities of the Muhtarlık (Headmanship) Directorates are at the level of communicating with local administrative organizations and NGOs in the areas of social solidarity, migration and immigrants, combating addiction, and earthquake.

☆ STRENGTHS

- High profile process.
- Can bring out diverse perspectives on complex problems.
- Decision makers brought face-to-face with citizens and associations.
- Learning phase and deliberation help participants to understand, change and develop their opinions.
- Offers policy makers an insight on public opinion.

✘ WEAKNESSES

- Gaining a broadly representative group of people can be challenging .
- Intensive and demanding on human and time resource.
- Running the Councils complex and requires expertise.
- It can be seen as a publicity exercise if not followed by real outcome.

OUTCOMES

- Increased community empowerment and solidarity at local level.
- Provide consultative community feedbacks of local groups into municipal councils' (district and metropolitan) formal agenda.
- Enabling debate by becoming a local agenda platform.
- Sustain and facilitate transparency and accountability. with organised local stakeholder engagement.
- Identity and create ownership within the local community.

Case Study

Barcelona Municipal Council Assembly

“Due to the heterogeneity of its members, who come from very different areas of the city, the City Council also gathers the feeling and opinion of the entire Barcelona associative fabric, and works as a transmission belt.”

MARTA COTS AND ALEJANDRO GOÑI

1st Vice President until 2011 and current 2nd Vice President



Analog / Digital

Both, mainly analog

Timing

Several sessions running over the years

Funding

Local authorities

Objectives

Gather experts from the city to discuss main issues of the city and advise the mayor.

VISION

The Municipal Council Assembly is the highest consultative and participation body of the Barcelona City Council, where representatives of the City Council and citizens debate the main city issues. This "Council of Councils" is a meeting place for representatives from various areas of citizenship: political parties, associations, institutions and also citizens individually.

STAGES

Since its creation in 2004, the Municipal Council Assembly has approved recommendations and transferred them to the Municipal Government through the committees and working groups it comprises. The Municipal Council Assembly is made up of representatives of the city's organisations, bodies and institutions, representatives of different political parties of the City Council (one for each district) and 25 randomly selected citizens. To become a citizen representative, anyone registered in Barcelona can sign up to the public register and be chosen through a public lottery, from among all those registered.

Some of the main functions of the Municipal Council Assembly are: advising the City Council and issuing recommendations on important issues of the city; being consulted by the mayor or other members of the City

Council; discussing laws, regulations and budgets; convening participatory processes and promoting initiatives; and creating and supporting other participatory bodies.

OUTCOMES

The diffusion of the city's participatory channels and bodies is fundamental for the public to be aware of and make use of them. The face-to-face and digital modes available are aimed at improving participation, making it more accessible and transparent, facilitating the maximum diversity of participants and extending participatory democracy.

Since its creation, the City Council clearly stated the aim of expressing its opinion on capital issues of the city within a proactive and constructive atmosphere, and with a clear orientation to consensus. Therefore, it is a privileged meeting place to collect and debate the concerns, concerns and proposals of many citizens. As its current motto says it is "The great space of civic representation of the city."

LINKS

[Barcelona Consell de Ciutat webpage](#)

[The Municipal Council Assembly, the city's highest participatory body](#)

Requirements

GOVERNANCE: TEAM AND TASKS

Secretariat

For Istanbul City (Community) Council, IMM Strategy Development Directorate is functioning as core supportive unit for the secretariat services. Key requirements are;

- To inform the IMM staff, who organize and run the councils and manage meetings, on planning issues at the local, district and district levels.
- To ensure that district Municipal Council members and IMM Council members are active participants and facilitators in local meetings.
- In order to organize the calendar and agenda of the community council meetings, to improve the capacity of the Directorate of Headmanship to cooperate with other related IMM directorates.

Communication

Development of a new public communication mechanism by the IMM Beyaz Masa (White Table), Communication Centres and the Directorate of Muhtarlıklar (Headmanship) with mobile devices throughout the neighbourhoods.

STAKEHOLDERS IDENTIFICATION & ENGAGEMENT

City Councils as supportive governance mechanism for District and Metropolitan Municipalities has representatives from politician parties, NGOs and Community based organisations, neighbourhood associations and representatives in Turkey.

In the pilot project area there were 2 city councils and the requirements on stakeholders specify as follows;

- To ensure and support the citizens of the neighbourhood and district to form volunteer working groups in urban problem areas / themes,
- In order to initiate an active citizen, active neighbourhood and active municipality understanding, to ensure that volunteer working groups are authorized in consultation and decision implementation mechanisms at the stage of local government decision making.
- To organize the meeting calendar of the community councils seasonally and to support these activities with local social, cultural and artistic activities.

- To increase the interest of children and young people in council councils and to encourage them to become active members and participants in the future: to make the topics and agendas of the councils visible in schools, sports areas, youth centres, and to perpetuate the communication of local issues in family and neighbourhood relations

INFRASTRUCTURE RESOURCES

Paying attention to the fact that the places where the councils will convene are the places that citizens can adopt, and to make it distinct with signs and spatial arrangements indicating that IMM uses these places for council purposes, After Covid-19 Outbreak, gatherings and meetings in person has created risk conditions, and with that respect, facilitation of online City Council meetings and activities and innovative ways needs to be taken in to account.

TIME

Time for utilising city councils have three steps: Preparation, Implementation and Evaluation. Training and capacity building activities are both part of preparation as well as implementation phases. Within the scope of non-financial support from local authorities and stakeholders, time for meeting space and related costs depends on analogue (in-person) or digital (online) platforms may differ.

BUDGET

Budget is the weakest part on the local legislation for city councils. Since the introduction of the mechanisms, this obstacle has been challenged by support of the district and metropolitan municipalities as well as other stakeholders.

- Training and capacity building activities
- Meeting space and related costs
- Secretariat and coordination services
- Web site and social media management

Non-financial support from local authorities depends on the activities. Core budget items where local authorities provide non-financial support for city councils are meeting space as well as secretariat and coordination services.

WOMEN

- Consider a quota of women representation in councils
- Propose commissions and working groups for the needs and interest of women within the council
- Encourage dialogue of women groups different social groups, and social inclusion
- Develop mechanism to feedback on specific issues and problems, needs faced by women about the local physical urban setting
- Consider timing and location for conditions of women whom may be also have one or more attributes of being working, mother, elder, disabled, visitor, minority, migrant



CHILDREN & YOUTH

- Hold an initial discussion with local children and youth about how they imagine or want to see in their neighbourhood.
- Try to use plain language with sense making visuals.
- Organise innovative workshops with children and youth including disabled, migrant, minority segments about perception and future of Beyoglu from their perspectives.
- Facilitate youth council mechanisms of local governments to be part of or link to community councils.
- Provide continuous feedback of the children and youth into community councils.



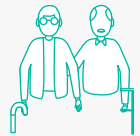
ELDERLY

- Include traditional means for communication such as hard-copy materials in larger fonts, face-to-face meetings and displays with large fonts and colours easy to understand and read.
- Consider whether a support person (e.g. a family member) should also be part of the discussion.
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.
- Promote innovative digital tools to link the voices of elderly people into community councils .



PEOPLE LIVING WITH DISABILITIES

- Plan in advance in order to include well-designed methodologies to engage with different disabilities (blindness, deafness, mobility limitations). This can include translation interpreting services, hearing loops, translated materials, and graphics that explain complex concepts simply.
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.
- Take in to account the different segments of disabled people may have one or more attribute as being migrant, minority, elder, children and youth, visitor.



VISITORS

- Develop brief content framework to inform the agenda and works of community council as brief to visitors via different channels.
- Explore and link with feedback mechanisms for exploring possible contributions of visitors as feedback, idea, network, resources with/about/related to community councils.



MIGRANTS

- Ensure the migrant studies and related units about Beyoglu to inform community councils.
- Prepare materials and select facilitators who can coordinate the sessions in different languages and consider literacy levels.
- Limit legal requirements to attend the sessions (such as providing ID cards that may discourage certain communities from attending) .



MINORITIES

- Encourage representation of minority groups in community councils
- Promote unique Multicultural heritage of Beyoglu as value.
- Be sensitive about the details of differentiations within same community.
- Consider whether people would be more comfortable speaking with someone of a particular gender or from a particular cultural group.
- Organise events for the community councils to experience and be informed about multi-cultural fabric of Beyoglu.



LOW-INCOME

- Network with civic initiatives that supports homeless, low income individuals and families in neighbourhoods.
- Coordinate with philanthropist activities support different segments of low-income in Beyoglu such as women low-income, migrant low-income, minority low income
- Consider whether there are trust issues for some individuals.
- Be careful not to use language that stigmatises or alienates individuals.
- Develop initiative that links or tailors existing vocational training programmes of local governments and link with employment policies in Beyoglu.



Roadmap for implementation

1

PREPARATION

A community council is an organisation set up by statute by the local authority and run by citizens to act on behalf of its area. There is considerable variation between local authorities as facilitators of the community councils. Therefore, their support also varies between cases and local legislation dependent.

TRAINING AND DEVELOPMENT OF COMMUNITY COUNCIL

It is recommended to train community councillors to enable them to build their capacity to engage with the public agencies and acquire new skills, thus allowing each member to participate as fully as possible in the work of the community council to benefit their communities. For example, these activities arranged by the local authority may involve study trips, providing all members with relevant documentation and guidance booklets, training on specific topics such as planning policy and procedure.

DEFINING SUB-GROUPS

Sub-groups often arise from a realisation that it is difficult to get everything done in one overall meeting of the community council. It is common for community councils to set up sub-groups to look

at particular issues or deal with work that has tight deadlines. An example of an ongoing issue would be urban planning, which requires inspection of the list of planning implementation.

Also, a dedicated sub-group can focus on its particular project or task and spend more time on the detail, which can result in increased achievement. This is the reason why the formation of subgroups may be recommended by local authorities to the community council.

NON-FINANCIAL SUPPORT FROM LOCAL AUTHORITIES

Following support resources may be supplied free to community council by some local authorities:

- Meeting space.
- Distribution of minutes and other meeting papers to the public.
- Dedicated space on local authorities' website.
- Access to council reprographics and other office facilities (hot desking).
- Access to public notice boards and other local authority information systems.
- Dedicated space in local authority publications.

3

MONITORING & EVALUATION

COMMUNITY COUNCIL FOLLOW UP

According to the law; "The opinions formed in the community council are taken into the agenda in the first meeting of the municipal council and evaluated". On the other hand, the views of the community council are not binding for the municipal council. Therefore, the decisions taken by the community councils are limited to advisory nature.

The local authority should ensure that community councils are consulted directly at the earliest possible stage in the development of policy and the decision-making process on urban planning. Once the consultation process has been completed, and the responses and comments of the councils analysed, then a summary of the answers should be made. The

feedback should provide an analysis of the replies received and an explanation on proposals for change in light of the consultation process. Any resulting suggestions for change or actions for the plan should be made available in a variety of formats such as in the institution's website/apps, in paper format or through face to face sessions.

Additionally, It is always essential to make the minutes of community council meetings publicly available so that the wider community has an understanding of what the council and its members are doing. The local authority also should ensure that its officer is responsible for coordinating the dissemination of feedback information.



INTEGRATION WITH URBAN PARTICIPATION HUB:

Data collected from community councils are usually in analogue formats. However such data is valuable in case it is transformed into a digital format. In case it is transformed and stored digitally, then it can be integrated into the “Urban Participation HUB” in three ways: i) “Story Maps”, ii) “City Dashboards” where voted/rejected decisions can be shown as hot-spot analysis through an interactive and real-time GIS based map.



GESI MANUAL

Check GESI Manual in Annex A to fulfil the requirements

2

IMPLEMENTATION

Local authorities are expected to develop and maintain up to date lists of bodies and entities with whom planners should consult in particular types of case. Planners should draw from those resources as appropriate to the specific plan area, yet not all community councils may expect to be formally consulted. The ability to view locally or borrow details and then to submit comments like the public may be all that is required from councils.

Community councils should not seek to be consulted on minor changes which are sometimes made to implementations either while they are being considered or after they have been approved. These amendments and variations carry no statutory provision for consultation. But where a plan implementation is to be amended in any substantial way, it will usually be submitted a fresh, and a new opportunity for consultation will arise.

In these substantial changes or implementations, planning authorities should implement the action list defined below:

1. Contacting all the community councils in the planning area and agreeing on consultation arrangements with each one.

It is essential that consultation does not cause a delay in the processing of plan implementation. Therefore, community councils should ensure that their method of working allows them to respond within the defined period.

2. Supplying background information (development plans, etc.) about the plan and its plan area to the community council.

3. Agreeing on the main contact point/person in the planning authority.

Each community council should appoint one person as their contact for the planning authority on all planning matters and inform the institution accordingly. A useful another way of securing that no information is lost could be to set up an email account which can be accessed by other office-bearers. A contact person in the planning service should also be identified for each community council.

4. Arranging easy access to plan implementation information.

In some implementation cases, community councils may find it helpful to discuss implementation with the authorities. Local authorities should respond constructively to requests for more information or discussion of particular proposals.

5. Considering arrangements for local training

As part of the effective and efficient operation of the consultation arrangements, planning authorities should consider occasional training sessions for community councillors in the urban planning area. This will help councils to gain a better understanding of how the planning system works and serve them to make informed comments. The first approach to training should be informal, building up a local understanding through the experience of public and the development of good working relationships.

Feedback mechanisms

Level of Engagement Consult and Involve



Most suitable underrepresented groups
Women, children, elderly and low-income

Planning stage

- Area / Site works
- Composing of initial evidences
- Plan Making
- Approvals

Objective

Feedback / Data gathering / Resolve conflicts

Participant selection

- Open to everyone in a given community to participate

Number of participants

>500

Impact

High - Essential

Time length for participants

Ongoing

Time needed for the execution of the method

Less than 3 months
3 to 6 months

Cost - Resources and Skills

Low-Medium

Analog / Digital

Both are applicable

Synergies with other methods

Information centres (hubs)
Visual data store
Project progress reporting
Focus groups meetings
Phone-in
Feedback kiosks
Opinion poll
Pop up democracy
Mapping
Gamification
Walk audit

Potential IMM Directorates involved

Directorates affiliated to the Social Services Department
Directorate of Urban Planning
Directorate of Urban Transformation
Directorate of GIS
IPA_Istanbul Statistics Office

Feedback Mechanisms allow the community to provide quick and short feedback on a certain topic or project.

The main examples of feedback mechanisms in IMM are Beyaz Masa (White Table), Alo 153 (24/7 Call Centre) and Communication Centres (Physical Contact Points). All these methods and practices are under the management of IMM Public Relations Directorate. Directorates affiliated to the Social Services Department also have their own subjective service communication channels and establish telephone lines.

☆ STRENGTHS

- Can reach a wide range of community members
- Staff assistance can be minimal
- They can provide real-time feedback as projects progress
- Build confidence and self-esteem in participation
- Personal meaning communities feel they have been listened to.

✘ WEAKNESSES

- They can exclude those who are less digitally literate
- As they are fixed, and not always manned, participation rates may drop. Keeping people captivated and engaged is a challenge

OUTCOMES

- Gathering efficient and quick responses due to pilot project from different stakeholders.
- Capturing both analogue and digital feedback from the public.
- Providing evidence and vitality for the functioning of the participatory methods and model.

Case Study

Boston 311 - BOS:311

"We suspected there was a population that was either unaware of our 24-hour call service or the process of dialling a 10-digit number was a barrier to their engagement. So by introducing the mobile app, what we've done is really engage a population in Boston that really was not engaged before."

JUSTIN HOLMES

Director of constituent engagement for the City of Boston



Analog / Digital
Digital

Timing
Ongoing

Funding
Boston local authorities

Objectives
Citizens to be able to report on-emergencies and for city workers to respond quickly

VISION

311 is an easy-to-remember telephone number that connects citizens with highly-trained Constituent Service Center representatives who are ready to help them with requests for non-emergency City services and information. 311 services leverages open source data and the capabilities of mobile computing to better serve residents and increase accountability among government agencies.

STAGES

On 11 August 2015, Mayor Martin J. Walsh "launched Boston 311, a platform to better enable residents of Boston to report non-emergency issues to the City, such as graffiti and broken street lights, and access City services". This provided a further step in the process of updating 311 to integrate available technologies and encourage citizens to use the non-emergency services. The main 311 platforms are:

- Telephone – Mobile and Landline ("311 can be accessed anywhere within the City limits").
- Online – via the web URL (Boston.gov/311) and social media (tweet @BOS311).

Boston's 311 uses an API platform that has been widely adopted and has granted programmers access to an interactive data set, allowing them to submit queries and new information. It was developed by the Department of

Innovation and Technology in partnership with the Office of Urban Mechanics and innovators from inside and outside of government, helping them incubate and scale their ideas.

The administration has developed a number of mobile apps around the 311 service. The 'City Worker' app, that was piloted in 2011, allows government employees to access service requests while they are in the field and officially close out cases without ever returning to the office.

OUTCOMES

The connection to social media has had a significant impact on the relationship between government and citizens. The twitter account of Citizens Connect, Boston's version of 311, uploads all open service requests to its feed and posts updates when cases are closed. Its smartphone app [BOS:311] allows users to read recent submissions, look at accompanying pictures and even view their location on a map. BOS:311 has been praised by citizens, with web posts citing examples of how the system works, and encouraging fellow citizens to use the app and help improve their city.

LINKS

311.boston.gov

[Case Study - Centre for Public Impact Innovation and the City - NYU Wagner](#)

Requirements

GOVERNANCE: TEAM AND TASKS

It is aimed that all relevant units in IMM can quickly respond to citizen demands and create a solution-oriented service culture. For this reason, a need to focus on getting results should be emphasised as well as the functioning of the mechanism in the reception of requests and their transfer to the related directorate. The success of the systems established, the methods followed, and the tools they use will be measured by the speed of response and the degree to which the demands are met.

Thus, institution needs to ensure adequate human capacity to manage the feedback mechanism. The project manager can be one person or a team from the IMM. The responsibilities of the project manager comprise supervising the entire process, coordinating the design process of the activities. Other than the project manager, staffs are needed to be trained to manage the tools, establish clear roles and responsibilities for the day-to-day operations of the mechanism.

STAKEHOLDERS IDENTIFICATION & ENGAGEMENT

The more services a feedback mechanism can provide, the more effective it is for citizens to access. Thus, integrating coordination between system is crucial. By integrating systems, such as shared databases, citizens and visitors only have to enter their personal information once, speeding up processes. Furthermore, co-locating public and private services at a feedback mechanism can make it more attractive and increase user flow.

Location options for citizen service centres include local authority buildings and offices, post offices, and shopping malls, among others. The number and spread of feedback tools vary across districts and cities while also depending on its uses as a digital or analogue.

INFRASTRUCTURE RESOURCES

Accurate demand receiving

Feedback mechanism collects citizen requests with or without registering a citizen ID number, and this is transferred to the relevant directorate by the first liaison officer of the institution. However, in IMM, this process cannot go beyond being just a transference of data and is not solution-oriented.

In terms of designing a solution-oriented feedback

mechanism, it is determined that there is a need at two points to make the request in the first contact accurate.

1. To cross-check the registration of the first contact personnel with the relevant service units in the request of the citizen, to bring secondary records scanning and processing mechanisms to the system that can make corrections when necessary,
2. To ensure the automation of the system infrastructure that will provide the simultaneous automatic warning-notification in the relevant directorates and affiliates at the moment the request is received.

Sustaining coordination with related units

Following the registration of the request by the first liaison personnel, it is necessary to check whether the subject is out of its service area from the relevant units and to make the first positive/negative feedback to the system quickly. In this return, it is a critical stage for the IMM units to state that the subject of the service area is irrelevant, less interested, moderately relevant, very relevant and authorised.

TIME

According to the level of complexity (digital or analogue, needed time for concept research, etc.) the time required for the preparation and implementation of the method and its tools may vary. Feedback mechanism have regular implementation frequency. However, the critical issues to be considered is providing timely, appropriate and fair responses to feedback.

BUDGET

How well feedback mechanisms implemented in the field depends on the availability of funds and budget. Concretely, some financial resources need to be made available for the set-up of the analogue and digital mechanisms. The need for the physical application of the feedback tools varies depending on the type of mechanism; these can include computers, desk, chairs and printed promotional material etc. However, the technical infrastructure needs of the digital tools and adapting them in the context may vary according to the framework. which affects the main budget.workshop), materials and supplies.

WOMEN

- Monitor the performance of all feedback mechanism with related IMM department about women
- Ensure the data collected is aggregated and integrated
- Avoid using language of patriarchal attitude
- Develop channels within existing mechanisms for women's feedback on specific issues and problems, needs faced by women about the local physical urban setting.



CHILDREN & YOUTH

- Develop channels specific for urban planning agenda to link local children and youth's problem definition and imaginations on their neighbourhood and Beyoglu.
- Try to use plain language with sense making visuals.
- Develop innovative channels for feedback of local children and youth about the physical urban settings, public spaces, and any other functions in Beyoglu.
- Enable continuous feedback with all sources of feedback inputs related to youth and children with related departments as well as children and youth in to community councils.



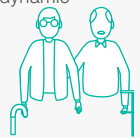
ELDERLY

- Embed special communication specialist (or trained the existing human resources) if there is a hearing problem.
- Continuously improve and develop feedback for quality of feedback systems for elderly people.
- Consider the possibilities of elder people use the feedback mechanisms can be also have one or more attributes, like being women, disabled, visitor, minority, migrant inn Beyoglu.
- Organise the multilingual services according to the dynamic data of different language users in Beyoglu



PEOPLE LIVING WITH DISABILITIES

- Plan in advance in order to include well-designed methodologies to engage with different disabilities (blindness, deafness, mobility limitations).
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.
- Take in to account the different segments of disabled people may have one or more attribute as being migrant, minority, elder, children and youth, visitor in Beyoglu.
- Organise the multilingual services according to the dynamic data of different language users in Beyoglu.



VISITORS

- Coordinate the feedbacks with tourism related departments if the purpose of visit
- Link with related department or authorities in problems solving related
- Plan in advance in order to include well-designed methodologies to engage with different disabilities (blindness, deafness, mobility limitations). This can include: translation interpreting services, hearing loops, translated materials, and graphics that explain complex concepts simply.
- Ensure the quality of sense making in interaction in other languages and contents of translation in different medium.



MIGRANTS

- Develop information packages about Beyoglu and Istanbul.
- Develop channels to collect feedback of different migrant groups specifically immigrants, asylum seekers, temporary resident status, etc.
- Celebrate festivals and religious holidays by taking account all different community and cultural groups in Beyoglu.
- Take in to account Syrian and Middle Eastern immigrants can be Muslim and Christian, and their traditions may differ.



MINORITIES

- Be sensitive about the details of differentiations within same community, such as Armenians have apostolic, catholic, protestant, as well as different Orthodox communities may have different dates for Easter and Christmas.
- Consult related community based organisations in Beyoglu for first-hand content and validation related to minorities in publishing.
- Consider the possibilities of minorities who use the feedback mechanisms can be also have one or more attributes, like women, elder, disabled.



LOW-INCOME

- Ensure the statistics of feedback on identifying (self-declaration), validation of low -income people in Beyoglu is linked with related data and technical/social department
- Ensure the feedback of low-income link with existing local and metropolitan municipality social support programmes in Beyoglu
- Inform and develop support mechanism via feedback mechanisms for civic initiatives that supports homeless, low income individuals and families in neighbourhoods in Beyoglu



Roadmap for implementation

1

PREPARATION

HUMAN RESOURCES

There is a need to ensure adequate human capacity to manage the feedback mechanism. For this, it is essential to allow time for staff to manage the feedback mechanism, to establish clear roles and responsibilities for the day-to-day operations of the mechanism, and to maintain effective teamwork between those collecting feedback and complaints and those promoting the mechanism.

FIVE STEPS

Five broad steps emerged from the best cases on how to design and be prepared feedback mechanisms:

1. Asking what exists already and how people prefer to give feedback:

The public at least must agree on how often feedback should be gathered and how they wish to receive a response to the feedback. Otherwise, there may be a risk that the mechanism will not be used

2. Building on existing local or traditional communication and strengthen them as appropriate:

Organisation should first identify traditional mechanisms that already exist in the community and

see whether they can be enhanced and complemented.

3. Adapting tools to the local context:

There is a broad consensus for adapting feedback mechanisms to the local context and culture, and adapting tools ensures that they are accessible, safe, and easy to use. It is also essential to consider different users and the expected content to be handled by the mechanism.

4. Integrating existing feedback channels with any new channels to be introduced:

Creating feedback mechanism guidelines or policies for internal use and reference may help in assuring consistency in organizations. Thus, to be effective, multiple channels must be appropriately linked to the existing feedback channels.

5. Assessing whether the mechanism is working:

Feedback mechanism should be evaluated periodically. This is facilitated by having clear documentation on the feedback mechanism and its implementation.

3

MONITORING & EVALUATION

FEEDBACK MECHANISMS FOLLOW UP

Many feedback processes include the step of digitising feedback and compiling it in a database or spreadsheet, which makes it easier to share with staff/unit.

Organisations provide a template for databases that should be provided, and the updated information has been shared with concerned staff/unit for timely action. Compiling information in such a way facilitates analysis so that common themes and concerns can be identified. These can be drawn on for reports and project meetings etc. and can help ensure learning from the information received through the specified channels.

Computerising the feedback will also, alongside

regular field visits from the staff, ensure that the units/directorates can more effectively check the quality of the system (through monitoring the kind of responses given and the timeframe an answer is given in), recognise weaknesses and make improvements.

A data management system is essential to make broader use and evaluation of the complaints received. Examples provided include:

- Identifying early any common issues with the plan/research that needs to be addressed on a broader scale,
- Informing and provide evidence for the development of new proposals,
- Informing programming decision,
- Tracking progress against particular issues.



INTEGRATION WITH URBAN PARTICIPATION HUB:

Data collected from both analogue and digital feedback mechanisms can be integrated into the “Urban Participation HUB” in six ways: i) “Mobile Applications” supported by data analytics produced by the information centre, ii) “Story Maps”, iii) “Crowdsource Reporting”, iv) “Open Data”, v) “City Dashboards”, vi) “Online City Services”.



GESI MANUAL

Check GESI Manual in Annex A to fulfil the requirements

2

IMPLEMENTATION

Studies have indicated that a feedback mechanism’s effectiveness is improved if a sequence of actions is initiated as soon as an individual engages, formally or informally, with the mechanism.

The affected population should be made aware of the steps in the feedback process. The process should be made as transparent as possible. The steps described below are given in general chronological order:

Collecting the feedback and defining its reasoning:

It is essential to explain this to both staff and beneficiaries, including local authority figures.

Defining the difference between feedback and complaints:

The distinction may not be evident to all stakeholders. However, the difference may need to be carefully explained when the mechanism is introduced and when responding to feedback.

Defining the scope of the feedback mechanism.

Assure confidentiality:

It is essential that beneficiaries should be able to raise feedback without fear of retaliation or discrimination. Though privacy may not always be necessary, depending on the content and context, the option of confidentially providing feedback should be available.

Defining the involved staff at each step of the feedback mechanism

Feedback mechanisms vary in their setup and staffing. Wherever possible, feedback should not be collected and responded to by the same person.

Defining the when feedback can be shared:

A sense of regularity is stated to be important for users of the feedback mechanism. Inclusive channels for feedback should be available to affected communities and their representatives through each phase of the project cycle.

Giving a response:

It is vital to manage expectations so that communities understand what response they can expect from the organization. A precise amount of days may be defined in which the beneficiary should be contacted with an answer.

Focus groups meetings

Level of Engagement Consult and Involve



Most suitable underrepresented groups

Elderly, people living with disabilities, visitors and low-income

Planning stage

- Definition of the stakeholders particular to the planning area
- Background studies of the land use
- Area / Site works
- Composing of initial evidences
- Plan Making

Objective

Build ownership / Generate interaction / Feedback / Community groups needs analysis / Involvement in decision-making

Participant selection

- Stratified random sample (to gain perspective representative of wider community)

Number of participants

Average group: 10 - 25
Small group: <10

Impact

High - Strongly recommended

Time length for participants

Less than one day

Time needed for the execution of the method

Less than 3 months

Cost - Resources and Skills

Low - Medium

Analog / Digital

Both are available

Synergies with other methods

Learning events
Information centres (hubs)
Informal conversations
Opinion poll
Pop up democracy
Gamification

Potential IMM Directorates involved

Directorate of Urban Planning
Directorate of Strategy Development
Directorate of Urban Transformation
Directorate of Social Services

Focus group meetings are used to assess opinions and investigate causality about a specific aspect in a single meeting, no more than two hours long in a very small group to gather evidence.

In the participatory urban planning process, it is important for IMM to benefit from various expertise and know-how on urban issues at every stage. They can be particularly useful during the preliminary stage of a participatory project, to help identify and define problems, which are then considered by stakeholders and citizens at a later stage using a different method.

Focus groups are commonly employed by community committees and neighbourhood associations as a means of collecting public feedback and opinion.

Focus Groups provide useful information on how people respond to particular questions or issues, but the short amount of time limits the depth of discussion that can be had.

☆ STRENGTHS

- Prompts feedback that may not be generated remotely.
- Engaging to a wide range of participants.
- Before/After audits can be used to evaluate a project. Increases project visibility.
- Identify and understand the first-hand needs and expectations of specific population groups.

✘ WEAKNESSES

- Walks need to be undertaken in small groups, so can be time-consuming.
- Ensuring an open-dialogue, and single voices do not dominate.
- Walks may be inaccessible to disabled / elderly populations.

OUTCOMES

- Finding out the different solution and deeper insights about urban issues from different key stakeholders.
- Feedback for better and improved participatory planning activities.
- Tailoring and fine tuning the implementation of the participatory method and tools.

Case Study

Committees of Agreement for the Fight against Poverty (MCLCP): The Voice of my Community - Citizen consultation for sustainable reconstruction

“The Voice of my Community is the process of dialogue and agreement based on the right to participation and to gather opinion of thousands of people who have directly or indirectly seen their living spaces affected or destroyed by El Niño Costero”

FEDERICO ARNILLAS LAFERT

Mesa de Concertación para la Lucha contra la Pobreza



Analog / Digital

Analog

Timing

Several sessions held with different stakeholders

Funding

Local, regional and national governments, civil society and private stakeholders

Objectives

Institutionalise citizen participation in the design, decision-making and oversight of the State's social policy

VISION

The Committees of Agreement for the Fight against Poverty originated as forums for dialogue and negotiation between government, ministries, representatives of civil society and citizens to design social policies and programs in relation to economic policies.

In 2001, they established themselves as a space for working agreements between the State and civil society, with the dual objective of ensuring the neutrality of public spending and of coordinating joint actions for the fight against poverty in all levels of the country, ensuring integral human development and decent living conditions for all citizens.

These are spaces for achieving the common goal of overcoming social inequalities and situations of poverty and exclusion, under the conviction of the importance of arranging and coordinating joint actions from a rights perspective.

STAGES

Following destructive flooding in 2017, the Committees for Concerted Agreement in the Fight against Poverty throughout the affected regions of Peru involved citizens in the creation of a plan for sustainable reconstruction and development. The immediate problem this event addressed was widespread destruction following the flooding associated with the

Fenómeno El Niño Costero (FENC) in Peru. This flooding affected both urban and rural environments, and many poor individuals were affected by these events

In this particular case, direct, widespread citizen participation via surveys and focus groups was sought, a popular combination of data collection methods across the globe. Another series of focus groups was later held under the “Voice of My Community” title which gathered the opinions of children and adolescents on the local and regional governance plans for 2019-2022.

OUTCOMES

Through the focus groups and interviews, MCLCP and the citizen participants have recommended long term strategy and reconstruction goals, reinforced the collective memory of the disaster by engaging critically with their priorities and recommendations for future reconstruction, and utilized proposals from the population to create a more person-centred plan for reconstruction and development.

LINKS

[Mesas de Concertación Peru](#)

[La voz de mi Comunidad - Children and Youth](#)

[La voz de mi Comunidad - Final report](#)

Requirements

GOVERNANCE: TEAM AND TASKS

Project manager

One person or a team from IMM should be defined as responsible of supervising the entire process, coordinating the design process of the meeting, gathering information for the assessment, identifying citizens who will participate in the sessions, coordinating financial resources for the activities and serving as a contact person for post-activities.

Facilitators

Facilitator team of a focus group meeting comprised of:

1. Researcher: The role of a researcher is to share knowledge, lead the content of the discussion and to undergo passive, individual learning.
2. Moderator: Participants must feel comfortable in expressing themselves where there is no conflict of interest. In some situations, where the topic being discussed is particularly sensitive or difficult, a moderator should primarily build trust amongst the group and secure their buy-in, keep participants focused and engaged while ensuring the participants feel safe and comfortable in sharing their views.
3. Notetaker: (assistant; logistics support on the day)
The role of a notetaker is to make notes and observations throughout the focus group session.

STAKEHOLDERS IDENTIFICATION & ENGAGEMENT

Stakeholder identification for data / knowledge

Focus group meetings (FGM) are held on two levels in IMM, basically for the purpose of policy development and consulting to provide data and information in IMM. Among these, the focus groups for providing data and information take priority. Instead of the ongoing practice to procure the information from different academic groups, different models with a new understanding can be developed.

Stakeholder definition for consultation and policy development

It is thought to be effective and efficient for the focus group meetings in IMM to progress in two different levels in the fields of academic and professional practice. It is important that focus group formations, where professionals who have

field experience and experience in different fields, can transfer their knowledge to IMM administrators, bureaucrats and technical personnel

INFRASTRUCTURE RESOURCES

It is essential to select a location that will be free from distractions and provides a comfortable environment for discussions and conversation. As an example, venue area may not have windows with distracting views, ambient noise should be limited, chairs should be comfortable, electrical outlets should be well placed, and the room should permit a circular seating arrangement. Accordingly, focus group meeting should be conducted in accessible locations and convenient and comfortable for participants and spacious for the group size. Besides the accessibility, any reasonable adjustments also should be considered, such as child care to offer to ensure to reach the public and talk with them without barriers.

TIME

Firstly, it is mandatory to create a timeline to help the focus group facilitator to stay on track. For this reason, six to eight weeks of preparation time prior to the focus group meeting should be considered.

Planning of small focus group meetings requires two weeks, recruiting of stakeholders requires 1 1/2 weeks followed by 1/2 a week of reminder calls, moderating the groups takes one week, and analysis and reporting requires two weeks. Even the duration of each activity is an approximation. Proportionately more time should be anticipated, If a facilitator team is planning to do something that has never experienced before.

BUDGET

The following items listed are the main budgetary items in a focus group meeting: personnel (project manager and facilitator team), refreshments (tea, coffee, cakes), food (meal), invitations to participants, venue, materials and supplies, as well as language interpretation to include people not fluent in Turkish.

WOMEN

- Monitor, feedback and follow up the outcomes of all FGM with women
- Organise neighbourhood level FGM with women
- Avoid using language of patriarchal attitude
- Develop channels within existing mechanisms for women's feedback on specific issues and problems, needs faced by women about the local physical urban setting
- Consider the possibilities of women use the feedback mechanisms can be also have one or more attributes, like working, mother, elder, disabled, visitor, minority, migrant.



CHILDREN & YOUTH

- Monitor, feedback and follow up the outcomes of all FGM with children and youth with different channels.
- Organise FGM with children and youth specific for urban planning agenda.
- Address local children and youth's problem definition and imaginations on their neighbourhood and Beyoglu.
- Use plain language with sense making visuals.
- Maximise to grab feedback of local children and youth about the physical urban settings, public spaces, and any other functions in Beyoglu in FGM.
- Organise different FGM with children and youth capturing minority, disabled, and migrant segments.



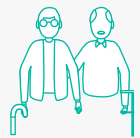
ELDERLY

- Include traditional means for communication such as hard-copy materials in larger fonts, face-to-face meetings and displays with large fonts and colours easy to understand.
- Consider whether a support person (e.g. a family member) should also be part of the discussion.
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.
- Consider the possibilities of elder people participated to FGM have one or more attributes, like being women, disabled, visitor, minority, migrant in Beyoglu.
- Organise the multilingual services according to the dynamic data of different language users in Beyoglu.



PEOPLE LIVING WITH DISABILITIES

- Plan in advance in order to include well-designed methodologies to engage with different disabilities (blindness, deafness, mobility limitations).
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.
- Take in to account the different segments of disabled people may have one or more attribute as being migrant, minority, elder, children and youth, visitor in Beyoglu
- Promote innovative digital tools to link the voices of elderly people in to FGM.
- Incorporate non-physical disabilities and their feedback in FGM.



VISITORS

- Organise digital FGM with past visitors with a geographical coverage.
- Organise special FGM with the consul-generals of most Beyoglu staying/visiting countries.
- Monitor and follow up the outcomes of visitor FGM with tourism, and related technical and social units.
- Organise the multilingual services according to the dynamic data of different language users in Beyoglu.
- Ensure the quality of sense making in interaction in other languages and contents of translation in different medium.



MIGRANTS

- Organise FGM with different segments of migrant groups in Beyoglu.
- Organise FGM with representatives (NGOs) of migrants in Beyoglu
- Avoid tension if happens within same segment in FGM.
- Collaborate specialised community organisations in Beyoglu.
- Be sensitive and knowledgeable of the place of origins, community norms, traditions and culture.
- Use plain language and visual in the content of the FGM



MINORITIES

- Take in to account the dates of festivals and religious holidays of each different community in Beyoglu.
- Be sensitive about the details of differentiations within same community,
- Consult related community based organisations in Beyoglu for first-hand content and validation related to minorities in publishing
- Consider the possibilities of minorities who use the feedback mechanisms can be also have one or more attributes, like women, elder, disabled.
- Consider the possibilities of minorities have multiple segments in designing FGM.
- Incorporate as much as diverse representation of hybrid attributes of minorities.



LOW-INCOME

- Organise FGM based on knowledge and experience of existing local and metropolitan municipality social support programmes in Beyoglu for low-income groups.
- Incorporate philanthropist and civic initiatives that supports homeless, low income individuals and families in neighbourhoods in Beyoglu in FGM.
- Identify different segments of low-income in Beyoglu such as women low-income, migrant low-income, minority low income.
- Explore skill and capacity development needs that could match with existing vocational training programs of local governments and employment policies in Beyoglu.



Roadmap for implementation

1

PREPARATION

PLANNING THE FOCUS GROUP

The purpose of the meeting

Defining a clear, overall objective for formulating a focus group is essential. Thus, the questions of the meeting will mostly be determined by the purpose and how to intend to use the results. As stated, FGM are appropriate to define the problem, for planning to achieve a set of goals, to fine-tune the implementation of a plan/project or to develop solutions.

Identifying the Organizing & Facilitation Team

Personnel and staffing resources required will be determined by the size of the focus group meeting. However, conducting focus groups requires a team, comprised of a researcher, a moderator and a note taker (assistant). Yet larger focus group studies have at least four focus groups and each group need a team who share the planning, moderating/assisting, analysis, and reporting. When more than one focus group is conducted for the same topic, assistance from outside experts in FG methodology is required.

Setting Participants Numbers / Date / Time / Location

It is needed enough participants to get a discussion going but not too many so people can be heard. Before

recruiting participants, the location, date, and time for the focus groups should be identified. Additionally, based on the stakeholders' input, it should be agreed a convenient time for all participants.

Selecting the Participants

It is essential to ensure that the selected participants represent the diversity of the larger community. Once a participant pool has been identified, a recruitment script should be developed. The remaining recruitment steps include planning initial contacts and determining follow up procedures to ensure attendance.

Preparing the Meeting Guide / Session

A meeting guide consists of a list of questions, prepared ahead of the focus group and divided up into sub-themes). The purpose of developing the topic guide is to structure the focus group and to lead the discussion. When preparing the guide, questions must be aimed to be conversational, brief, jargon-free, direct, and focused on participant experience. Thus, it is essential to allow sufficient time for feedback and revisions. Initial questions must be tested with the involved stakeholders, other researchers/faculty, and with potential participants.

3

MONITORING & EVALUATION

FGM FOLLOW UP

When analysing focus group data below explained issues must be considered:

Context

Participant responses may be triggered by a stimulus--a question asked by the moderator or a comment from another participant. It is vital to examine the context by finding the triggering stimulus and then interpret the comment in light of that environment.

Internal consistency

Participants in focus groups change and sometimes even reverse their positions after interaction with others. When there is a shift in opinion, the researcher

should explain the change.

Frequency or extensiveness

Some topics are discussed more by participants, and also some comments are made more often than others. These topics could be more important or of particular interest to participants.

Specificity

Responses that are specific and based on experiences should be given more weight than answers that are vague and impersonal.

The analysis must identify any patterns or common trends that emerge from the experiences of the focus group participants.



INTEGRATION WITH URBAN PARTICIPATION HUB:

Both analogue and digital meetings can be integrated into the “Urban Participation HUB” as “Story Maps” supported by data analytics produced at the end of each event.



GESI MANUAL

Check GESI Manual in Annex A to fulfil the requirements

2

IMPLEMENTATION

BEGINNING OF THE MEETING

The focus group will serve as a platform for discussion among the participants. So, before the start of the focus group, a set of questions and topics which wanted to be discussed should be prepared. Accordingly, the possible content of the focus group may be as listed below:

Make an introduction

- Welcoming the group and introducing the team
- Assuring that all participants have completed the consent forms and that they understand the confidentiality policy and risks
- Reminding the purpose of the research and the objective for the session. (It is vital not to give too much away as it could bias the responses)

Exchange information between the members of the focus group

- Allowing approximately 10 minutes for the introduction and avoiding rushing as it can prepare the group well for the following discussion.
- Asking every member of the focus group to introduce themselves and to provide information on what are they being interested.

Make an open discussion

During the focus group, it is essential to encourage the conversation, and the moderator must allow the group to lead their discussion. The moderator needs to intervene only when having heard suitable responses and would like to move on.

If the group’s dynamics become unhelpful for the stimulation of a discussion, the moderator can do to get the group back on track:

- Challenging and closing down dominant characters
If the negative remarks are persistent, to remind participants to respect one another .
- Giving quieter participants a chance to contribute
- Defusing conflicts by moving the topic on .
- Introducing an activity to the group that requires them to work amongst themselves.

Make notes

ENDING OF THE MEETING

The moderator summarises the important things that have learnt from the focus group and to reflect on some of the emerging issues. It is essential to explain to the participants the next steps in the research and to share with them any outputs or outcomes that come about as a result of the focus group meeting.

Opinion polls

Level of Engagement

Consult and Involve



Most suitable underrepresented groups

Women, children, elderly, visitors, minorities and low-income

Planning stage

- Background studies of the land use
- Area / Site works
- Composing of initial evidences
- Plan Making
- Approvals

Objective

Raise awareness / Feedback / Generate interaction / Data gathering / Propose and prioritise solutions

Participant selection

- Open to everyone in a given community to participate
- Targeted to certain groups / stakeholders

Number of participants

>500

Impact

High - Essential

Time length for participants

Less than one hour

Time needed for the execution of the method

Less than 3 months
3 to 6 months

Cost - Resources and Skills

Low - Medium

Analog / Digital

Both are applicable

Synergies with other methods

Learning events
Information centres (hubs)
Visual data store
Focus groups meetings
Feedback kiosks
Pop up democracy
Hotline
Feedback mechanisms
Walk Audit
Mapping

Potential IMM Directorates involved

Directorates Affiliated to Social Services
Directorate of Urban Planning
Directorate of Urban Transformation
Directorates Affiliated to IT Department

Opinion polls are quantitative surveys used for information gathering. They can be undertaken to identify the needs and views of a large number of people in a standard format.

Collecting data from the field and making these data diverse while gaining continuity and traceability with periodic updates is an integral part of participatory planning.

Opinion polls are, in a way, one of the most effective tool for generating participatory planning data and knowledge. New simplified surveys conducted by IMM are rising citizens' interest. Istanbul has experienced 2 polls; one for new marine transport vehicle design, one for colour of public buses.

Online surveys to get the demands, expectations and suggestions of the citizens in the preparation of the new IMM Strategy Plan and the design competitions of the main city squares have attracted attention. Web and digital applications such as "Istanbuls enin", which can evolve into the digital participation platform of IMM, are gaining the potential to become the main address of the public opinion polls of IMM.

☆ STRENGTHS

- Can generate statistically significant data about wider public opinion
- Large sample, usually representative of the population segments of interest
- In principle data can be compared over time or with results from elsewhere
- Useful for identifying and evidencing needs

✘ WEAKNESSES

- There is a potential for inaccuracy or bias, such as sampling error.
- Questions wording asked may affect the findings.
- The findings may only provide part of the story and can be misleading.
- Do not provide information about how or why the respondents think.
- No two-way dialogue with the respondents.
- Typical response rates are between 10-20%

OUTCOMES

- Report on public opinion for decision making and implementation process.
- Raising awareness at society and community life.
- Trust building between local authorities and public
- Evaluation and data analysis of opinion polls could provide feedback for participatory activity design.

Case Study

City Swipe - Downtown Santa Monica

“The reality is that in our fast-paced world, where we are constantly being inundated with emails, social media alerts and other distractions, we needed to find a way to get people’s attention, so we looked to popular apps for inspiration.”

KEVIN HERRERA

Downtown Santa Monica, Inc.’s Senior Communications Manager



Analog / Digital
Digital

Timing
Less than one hour (can be used several times)

Funding
Downtown Santa Monica Inc.

Objectives
Gathering feedback from residents and involving them in the process of decision-making

VISION

CitySwipe is an application designed by Downtown Santa Monica Inc. that presents the community with images of potential scenarios and simple yes/no questions to encourage them to share their views. Thus, community provides assessment as prospective partners in the design and decision-making of the city.

STAGES

Each slide of City Swipe shows an image and a question related to different elements of the Downtown of Santa Monica. There are two kinds of questions:

1. Simple “Yes or No” question with images
2. Images that ask: “Which one do you prefer?”

In addition to that, further feedback can be provided about a specific question by clicking the chat button on the question slide and leaving there the comments.

Even if the app seems too simple, the feedback received tackles relevant questions on walking, bike lanes, housing and beyond. The main value of the app is that transforms the former consultation processes such as the usual feedback mechanisms of filling in lengthy mailed-out response forms or wordy PDFs into an effortless and fun exercise.

OUTCOMES

The aim of this new tool is to ease gathering feedback about the downtown as part of the local government's consultation on its Downtown Community Plan (DCP). This document will guide the future of the city’s downtown for the next 20 years. This plan sets out the basis for improved mobility, wider affordable housing options, better public open space, and other aspects towards improving Santa Monica’s downtown.

City Swipe is one of the several tech tools cropping up in the field of city planning, in order to transform a sector that has always been perceived by the community, planners and developers as opaque and notoriously confusing towards a more transparent, inclusive and efficient system.

LINKS

[City Swipe - DTSM - Official Website](#)

[Downtown Santa Monica Goes Digital in Community Outreach Effort](#)

Requirements

GOVERNANCE: TEAM AND TASKS

Content Development and Design

Content development of the opinion polls may be different. Mayor, Metropolitan Council, related IMM units may propose to organise an opinion poll. IMM Strategy Development Directorate may function as coordination unit with some core units like Public Relations. Support from various stakeholders due to the specificity of the context is highly recommended.

- Introduce public opinion polls and announcements through IMM social media applications and encourage citizens to answer,
- Encourage the use of visual tools, graphics and interactive visual and audio videos in sharing the results of surveys and opinion polls with citizens,
- Present some platforms like “Istanbulsenin” as a main address for public opinion polls in all service areas of IMM, with a simple but user-friendly design,

Communication and Feedback

Development of a new public communication mechanism by the IMM Beyaz Masa (White Table), Communication Centres and the Directorate of Muhtarlıklar (Headmanship) with mobile devices throughout the neighbourhoods,

- Develop basic indicator questionnaires at monthly, quarterly and yearly levels for public opinion at decision making applications and gauging satisfactions.
- Technically improve the quality of design, gather user experience, and feedback for improvement.

STAKEHOLDERS IDENTIFICATION & ENGAGEMENT

Opinion polls can be whole Istanbul scale or more local spatial area, either a district, neighbourhood or a project area. Either at Istanbul scale or local scale, "social inclusion" is the key for the limits of any opinion polls, Social inclusion principle requires to access the groups with that respect special technical arrangements needed for elderly, disabled, migrant groups.

INFRASTRUCTURE RESOURCES

It is a critical step to be able to collect and store data produced by opinion polls and polls in a standard format, and then

organize them for different inquiry purposes.

Considering the critical function of opinion polls in following the key performance indicators, monitoring and evaluation criteria of the participation mechanisms from the field, it becomes important to standardize the data to be obtained from the beginning and to establish a data management system.

In IMM, the results of surveys and public opinion polls are obtained in the data collection system of the IT Directorate and the raw results are shared with the relevant units so that they can make their own special inquiries. There is no common digital platform that enables another directorate to benefit from the inventory and results of this data.

TIME

Time for utilising opinion polls have three steps: Preparation, Implementation and Evaluation.

Since this participatory method is not complicated and sophisticated but requires good preparation including user experience and GESI groups tests. Due to the scale, if whole Istanbul to be subject of the opinion poll, then a sampling study as like IMM Strategy Development Directorate have utilised while preparation of Strategic Plan.

If the opinion poll focuses on a specific district of pilot project area, then the preparation period can be facilitated with focus-groups and workshops. The implementation of the opinion polls could be 1 month, or more depends on the scheduling of the participatory activities. Evaluation of polls can be managed within maximum a month since the whole systems designed digitally.

BUDGET

The following items listed are the main budgetary items in a Opinion poll.

- Technical infrastructure and design costs
- Dissemination, evaluation and monitoring costs

All these activities can be managed without external budget request unless consultancy services for design, content development, stakeholder testing.

WOMEN

- Monitor the performance of all opinion poll results with related IMM departments about women.
- Analyse and monitor the statistics about women's feedback in opinion polls from all sources.
- Develop opinion polls for women's feedback on specific issues and problems, needs faced by women about the local physical urban setting.
- Ensure the multilingual services in opinion polls according to the dynamic data of different language users in Beyoglu.



CHILDREN & YOUTH

- Monitor the performance of all feedback mechanism with related IMM department about children and youth.
- Develop opinion polls specific for urban planning agenda to link local children and youth's problem definition and imaginations on their neighbourhood and Beyoglu.
- Try to use plain language with sense making visuals in opinion poll.
- Develop innovative opinion polls for feedback of local children and youth about the physical urban settings, public spaces, and any other functions in Beyoglu.



ELDERLY

- Embed special communication specialist (or trained the existing human resources) if there is a hearing problem.
- Continuously improve and develop feedback for quality of feedback systems for elderly people.
- Consider the possibilities of elder people use the feedback mechanisms can be also have one or more attributes, like being women, disabled, visitor, minority, migrant inn Beyoglu.
- Organise the multilingual services according to the dynamic data of different language users in Beyoglu



PEOPLE LIVING WITH DISABILITIES

- Plan in advance in order to include well-designed methodologies to engage with different disabilities (blindness, deafness, mobility limitations).
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.
- Take in to account the different segments of disabled people may have one or more attribute as being migrant, minority, elder, children and youth, visitor in Beyoglu.
- Organise the multilingual services according to the dynamic data of different language users in Beyoglu.



VISITORS

- Design digital opinion polls the feedbacks with tourism related departments aggregated data of the purpose of visit
- Incorporate well-designed opinion polls for different visitor groups with disabilities (blindness, deafness, mobility limitations). This can include: translation interpreting services, hearing loops, translated materials, and graphics that explain complex concepts simply.
- Facilitate multilingual services in opinion polls.
- Ensure the quality of sense making in content of opinion polls in other languages and contents of translation.



MIGRANTS

- Ensure migrants could participate opinion polls.
- Develop specific informative opinion polls about Beyoglu and Istanbul.
- Develop opinion polls to collect feedback of different migrant groups specifically immigrants, asylum seekers, temporary resident status, etc.
- Incorporate social support and migrant related units and studies as well as specialised NGOs.



MINORITIES

- Ensure all minority groups and segments to participate in opinion polls
- Be sensitive about the details of differentiations within same community.
- Consult related community based organisations in Beyoglu for validation about designing and content related to minorities
- Consider the possibilities of minorities who use the opinion polls can be also have one or more attributes, like women etc.
- Avoid any political tension that opinion polls could cause.
- Keep in mind that minority groups have properties, memories, personal and family ties with Beyoglu.



LOW-INCOME

- Ensure the feedback of low-income participate in opinion polls in Beyoglu.
- Inform and develop support mechanism via opinion polls for civic initiatives that supports homeless, low income individuals and families in neighbourhoods in Beyoglu.
- Design opinion polls for coordinating with philanthropist activities support different segments of low-,income in Beyoglu such as women low-income, migrant low-income, minority low incom.
- Inform the initiatives that links or tailors existing vocational training programs of local governments and link with employment policies in Beyoglu.



Roadmap for implementation

1

PREPARATION

Traditional opinion polls have become less resource-demanding in the most recent decades due to technological advancements.

Below a systematic approach to opinion poll preparation has explained briefly

TYPES OF SURVEY

There are basically three ways to survey people: face-to-face interviews, telephone interviews, and mail surveys. These survey types and its adaptation to digitalization will be explained under the section named 'Implementation'.

SELECTING THE POPULATION

In a survey research it is formidable to use a random sample of the population of interest. The population is defined by the research question and can be, for example, the entire population of a city or region, or maybe specific groups such as university students. The practice of compiling a list is a random draw from the individual members of the population.

SETTING UP A SAMPLE

The sample must be random. In practice, the sample

is never truly achievable because the population often cannot be precisely delimited. Some subgroups might not be selected in the first place and thus cannot be sampled to participate in the survey.

There are two basic ways to select a sample randomly. One is through "simple random sampling" (SRS). In SRS, a researcher has a list of people who could be questioned and assigns a random number to each one. The other principal method is "interval sampling." Using this method, a researcher selects every n th person from the list of participants.

PHRASING THE QUESTIONS

Setting up a sample is an essential step of the opinion poll. Nevertheless, phrasing questions in the right manner also has equal importance. Surveys should be as easy as possible to respond cognitively:

- Keep the public opinion poll short and simple
- Ensure the poll questions are phrased clearly and concisely.
- Focus on picking questions with which the participants could easily connect in an unbiased manner.
- Test the poll and question phrase.

3

MONITORING & EVALUATION

OPINION POLLS FOLLOW UP

Results for polls can be seen in reports immediately, and no analysis is necessarily required. This also means that polls can provide limited data to conclude compared to the surveys. Yet, when evaluating polls results, sampling error and biases must be considered.

A poll conducted via a scientific survey of a random sample of a population will have a margin of sampling error. This margin is expressed in terms of percentage points. However, sampling error is not the only disadvantages of polls; it is the only one that can be quantified using established and accepted statistical methods. Among other potential sources of error: The wording and order of questions, interviewer skill, and refusal to participate by respondents randomly

selected for a sample may also influence the results of polls.

Thus, survey research only approximates public opinion, and its accuracy is heavily dependent on the specific opinion it is measuring. For opinions that are understood well by the public and are easy to operationalise, opinion polls can be very accurate. If neither a complete description of the population nor adequate means to sample randomly exist, the next best solution is to engage in weighting procedures. As a result, total error in a survey may exceed the margin of error more often than would be predicted based on simple statistical calculations.



INTEGRATION WITH URBAN PARTICIPATION HUB:

Both analogue and digital opinion polls can be integrated into the “Urban Participation HUB” in four ways: i) “Mobile Applications” supported by data analytics produced at the end of the poll, ii) “Story Maps”, iii) “Crowdsource Reporting and Polling”, iv) “City Dashboards”.



GESI MANUAL

Check GESI Manual in Annex A to fulfil the requirements

2

IMPLEMENTATION

If conducted properly, the answers from polls are approximately representative of the planning area, even if the sample consists of just a small fraction of the population. However, polls still struggle with establishing random samples, asking questions the best way, and ensuring that participants respond to survey questions correctly.

Thus, public opinion polling implementation methods explained briefly in this section. Polling methods are based on four different or combination of methods of data gathering: face-to-face, telephone, mail, and web surveys.

METHODS OF DATA GATHERING

Face to Face Surveys

In face-to-face, interviewers talk with respondents in person, usually in their homes or in the streets – in some cases survey may be conducted as computer assisted personal interviews. The advantage of face-to-face surveys is that they can be very long and more complex because the interviewer can explain the questions to the respondents. Also, the interviewer can use visual aids, such as pictures or scales. The interview does not require any equipment or technical skills.

Telephone Surveys

Telephone surveys—also may be termed computer-assisted telephone interview at some examples—are cheaper than face-to-face survey and implementation is faster. However, there are some drawbacks to telephone surveys such as the simplicity and short length of the interview. It is not possible to ask long and complex questions and receive meaningful answers without visual aids even with the interviewer's help. Considering the socio-economic structure of society, the ownership of phones might pose another

problem. Depending on the target population, the implementation wouldn't be random. Additionally, acquiring phone numbers can prove difficulty If phone owners are not listed in the database like younger citizens and refugees.

Mail Surveys

Mail surveys can be less expensive than telephone surveys, although their drawbacks tend to be too important to overlook. The first main drawback is that the response rate tends to be very lower so that it is questionable how well the respondents represent the broader population. The second main drawback is that it is impossible to determine who answered the questions. However, visual aids can be included to illustrate the questions. The most important another advantage at the implementation state is that respondents, can give embarrassing, socially unacceptable, but honest, answers without fear of being identified.

Web Based Surveys

Web-based surveys can be considered the low cost, compared to other survey methods—once the questions have been formulated and inserted into a web-template, the survey can be set up to run automatically, and the answers are directly downloadable in electronic formats. Web-based surveys have fewer problems with social desirability considering face-to-face surveys. Yet, it is not always easy to establish whether the intended person participates in the survey, and some people tend to hurry through the survey, without expending much attention or cognitive effort to the posed questions. While the widespread use of a web-based survey may lead to survey fatigue, resulting in low response rates and poor answer quality.

Learning events

Level of Engagement

Inform



Most suitable underrepresented groups

Children, youth, elderly and low-income

Planning stage

- Background studies of the land use
- Area / Site works
- Composing of initial evidences
- Plan Making

Objective

Raise awareness / Generate interaction
Initiate a discussion / Learning and capacity building

Participant selection

- Open to everyone in a given community to participate
- Targeted to certain groups / stakeholders

Number of participants

50-100
100-500
>500 (online)

Impact

High - Optional

Time length for participants

Series of events running over 1 year / Ongoing

Time needed for the execution of the method

Less than 3 months
3 to 6 months

Cost - Resources and Skills

Medium

Analog / Digital

Both are applicable

Synergies with other methods

Information centres (hubs)
Informal conversations
Focus groups meetings
Opinion poll
Pop up democracy
Gamification

Potential IMM Directorates involved

Directorates affiliates to IT
Directorates affiliates to Social Services
Directorate of Urban Planning
Directorate of Urban Transformation
IPA

Learning events aims to deliver knowledge about specific urban themes, and issues with different dimensions of the City. Continuous and specific learning activities will contribute capacity development of communities and foster collective intelligence for better decision making.

In order to direct the municipal services for the benefit of the city and the citizens, it is important that IMM Directorates can make needs analysis at district scale in their fields of activity. For this reason, there is a need for directorates to develop new activities for field studies and to gain efficiency in a way that directs the practices of their directorates.

☆ STRENGTHS

- Increases skills and technical literacy of residents to engage in urban projects.
- Increase transparency and communication.
- Strengthen partnerships between sister cities.
- Build awareness and confidence of communities in engaging.
- Creates capacity building for civil servant.

✘ WEAKNESSES

- Speakers will need support to ensure content is approachable and does not come across in an authoritarian manner.
- May only attract stakeholders already working in the area.
- Finding an appropriate time and venue to host events so a wide audience can join.

OUTCOMES

- Facilitate network learning and capacity development.
- Strengthening stakeholder engagement by knowledgeable skill development.
- Raising awareness on social inclusion and empowerment of GESI groups.
- Providing interaction in the pilot project area and initiating new partnership.
- Positive attitude changes in participants towards collective decision-making.

Case Study

Auckland Conversations

“A series of international speaker events on the issues facing Auckland to become the world's most liveable city proudly brought to you by Auckland Council”

AUCKLAND COUNCIL



Analog / Digital
Both

Timing
Series of events - 1 day (2h)

Funding
Auckland Council

Objectives
Initiate a dialogue on specific challenges of Auckland

VISION

Auckland Conversations are a series of open and free public events offering ideas, inspiration and action for world-class cities.

They gather expert speakers and informed panellists in the city of Auckland to present on a large range of diverse topics that can impact their region and their community. These conversations cover transport, environment, urban design, economy, climate change, community-building, and more.

STAGES

The events offer the chance to learn from cities around the world, get to know about innovative research and practices, and take part in the conversation by addressing questions to speakers.

These events normally gather between 350 and 2,000 people. In addition, the events are streamed live online and can also past events can be played on demand. People can take part in events by responding on Twitter by following @aklconvs or #aklconversations.

OUTCOMES

These events have been held for more than ten years now. They have endorsed and provided thought leadership on initiatives such as the Auckland Plan and implementation strategies, City Centre Masterplan and Economic Development Strategy.

Standouts like urbanist Jan Gehl, NYC transport expert Janette Sadik-Kahn, tactical urbanist Mike Lydon and Canadian situp-cycling power couple the Bruntletts have shared enduring and powerful messages, offering international perspective and experience.

LINKS

[Auckland Conversations webpage](#)

[Auckland Council - Auckland Conversations](#)

Requirements

GOVERNANCE: TEAM AND TASKS

Internal Performance and Coordination: Institutional Development

A special working group or task force can be organised within the coordination of IMM Institutional Development and Management Systems Directorate and IMM Strategy Development Directorate. Based on the specific needs, related unit can be part of it.

- Analyse and update the field needs of their directorates regarding the specific service,
- Develop regular dialogues with the stakeholders of the service areas at the district and neighbourhood scale,
- Prepare informative presentations on technical and administrative information of service issues to citizens as well as their superiors,
- Organise informative and awareness-raising events in the field following local and executive trends, research and practices.

Societal Learning and Community Empowerment

A specialised working group can be utilised focusing on social learning in two domains. Societal learning incorporates special know-how on adult learning as well as social and cultural anthropology in case of community specific learning activities.

- Conduct surveys and other feedback mechanisms for identifying societal knowledge needs based on public participation.
- Facilitate sound case studies around the world with objective perspective.
- Incorporate specialists for adult learning, innovative ways for efficient and effective learning outcomes.

STAKEHOLDERS IDENTIFICATION & ENGAGEMENT

Societal learning activities could address all Istanbul scale, and "social inclusion" is the key for the limits of engagement scope. Particularly for participatory urban planning, community scale learning activities should be in line with the overall capacity development approach or strategy of the participation. Social inclusion principle requires to access the groups with that respect special technical arrangements needed for elderly, disabled, migrant groups.

IMM focuses on practices that cannot reach the field, remain

at the level of conferences and panels and within a limited framework in its learning activities. It is observed that learning activities for citizens are carried out either through their own affiliates or through social platforms, NGOs and foundations whose institutional organizational capacities are limited, rather than directly through directorates' leadership. In short, it is externally dependent and therefore learning

INFRASTRUCTURE RESOURCES

Learning activities in general is in paradigm shift and transition in the world. On the one hand, means and tools facilitated for digital direction, the value of meaning, sense making and learning has been increasing.

Conventional, one-way didactic learning activity design may not answer the practical needs for participation. With that respect more interactive and simulation supported is highly advised. According to the target and objective of specific learning activities, IMM can host these events in of its venues, and/or local venues could make more sense for specific groups in pilot projects. For, the digital learning activities, IMM has infrastructure can be improved.

TIME

Standard evaluation of learning activities can be designed within the preparation phase together with content and method determination. Preparation requires minimum 1 month before the learning events. The learning event is maximum 2-hours' time.

BUDGET

For internal learning activities no budget is needed. For preparation, execution and evaluation; the trainer's costs, reporting costs, dissemination costs are some of the preliminary budget items. Both internal and external trainers and facilitators of learning should be awarded somehow.

BUDGET

The following items listed are the main budgetary items in a walk audit: personnel (event coordinator and some walk audit leaders if they are not volunteers), meals (if applicable - larger sessions), outreach and promotion, invitations to participants, communications (final report), facilities (location for workshop), materials and supplies.

WOMEN

- Monitor, feedback and follow up the outcomes of all learning activities with women
- Organise neighbourhood level learning activities with women
- Avoid using language of patriarchal attitude in learning activities
- Share examples in learning activities about cases for women's feedback on specific issues and problems, needs faced by women about the local physical urban setting
- Organise the multilingual services according to the dynamic data of different language users in Beyoglu



CHILDREN & YOUTH

- Monitor, feedback and follow up the outcomes of all learning activities with children and youth with different channels.
- Organise learning activities with children and youth specific for urban planning agenda
- Address local children and youth's problem definition and imaginations on their neighbourhood and Beyoglu.
- Coordinate with IMM and other youth training initiatives
- Use plain language with sense making visuals in learning activities.
- Incorporate interactive communication and games learning activities



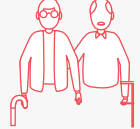
ELDERLY

- Include traditional means for communication such as hard-copy materials in larger fonts, face-to-face meetings and displays with large fonts and colours easy to understand.
- Consider whether a support person (e.g. a family member) should also be part of the discussion
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.
- Promote innovative digital tools to link the voices of elderly people in to learning activities



PEOPLE LIVING WITH DISABILITIES

- Plan in advance in order to include well-designed methodologies to engage with different disabilities (blindness, deafness, mobility limitations).
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.
- Take in to account the different segments of disabled people may have one or more attribute as being migrant, minority, elder, children and youth, visitor in Beyoglu.
- Incorporate non-physical disabilities and their feedback in learning activities.



VISITORS

- Organise digital learning activities with past visitors with a geographical coverage.
- Organise special learning activities with the consul-generals of most Beyoglu staying/visiting countries.
- Organise the multilingual services according to the dynamic data of visitor's different language groups in Beyoglu.
- Ensure the quality of sense making in interaction in other languages and contents of translation in different medium



MIGRANTS

- Organise learning activities with different segments of migrant groups in Beyoglu.
- Work with representatives (NGOs) of migrants in Beyoglu in design of learning activities
- Avoid tension may be caused by content or any actual debate if happens within same segment in learning activities.
- Collaborate specialised community organisations in Beyoglu
- Be sensitive and knowledgeable of the place of origins, community norms, traditions and culture
- Facilitate adequate translation services in learning activities.



MINORITIES

- Be sensitive about the details of differentiations within same community.
- Consider the minorities have multiple segments in designing learning activities.
- Incorporate as much as diverse representation of hybrid attributes of minorities in learning activities (Members of one specific minority group could have mixed marriages and children of different segments, there are politically different views within same group, low-income elderly women, LGBTQI+ communities is not homogeneous group, etc.).



LOW-INCOME

- Incorporate philanthropist and civic initiatives that supports homeless, low income individuals and families in neighbourhoods in Beyoglu in learning activities.
- Identify different segments of low-income in Beyoglu such as women low-income, migrant low-income, minority low income.
- Explore skill and capacity development needs that could match with existing vocational training programs of local governments and employment policies in Beyoglu



Roadmap for implementation

1

PREPARATION

TYPES OF OBJECTIVES (AS EXAMPLES)

Peer-learning events can accomplish multiple goals as listed below:

- Gain insight into a project
- Strengthen a practice
- Strengthen coordination:
- Strengthen a collaboration
- Strengthen a culture of learning about a theme
- An objective for an event must be defined.

ORGANIZING THE EVENT

As When organising a learning event, it is useful to consider the profile of the participants, and the purpose and method of soliciting pre-event input. Each of these is listed below.

Learning events are particularly applicable for strengthening practice when particular technical areas are important. It is key to ascertain early buy-in and input from key partners who have an interest in the learning event. This may emphasize the nature of the event throughout the process, including during the invitation.

The steps to be followed while preparing the event are

as follows:

- Identifying the Organizing & Facilitation Team
- Defining Participant Profiles
- Setting Participants Numbers / Date / Time / Location
- Inviting and Selecting Participants
- Obtaining Pre-Event Input from Participants

Learning events are particularly useful when the majority of participants have technical experience, general knowledge and field-based experience. This ensures enough room for active debate and discussion without too many passive learners.

Accordingly, often more people may request participation than those initially invited, increasing the number of potential participants. This also may create a challenge as the organising team recognised that too large several participants would likely limit the quality of interactions and learning. In contrast, excluding participation could potentially create resistance to future collaborative learning and informing processes.

So, to enhance commitment to a focused learning event process, it is very beneficial to obtain input.

3

MONITORING & EVALUATION

LEARNING EVENTS FOLLOW UP

Beyond planning and delivering a learning event, evaluating the outcomes is critical and must be completed. Evaluating the participant experience is also an important part of the assessment:

1. Evaluation on-site includes written and verbal feedback.

- Paper evaluation forms are distributed with participants' event material or at some time prior to event closure. These written forms may also be distributed electronically following the event.
- Moderators use a structured conversation at the small group closure to obtain verbal feedback from participants.

2. Evaluation post-event has multiple steps.

- Having participant evaluations been summarised and without bias and collation of all the written evaluations submitted by participants must be prepared.
 - a) The summary of a preliminary analysis report of an event includes:
 - b) Evaluating the effect of the meeting and intended outcomes,
 - c) Defining the factors if any prevented small groups from reaching the desired result.
 - d) Listing the shared experiences and learned themes.
- Finally, a verbal discussion of all of the above in a post-event meeting must be conducted. The results of that meeting discussion are then written into the final.



INTEGRATION WITH URBAN PARTICIPATION HUB:

Both analogue and digital events can be integrated into the “Urban Participation HUB” as “Story Maps” supported by data analytics produced at the end of each event.



GESI MANUAL

Check GESI Manual in Annex A to fulfil the requirements

2

IMPLEMENTATION

A methodological approach for the implementation of learning events may change; however, an example plan that is highly participatory and practice-oriented is explained below. This plan is meant to ensure that institution communicate their respective practical context and receive feedback that leads to collective learning.

Thematic introduction

The dialogue should begin with an introduction to the theme which is contextually categorised and thematically grounded in a scientific way. At this point, keynote speakers play a central role..

Exchanging good practices

Good practices serve as process initiators, form the foundations of discussions and serve as stimulators.

The good practices may be brought in by the moderator or by the key speakers and are structured along with the key questions with regard to the basic issue and the institutional approach, conclusion and transferability. However, the idea is not to present “best practices” but to give an insight into practical action. Following a presentation lasting approx. 20-30 minutes, the participants can engage in a discussion. Ideas, tips and criticisms are exchanged among the participants and key speaker. On the basis of discussions, further issues and challenges may emerge that can then serve as a basis or as an input in the subsequent learning event.

The objective of the moderator must be to support the exchange of experience and mutual learning among participants. Within the agenda, the event supports the exchange of experiences and information among participants.

Information centres (hubs)

Level of Engagement

Inform



Most suitable underrepresented groups

Women, children, elderly, people living with disabilities, minorities, visitors and low-income

Planning stage

- Background studies of the land use
- Area / Site works
- Composing of initial evidences
- Plan Making
- Approvals

Objective

Feedback/ Raise Awareness /
Resolve conflicts / Provide information /
Learning and capacity building

Participant selection

- Open to everyone in a given community to participate

Number of participants

>500

Impact

High - Strongly recommended

Time length for participants

Ongoing

Time needed for the execution of the method

6 to 12 months
1 to 2 years

Cost - Resources and Skills

Medium-High

Analog / Digital

Both are applicable

Synergies with other methods

Learning events
Visual data store
Project progress reporting
Community council
Opinion poll
Hotline/Phone-in
Feedback mechanisms
Mapping
Gamification

Potential IMM Directorates involved

Directorates affiliates to IT
Directorates affiliates to Social Services
Directorate of Urban Planning
Directorate of Urban Transformation

Information centres are physical kiosks or desks distributed around a city, where residents find information, ask questions and provide feedback on a local authority's activities, projects and policies.

Information centres are the first point of contact residents have with a local authority. They are responsible for collating information from various city departments and agencies and sharing it with residents in a way that is easy to understand. Sometimes they may also provide citizens with personal specialist advice, such as on planning regulations. They are often staffed by people who work for the local authority, but sometimes they are electronically operated. There is potential for Istanbul to broaden the role existing kiosks such as Beyaz Masa play in promoting participation.

In participatory urban planning, there is a need for meaningful clustering and questioning of the demographic and urban space usage data of citizens, various social groups and especially disadvantaged groups.

☆ STRENGTHS

- Local students can operate, promoting youth engagement and employment opportunities.
- Small, low cost kiosks can be temporarily installed to provide information on a particular project. Information for a range of project or policies can be provided in one place.

✘ WEAKNESSES

- Very formal engagement can be intimidating for some members of society, or lack of trust of government can inhibit people's desire to use the service.
- Staff need to receive training in how to interact with the public as they become the 'face' of the local authority.

OUTCOMES

- Raising awareness of the participatory urban planning agenda.
- Information provision and dissemination of the participatory activities.
- Monitoring of performance of the participatory activities at the pilot project area.
- Dissemination of the public feedbacks from the pilot project activities.

Case Study

Virtual Warsaw

“Leaders in Warsaw have found that building partnerships is critical to the success of Virtual Warsaw. They partnered with a local business to build the beacons, NGOs such as the Polish Blind People Association, universities, experts and UX designers to reach the target groups and build trust with them”.

OECD



Analog / Digital
Both

Timing
Ongoing

Funding
Bloomberg Philanthropies Mayors Challenge

Objectives
Ensure accessibility, inclusiveness and independence for the visually impaired in the city.

VISION

The City of Warsaw has launched the programme “Virtual Warsaw” to achieve a more accessible and inclusive city for the visually-impaired. It is a virtual smart city based on Internet of Things (IoT) technology that helps visually impaired residents moving independently in the city through a network of beacon sensors.

Currently 40,000 people are visually impaired in Warsaw. They face challenges to access basic services, miss job and learning opportunities, and have a strong sense of dependence. A survey found that it takes about 65-95 hours of training to learn how to move safely in the city.

STAGES

The Bluetooth beacons provide access to information about transport, public buildings and cultural activities via smartphone technology. The city is piloting and testing this approach in partnership with blind and visually-impaired people. The project consists of two major components:

- A micro-navigation system: a personal assistant allows any smartphone user to send and receive information about the surroundings (location of bus stops, entrance to public buildings, arriving times of trams and buses, and more). This system seeks to empower the visually

impaired to fully experience the city. It is powered by an open network of micro-transmitters that serve as a layer of physical beacons that create a virtual space accessible to smartphone applications. They can be navigated through a number of hand gestures on the screen.

- A support system: this package of activities and services help visually impaired people by providing them with dedicated helpline to navigate the city and access training, career consultations and internships.

OUTCOMES

Virtual Warsaw has been rolled out incrementally, from a pilot project in a building to expanding to the city centre, tourist points, main bus routes and restaurants. An ongoing expansion is expected in the next years to reach a full-scale implementation of the project by 2021 and reach 200,000 users. Micro-navigation and support systems can be deployed in other cities (40 cities have already shown their interest), so that the project can serve as a template for others and they can build on the successes and lessons learned in Warsaw.

LINKS

[Virtual Warsaw - Bloomberg's Mayor Challenge](#)
[OECD - Innovative Government - Virtual Warsaw](#)
[Bloomberg Cities - How partnership with the visually impaired helped Virtual Warsaw](#)

Requirements

GOVERNANCE: TEAM AND TASKS

There is a significant gap in the creation, storage and updating of data, especially for social inclusion and disadvantaged groups in IMM. Restriction of access to data in question legally stored in Central Government units is also an important obstacle faced in this regard. For this reason, 3 basic needs have been identified in order to integrate existing data that will serve and sustain the development of Information Centres in IMM.

1. All kinds of data produced by the directorates for their own service areas can be shared in a common information pool with an IMM special data code and processed in a common in-house inquiry-information-search engine,
2. To be able to develop a "data abstraction" system in order to protect the privacy of citizen and personal information, but to make intermediate clusters and anonymisations that will form samples,
3. To be able to make special protocols with inter-directorates and national institutions so that urban data can be included in a common IMM data operating system,

Even though a protocol is defined, the project manager is needed and can be one person or a team from the IMM. Thus, responsibilities of the project manager comprise supervising the entire process.

STAKEHOLDERS IDENTIFICATION & ENGAGEMENT

Cities often use a multichannel approach to ensure access of all citizens and visitors. Even where digital access is prevalent, it is a best practice to have a brick-and-mortar location as well for citizens who are unable to use a digital platform or who prefer face-to-face interactions. Because of this, many city managements begin with physical information centres and gradually add digital channels, while retaining both.

Citizens value ease and speed when accessing information and services while preferring to avoid visiting multiple offices or multiple web pages. Engagement activities with citizens and visitors must become more efficient to cut down on transaction times in front and back offices. Online solutions for front offices, such as the apps and web pages previously

mentioned, can significantly increase the ease and speed with which citizens can access information. Yet, for the entire information delivery procedure to be accelerated, back offices should also improve their efficiency through better interagency collaboration regarding fulfilling requests and informing the public.

INFRASTRUCTURE RESOURCES

Provision of information and advice in an information centre requires some technical equipment to ensure fast and non-exhausting workflows: Computers, software, telephone-system, highspeed internet access and public access to the internet.

Apart from the physical needs of information centres, digital infrastructures also dominate the implementation of participation methods. In an institution, it is essential to provide systems where data integration and data openness are designed and implemented with advanced digital security measures within the information centres.

TIME

According to the level of complexity (digital or analogue, needed time for concept research, etc.), the time required for the design and implementation of the method may vary. As information centres have regular implementation frequency, the opening hours of the physical desk must be considered: The opening hours should be at least by the local store opening times, if possible for 8 hours (Mo–Fr). Saturday and Sundays opening has to be considered for tourism regions and in densely populated areas.section for further details).

BUDGET

The investments concerning the establishment of an information centre include the concept study, initial costs for the equipment (hardware, software, office equipment, mobile information facilities, etc.), training costs of the staff. The running costs include the rent and fees for staff and management, IT maintenance, telephone expenses, office supplies, marketing and costs for the conception and the production of information and publicity material as well as costs for advertisements and public awareness campaigns.

WOMEN

- Monitor the statistics about women's feedback from all sources.
 - Ensure the data collected is aggregated and integrated
- Avoid using language of patriarchal attitude.
- Develop channels within existing mechanisms for women's feedback on specific issues and problems, needs faced by women about the local physical urban setting.
- Organise the multilingual services according to the dynamic data of different language users in Beyoglu.



CHILDREN & YOUTH

- Monitor the performance of all feedback mechanism with related IMM department about children and youth.
- Develop channels specific for urban planning agenda to link local children and youth's problem definition and imaginations on their neighbourhood and Beyoglu.
- Try to use plain language with sense making visuals.
- Develop innovative channels for feedback of local children and youth about the physical urban settings, public spaces, and any other functions in Beyoglu.
- Enable continuous feedback with all sources of feedback inputs related to youth and children with related departments.



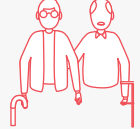
ELDERLY

- Embed special communication specialist (or trained the existing human resources) if there is a hearing problem.
- Continuously improve and develop feedback for quality of feedback systems for elderly people.
- Consider the possibilities of elder people use the feedback mechanisms can be also have one or more attributes, like being women, disabled, visitor, minority, migrant inn Beyoglu.
- Organise the multilingual services according to the dynamic data of different language users in Beyoglu.



PEOPLE LIVING WITH DISABILITIES

- Plan in advance in order to include well-designed methodologies to engage with different disabilities (blindness, deafness, mobility limitations).
- Select a meeting space that fulfils accessibility requirements for elder people and people living with disabilities.
- Take in to account the different segments of disabled people may have one or more attribute as being migrant, minority, elder, children and youth, visitor in Beyoglu.
- Organise the multilingual services according to the dynamic data of different language users in Beyoglu.



VISITORS

- Coordinate the feedbacks with tourism related departments if the purpose of visit
- Link with related department or authorities in problems solving related
- Organise the multilingual services according to the dynamic data of different language users in Beyoglu.
- Ensure the quality of sense making in interaction in other languages and contents of translation in different medium.



MIGRANTS

- Develop information packages about Beyoglu and Istanbul
- Develop channels to collect feedback of different migrant groups specifically immigrants, asylum seekers, temporary resident status, etc.
- Celebrate festivals and religious holidays by taking account all different community and cultural groups in Beyoglu
- Take in to account Syrian and Middle Eastern immigrants can be Muslim and Christian, and their traditions may differ.



MINORITIES

- Be sensitive about the details of differentiations within same community, such as Armenians have apostolic, catholic, protestant, as well as different Orthodox communities may have different dates for Easter and Christmas
- Consult related community based organisations in Beyoglu for first-hand content and validation related to minorities in publishing
- Consider the possibilities of minorities who use the feedback mechanisms can be also have one or more attributes, like women, elder, disabled.



LOW-INCOME

- Ensure the statistics of feedback on identifying (self-declaration), validation of low -income people in Beyoglu is linked with related data and technical/social department
- Ensure the feedback of low-income link with existing local and metropolitan municipality social support programmes in Beyoglu
- Coordinate with philanthropist activities support different segments of low-,income in Beyoglu such as women low-income, migrant low-income, minority low income
- Celebrate the cultural, religious and traditional days, periods, festivals of low-income minorities, migrants, disabled and low-income elder people in Beyoglu.



Roadmap for implementation

1

PREPARATION

MAIN STANDARDS FOR ESTABLISHING AN INFORMATION CENTER

Human capacity

Information centre staff provides services to the public, and the information may be provided face-to-face, by phone or via the internet. Thus, staff responsibility involves the development and distribution of information that explains how to utilise the available resources in meeting the diverse needs of the citizens and visitors.

That will require the following knowledge, skills and abilities:

- Knowledge of the city and surrounding area as well as the geographical layout of the region
- Good command in English, second foreign language is a plus.
- Ability to use a computer and other modern office equipment.
- Excellent interpersonal, written and verbal communication skills.
- Ability to establish and maintain service-oriented, good social relationships, team orientation, humorous and outgoing personality

- Understanding the needs of persons with disabilities.

Accessibility

Easy access is of crucial importance for the user. A central location is advantageous, e.g. in the city centre or at junctions of intra-urban or local public transport. The information centre should be to reach for citizens and visitors and also be barrier-free. The user may receive information personally, by telephone or also in written (e-mail), so all technical requirements needed have to be available.

Education and Training

Information centres are highly human-centred. Nevertheless, special training is needed for personnel and contributes substantially to the acceptance of new services or projects. Following the idea, all personnel should have a comparable basic training that has to be two-fold: on a technical and on a communicative level (including conflict management).

Apart from the basics, a good knowledge of the various projects and services of institution, as well as their effects.

3

MONITORING & EVALUATION

INFORMATION CENTRES FOLLOW UP

To respond to the diverse needs and interests of citizens, information centres are increasingly tailoring information and services to specific target groups. Rather than looking at service provision from the perspective of a single prototypical citizen, many centres organise their information by the target group. Correspondingly, the most recent innovations in the field of urban service, consider citizens to be active contributors rather than merely passive recipients. Thus, a data management system is essential to make broader use and evaluation of the complaints and questions received.

Monitoring and Evaluation are of high importance for the sustainable operation of an information centre. In a minimal version of monitoring activities, the information centre should record the daily number and duration of contacts (physical, phone, mail). An annual report is recommended to provide a clear overview.



INTEGRATION WITH URBAN PARTICIPATION HUB:

Data collected from both analogue and digital information centres can be integrated into the “Urban Participation HUB” in six ways: i) “Mobile Applications” supported by data analytics produced by the information centre, ii) “Story Maps”, iii) “Crowdsource Reporting”, iv) “Open Data”, v) “City Dashboards”, vi) “Online City Services”.



GESI MANUAL

Check GESI Manual in Annex A to fulfil the requirements

2

IMPLEMENTATION

STAKEHOLDER INVOLVEMENT

For establishing an information centre, a common understanding is paramount. This can be done best by organising events with key stakeholders, politicians and all potentially involved people to present the implementation.

The format of such an event can be: a workshop, a seminar or any other well-known form and it is recommended to combine it with a site visit to see best practice examples.

The main objective of this first step is to inform and motivate stakeholders to use an information centre and in the best case to result in a common agreement for the next steps towards implementation.

ESTABLISHING EFFICIENT OPERATIONAL STRUCTURE & COOPERATION

A clear operating structure is needed to maintain the achieved or implement additional measures. Thus, co-operation between departments and units within the institution and the creation of partnerships is one of the key issues.

Building a partnership with the public and private organisation may one of the ways to gain public support for increasing the chance to a successful implementation and the viability of the centres

SELECT LOCATION, PROVIDE ADEQUATE EQUIPMENT SELECT/TRAIN STAFF

The location of an information centre is of crucial importance. It should be located in the city centre to have the best accessibility and visibility.

The locations differ a lot and range from municipality buildings to tourist offices. Especially in the beginning, it is necessary to cover the basic needs and to ensure a proper function of the equipment-wise.

An essential point in the implementation and organisation of information centres is the personnel. Looking at personnel requirements, one can at least identify two different profiles:

- A manager
- The staff on the operational level.

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GAMIFICATION

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DESIGN CHARRETTE

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Monitoring & Evaluation criteria

Appendix A

SDGs & NUA

Monitor & Evaluation



PEOPLE & SOCIETY

Foster a culture of participation

Encourage active public engagement in civil life

Leverage existing community networks and organisations

Mechanisms for reaching under-represented people

Ensure digital literacy

Cultural and social differences

Community led approach which utilises local knowledge and responds to community priorities



ENVIRONMENT & PLACE

Adequate physical and digital infrastructure to enable participation

Leveraging existing participation infrastructure

Reliable communication infrastructure and technology

Integrated and comprehensive city information and information services

SELECTED SDG'S FROM UN-HABITAT SDG ASSESSMENT TOOL



NEW URBAN
AGENDA

-
- 92** Promote participatory age- and gender-responsive approaches at all stages of the urban and territorial policy and planning processes.
-
- 42** Strengthening the interface among all relevant stakeholders, offering opportunities for dialogue, particular attention to the potential contributions from all segments of society.
-
- 149** Support local government associations as promoters and providers of capacity development by means of peer-to-peer learning, subject- matter related partnerships, and collaborative actions.
-
- 92** Promote participatory age-and gender-responsive approaches at all stages of the urban and territorial policy and planning processes, from conceptualisation to design, budgeting, implementation, evaluation and review, rooted in new forms of direct partnership between Governments at all levels and civil society.
-
- 155** Promote capacity development initiatives to empower and strengthen skills and abilities of women and girls, children and youth, older persons and persons with disabilities, indigenous peoples and local communities.
-
- 40** Embrace diversity in cities and human settlements, to strengthen social cohesion.
-
- 157** Including the collection, analysis, standardization and dissemination of geographically based, community-collected, high-quality, timely and reliable data disaggregated by income, sex, age, race, ethnicity, migration status, disability, geographic location and other characteristics relevant in national, subnational and local contexts.
-
- 156** Promote the development of national information and communications technology policies and e-government strategies, as well as citizen-centric digital governance tools.
-
- 158** Strengthen the data and statistical capacities at national, sub-national, and local levels to effectively monitor progress achieved in the implementation of sustainable urban development policies and strategies and to inform decision-making and appropriate reviews
-
- 156** Promote the development of national information and communications technology policies and e- government strategies as well as citizen-centric digital governance tools.
-
- 160** Foster the creation, promotion, and enhancement of open, user-friendly, and participatory data platforms using technological and social tools available to transfer and share knowledge.
-

KEY PERFORMANCE
INDICATORS

-
- # of events targeting culture of participation and skills.
% of participants who feedback positively on the events and trainings for participation.
-
- # of direct participation structures of civil society in urban planning and management that operate regularly
% of participants satisfied with the permanent .participation mechanisms.
-
- # of participation methods and trainings led by community networks and organisations.
of community networks and organisations involved in participation monitoring and evaluation.
-
- # of stakeholders representing underrepresented groups engaged.
and % of IMM directorates/units who incorporate a GESI focus into each stage of the planning process.
-
- # of participants trained on digital literacy for participation.
% of satisfied participants with increased digital skills.
-
- % of underrepresented participants who feedback positively on their perception of social inclusiveness of the whole participatory planning process.
-
- % of satisfied participants with their contributions.
of community networks and organisations involved in the management of the participatory planning process.
-
- # of citizen-centric digital governance tools deployed.
% of satisfied participants with the available physical and digital infrastructure. for participation
-
- # of trainings related to data and statistical capacities aimed at participatory urban planning.
% of IMM staff that consider they have applied their data skills in their participatory planning workflow.
-
- # of implemented e-government strategies.
% of satisfied participants with the user experience of the digital tools for participation.
-
- # of iintegrated and comprehensive city information documents publicly shared.
% of satisfied participants with city information and IT services.
-

SDGs & NUA

Monitor & Evaluation



GOVERNANCE & LEADERSHIP

Restore community confidence in city decision making

Mechanisms for improved internal coordination

Inclusive and responsive planning approval process

City monitoring and data management

Transparent and effective communication

Improved municipality and public awareness of planning and available participatory methods

Distribution of city making powers across city divisions

Foster partnerships

SELECTED SDG'S FROM UN-HABITAT SDG ASSESSMENT TOOL



NEW URBAN
AGENDA

-
- 42** Support local governments, as appropriate, in fulfilling their key role in strengthening the interface among all relevant stakeholders, offering opportunities for dialogue, including through age-and gender-responsive approaches.
-
- 87** Stronger coordination and cooperation among national, sub-national, and local governments, including through multi-level consultation mechanisms.
-
- 41** Institutional, political, legal, and financial mechanisms in cities and human settlements to broaden inclusive platforms.
-
- 91** Support local governments in determining their own administrative and management structures, in line with national legislation and policies, in order to adapt to local needs.
- 157** Support social, technological, digital innovation, robust science-policy interfaces in urban and territorial planning and policy formulation and institutionalized mechanisms.
-
- 138** Support efforts to implement transparent and accountable expenditure control instruments for assessing the necessity and impact of local investment and projects, based on legislative control and public participation.
-
- 159** Support the role and enhanced capacity of national, sub-national, and local governments in data collection, mapping, analysis, and dissemination.
-
- 88** Ensure coherence between goals and measures of sectoral policies, at different levels and scales of political administration.
- 89** Establish legal and policy frameworks, to enable governments to effectively implement national urban policies.
-
- 153** Promote the systematic use of multi-stakeholder partnerships in urban development processes, as appropriate, establishing clear and transparent policies, financial and administrative frameworks and procedures, as well as planning guidelines for multi-stakeholder partnerships.
-

KEY PERFORMANCE
INDICATORS

-
- # of participants in participatory planning processes that express having higher trust.
-
- % of municipal officials reporting more coordinated and integrated municipal services based on principles promoting inclusive, innovative and integrative approaches for urban planning.
-
- % of underrepresented groups which participate in the planning process.
of participatory methods and inputs incorporated in the urban planning process.
-
- # of improved data management processes.
-
- # of inclusive and transparent communication mechanisms, strategies, action plans or activities (schools programs, conferences, etc.) that aim at strengthening stakeholder engagement.
-
- # of awareness campaigns on urban planning and participatory methods carried out
of public audience reached through each campaign
-
- # of coordination structures and mechanisms established or strengthened for more coordinated and integrated municipal services for inclusive planning and participatory urban planning.
-
- # of partnerships developed and outputs delivered jointly.
-

Methods KPIs

Monitor & Evaluation

SU Survey

RL Register list

IN Interview

GA Google Analytics

I/S Interview/Survey

Process

Informing participants along the whole process

% of total participants reporting a satisfactory level of information

Level of satisfaction with the generated relationship

% of total participants reporting a satisfactory interaction

Perception of personal contribution in a way that influences outcomes

% of total participants reporting a satisfactory contribution to the outcomes of the process

Perception that conversations about participatory planning should continue after the engagement

% of total participants reporting that want to be kept engaged in the long-term

Impact of awareness campaigns on urban planning and participatory methods carried out and public reached through them

of participants reached through the engagement activity

Transparency, trust and capacity building

Better understanding on community interests and project trade-offs to meet community interests

% of total participants reporting improved understanding of community interests and potential trade-offs

Increased trust in the participation process

% of participants that express increased trust in the participatory planning process

Improved trust between community and IMM, planners

% of participants that agree with experiencing higher trust in the governance

Improved culture of participation

% of participants that express having increased their culture of participation



Event learning (events)

Information centres (hubs)

Community councils

Focus groups meetings

Opinion polls

Feedback mechanisms

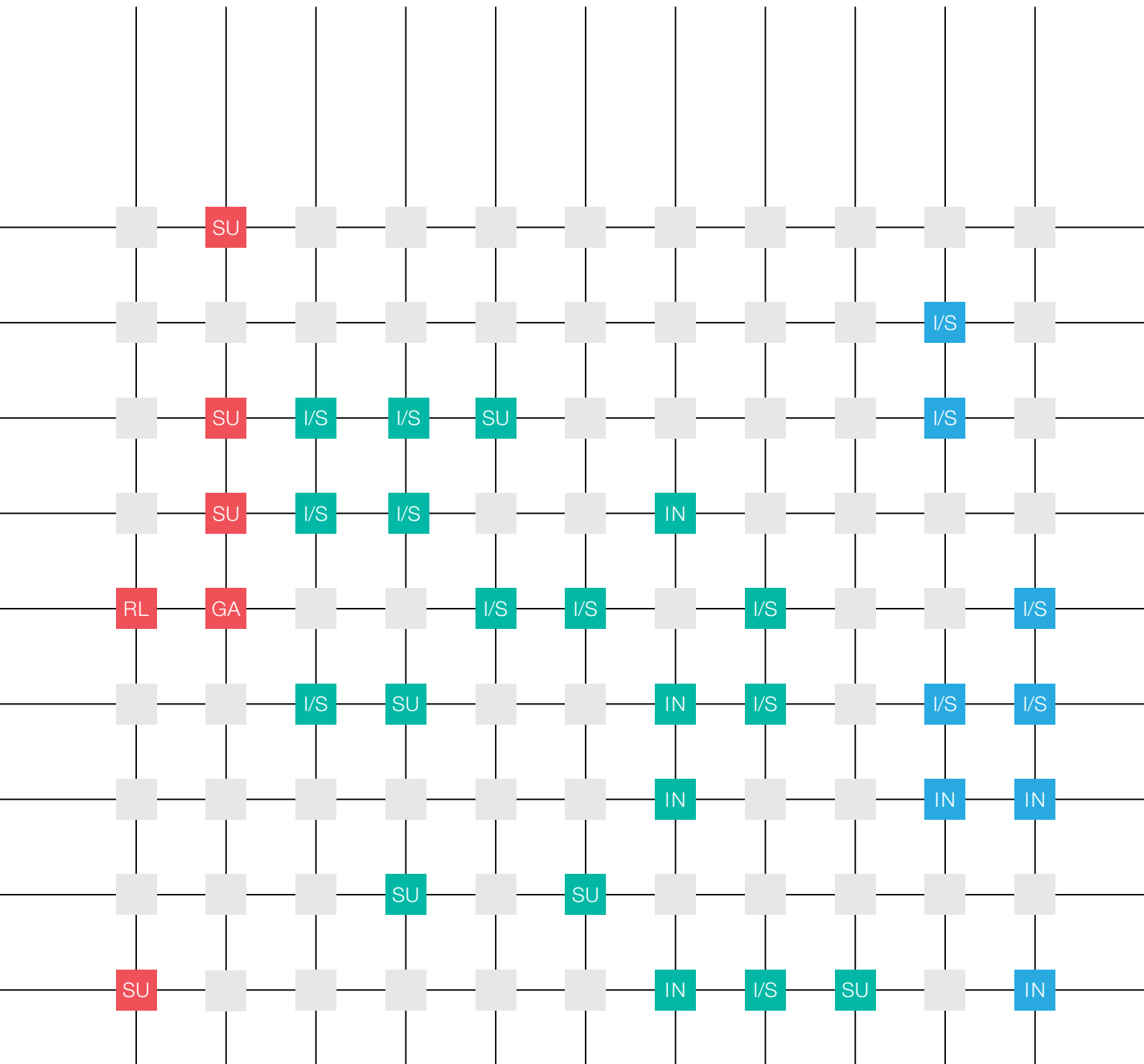
Informal conversations

Mapping

Gamification

Design charrette

Walk audit



Methods KPIs

Monitor & Evaluation

- SU** Survey
- IN** Interview
- I/S** Interview/Survey
- WU** Wrap up discussion
- RL** Register list
- MN** Meeting notes
- SM** Social media



Transparency, trust and capacity building

	Increased level of transparency in the participation process	% of participants that have accessed published open data satisfactorily
		% of participants which received feedback and results from their engagement activity
		% of participants that state that participation objectives were clearly defined
		# of inputs/contributions produced which have been incorporated in the urban planning process
	Improved capacity	% of participants who feedback positively to the capacity building trainings carried out to increase their knowledge on participation
		% of participants which express having a bigger picture of the participation process after the engagement activity
		% of participants reporting having increased SDG and NUA knowledge

Accessibility and appealing (includes participants metrics)

	Perception of accessibility to all stakeholders and community groups in terms of information and encouragement to participate	% of total participants satisfied with the inclusive and transparent communication mechanisms for engagement
	Perception of accessibility of methods in a digital and analog way	% of total participants satisfied with the accessibility of the participatory method
	Perception that the participation method was easy to understand	% of total participants satisfied with the ease of the participatory method and the clarity
	Audience outreach	# of participants interactions on social networks

Event learning
(events)

Information
centres (hubs)

Community
councils

Focus groups
meetings

Opinion polls

Feedback
mechanisms

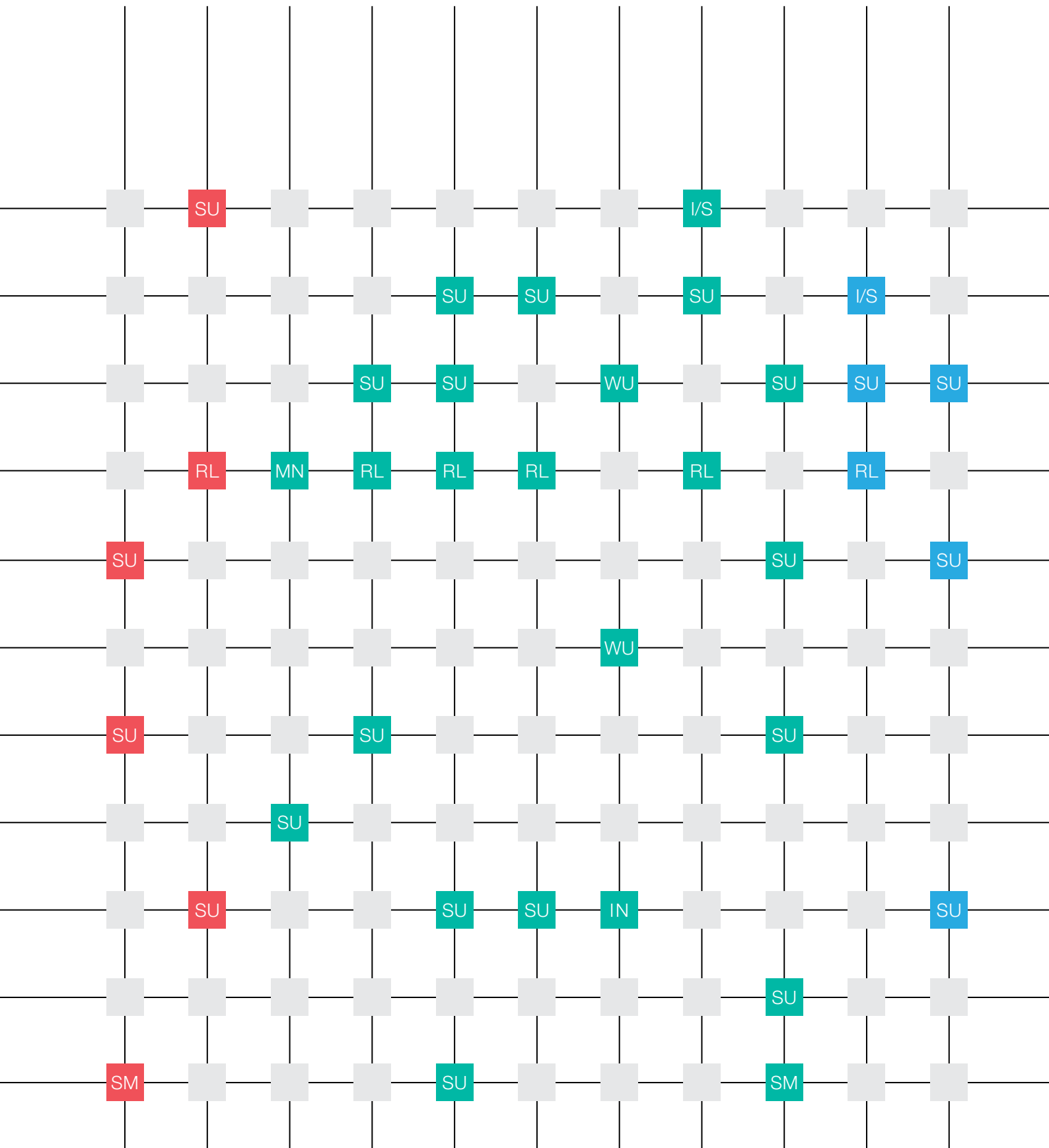
Informal
conversations

Mapping

Gamification

Design
charrette

Walk audit



Methods KPIs

Monitor & Evaluation

- SU** Survey
- RU** Registered users
- IN** Interview
- AL** Attendees list
- I/S** Interview/Survey
- DR** Data register
- RL** Register list

Social inclusion

Improved GESI engagement

and % of engaged underrepresented people who say they have improved relationships with IMM

Satisfaction with the level of engagement in conversations about participatory planning

% of total participants reported being satisfied with their level of engagement and inclusiveness

Easiness to contribute with ideas/suggestions in the process

% of total participants satisfied with the opportunity to make valuable contributions

Achievement of encouraging the entire community to participate

% of participants from underrepresented groups which participate in the planning process in relation to total participants

Resources

Satisfaction with the resources allocated to the method (infrastructure, budget, staff)

% of total participants satisfied with resources allocated for the engagement (infrastructure, budget, staff)

Event learning
(events)

Information
centres (hubs)

Community
councils

Focus groups
meetings

Opinion polls

Feedback
mechanisms

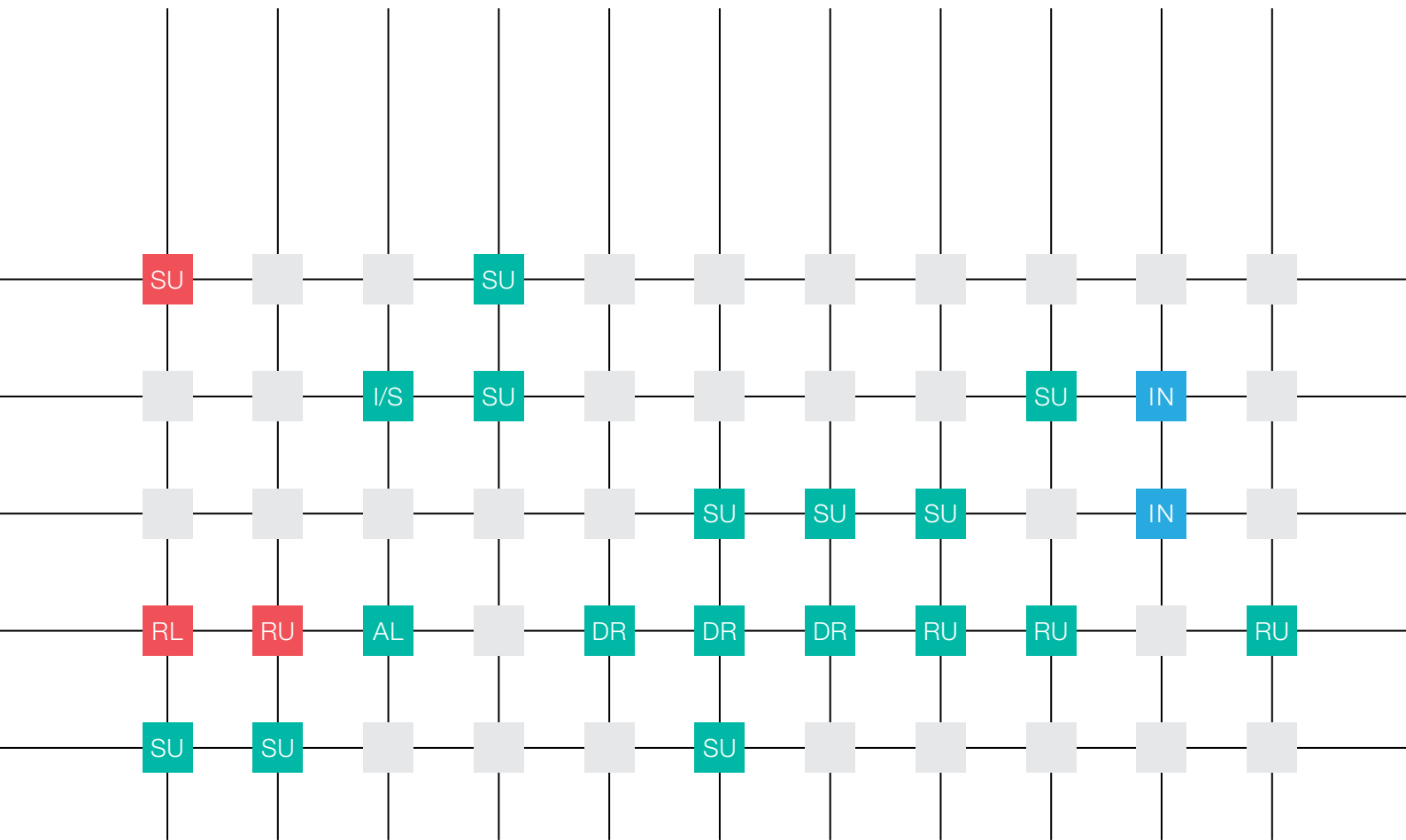
Informal
conversations

Mapping

Gamification

Design
charrette

Walk audit





British
Consulate-General
Istanbul



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BELEDİYESİ

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